

# School Development Plan

September 2023 – July 2024



*Learning together in a changing world,  
creating success for all.*

**Developing all pupils as ambitious,  
enterprising, ethical and healthy**

<b>Contents</b>	<b>Page(s)</b>
Contents	2
SDP and COVID-19	3-4
Trinity Fields: planning for the future	4
School context: Rights Respecting School, Healthy School and IQM Flagship School	4-5
Introduction	5-6
Key purposes of the School Development Plan (SDP)	6-7
Reviewing progress of the 2022-2023 SDP Targets	7
Key objectives	8-9
Vision statement, aims and values	10
School organisational plan	11
Senior leadership roles and responsibilities	12-13
Leadership responsibilities for Areas of Learning and Experience (AoLEs)	14
Additional leadership roles	15
Trinity Fields School and Resource Centre Learning Organisation	16
Summary SDP targets September 2023 – July 2026	17
School development plan priorities (2023 - 2026): 3 year overview	18
Department 1 development plan	19
Department 2 development plan	20
14-19 Learning Pathways development plan	21
Action plans:	22-31
ALNET Action Plan	32
Curriculum for Wales Action Plan	33
CASS development plan (2022 - 2025): 3 year overview	34
Professional learning and developing the school as a Learning Organisation	35
Annual costed staff development and training plan	36-53
Whole school training days	54
Glossary of terms used in this school development plan	55-57

## School Development Plan

Our school leaders, with the support of the whole staff team continue to navigate their way through ongoing periods of uncertainty and challenge considering what the next steps should be, whilst organising, renewing and adapting approaches as the situation changes.

**During September 2023 – July 2024 SDP cycle staff will continue to:**

- ✓ Focus on pupils' health and wellbeing; alongside developing their resilience.
- ✓ Provide a wide range of opportunities to play, learn, socialise and interact with others.
- ✓ Use their specialist skills and knowledge to develop and implement learning experiences to support pupils' progress and their ability to achieve their next steps.
- ✓ Ensure all pupils have quality time and support to help them to re-adjust and re-build their confidence and motivation for learning again.

Underpinning all of the actions in our SDP are the key priorities outlined in the **National Mission; High Standards and aspirations for all which was updated 2023:**

- Learning for Life
- Breaking Down Barriers
- A Positive Education for Everyone
- High Quality Teaching and Leadership
- Community Based Learning
- Cymraeg Belongs to us All.

This SDP takes account of the current findings from Welsh Government, ESTYN, OECD, UNESCO and UNICEF relating to how schools should move forward in a period when some or all of our pupils may not access learning in its traditional sense and when some of our pupils for a variety of reasons may continue to work at home rather than in school.

Our communication with key stakeholders will continue to be very important. Pupils and their families will need to access clear communication for the strategies that we are putting in place to support their child's learning and wellbeing.

Our staff team remain fully committed to keeping pupils at the heart of all that we do whilst ensuring everyone stays safe and healthy.

## Maintaining effective contact with pupils and parents/carers

Staff will keep in regular contact with parents/carers using telephone calls, text messages, "Seesaw" and through pupils' Hwb emails, where appropriate. All pupils have access to a Hwb account and nearly all parents/carers now regularly access "Seesaw". We have produced a parent/carer guide to "remote learning", as well as an easy guide to accessing "Seesaw" that support these developments.

In some rare cases, school-based class teams will deliver live online sessions. In accordance with Welsh Government guidelines, these will take place through Hwb resources and involve two members of staff. Pupils who are also unable to attend school due to medical reasons or those who are isolating can also join in with some live online sessions, where appropriate.

## Resources

To facilitate effective remote learning, all teachers have access to school laptops. A bank of laptops and iPads is also available for home loan, where pupils do not have home access to appropriate digital resources.

We have also made significant investment in a range of specialist equipment and resources for our pupils with more complex needs. These resources include prepared home learning packs for multi-sensory stories, Positive Eye and Touchtrust, as well as additional resources to support Attention Autism.

## Planning for the future

Since September 2012, there continues to be a year-on-year growth in pupil numbers, when the number on roll was 123. In September 2023 the number on roll is expected to be in the region of 270 and rising; with approximately 190 being on the main school site and the remaining pupils based in our nine satellite classes, attached to mainstream schools. From September 2023, a 9<sup>th</sup> satellite class was opened within Ystrad Mynach College.

The LA are fully aware of the ongoing pressures for places at Trinity Fields and to address this they have included Trinity Fields as one of the first projects to benefit from capital investment as part of the Band B 21<sup>st</sup> Century Schools developments. Building work is currently ongoing to develop a state of the art, 10 classroom extension with associated facilities.

**Trinity Fields is a Rights Respecting School, a Healthy School, Investors in Families School, a MOVE school and an Inclusion Quality Mark (IQM) Flagship School.**

## School context

Trinity Fields is a Rights Respecting School; we are committed to the principles and values of the United Nations Convention on the Rights of the Child (UNCRC) across all areas of our work. We are a school where pupils are at the heart of everything we do. We successfully achieved UNICEF's "Rights Respecting School Award" in **January 2017** and we have a well-established record of developing pupil engagement at all levels.

We are a Healthy School; we take responsibility for maintaining and promoting the health and wellbeing of the Trinity Fields team (pupils, parents/carers, staff, governors etc.). This includes teaching pupils about how to lead healthy lives by enabling them and staff to take control over aspects of the school environment that influence their health and wellbeing. We achieved the Welsh Network of Healthy School Schemes National Quality Award in **March 2018, with re-accreditation in December 2020.**

We are an Investors in Families School, re-assessed for the award in **July 2019**. The assessment was an extremely positive celebration of the high-quality family and community work that is evident and visible across our school. The assessor stated that the evidence presented clearly meets the requirements for the re-accreditation for Investors in Families status. During the re-accreditation process, the school's work was judged to be of a very high quality. Family and Community Engagement are fully embedded and it was evident that the school works hard on its journey towards excellence. The assessor was very pleased to award the school the **Diamond Standard**.

Trinity Fields School has held the IQM Centre of Excellence status for the past 4 years and attained Flagship School status for the first time in **April 2018 which was last re-accredited in July 2023**. We have demonstrated through a national annual assessment that we have the

capacity to play a strong leadership role in developing inclusion best practice across a network of schools; as well as being committed to extending those networks and develop classroom-based research.

More recently (2019), the school started its journey towards becoming a MOVE school; successfully accredited at Silver level in **December 2021**. The MOVE Programme is an activity-based practice that enables children and young people with physical disabilities to sit, stand, walk, and transition as independently as possible.

**Our overarching philosophy is summarised in the following statement:**

**“We believe that everyone at Trinity Fields is entitled to have access to the very best learning experiences. These will be provided within a safe, caring and stimulating environment that will enable all learners to achieve their full potential through learning opportunities that meet their individual needs”.**

## **Introduction**

This school development plan will continue to build upon the many positive and outstanding features documented within our Estyn inspection report (**June 2019**), and in reports by external bodies such as:

- Inclusion Quality Mark (**April 2019**),
- National Quality Award for Healthy Schools re-accreditation (**December 2020**),
- Investors in Families Award (**July 2019**)
- MOVE (**December 2021**)
- Rights Respecting Schools Award (**January 2017**).

It will fully address the one Estyn recommendation through the five inspection area action plans. Our developments will be laid upon the foundation that,

**“Trinity Fields School and Resource Centre is a highly inclusive community where all pupils feel safe and valued. Pupils play an active and influential role in shaping the life and work of the school. The school’s exemplary levels of care, support and guidance mean that nearly all pupils develop as enthusiastic learners who acquire a strong understanding of their rights and responsibilities”. (Estyn 2019).**

The continuing success of Trinity Fields School and Resource Centre is largely attributed to the dedication and commitment of staff, parents/carers and governors; this is further supported by our commitment to developing and maintaining effective partnerships and leadership at all levels. Estyn (**2019**) recognised this and stated,

**“Teachers and support staff foster highly positive and valuable professional relationships with their pupils. They treat all learners with respect and provide exemplary support and encouragement for them in their learning. They manage pupils’ behaviour positively and sensibly. As a result, learning experiences and the quality of teaching make a significant contribution to pupils’ high levels of wellbeing and personal development”.**

We will continue to enhance our partnerships with all stakeholders: pupils, parents/carers, LA, EAS, other special schools, social services, Aneurin Bevan University Health Board, voluntary sector organisations etc. to ensure we provide all pupils with the very best learning experiences.

We remain committed to pupil participation, personalising learning, joint working approaches and developing effective leadership at all levels.

This SDP will focus on achieving our new, high-level set of strategic aims which are linked closely to the National Resource for Evaluation, Improvement and Accountability:

- Developing high quality, specialist teaching and learning
- Promoting wellbeing, equity and inclusion
- Developing outstanding leaders at every level
- Promoting collaborative quality assurance to drive continuous improvement
- Developing a learning environment and infrastructure fit for the future

It aims to continue bringing together school, LA, EAS and national initiatives. It will capture the long-term goals through which our aims, values and vision will be achieved. The SDP will also identify detailed areas for development and further improvement over the next SDP cycles.

Our well-established, comprehensive, collaborative and on-going processes of whole school self-evaluation have determined the detailed annual priorities for this SDP; these processes include consultation with pupils, staff, governors, parents/carers and the wider community (LA officers, social services and health professionals). These firmly established processes further build upon Estyn's (2019) findings,

**“The leadership team works together highly effectively to analyse the findings of self-evaluation and plan further improvements. As a result, leaders know the school's strengths and areas for development well. They promote best practice effectively across the school and encourage a culture of self-improvement and high expectations successfully”.**

This SDP will also take account of the Welsh Government's (WG) current priorities for schools across Wales that include:

- Education in Wales: Our National Mission (2017)
- Education in Wales: Our National Mission (2023)
- National Resource for Evaluation, Improvement and Accountability (2023)
- Curriculum for Wales (2019)
- Additional Learning Needs and Education Tribunal (Wales) Act (2018)
- National and Regional Approach to Professional Learning
- Professional Standards for Teaching and Leadership (2018)
- Professional Standards for Assisting Teaching (2019)
- National Literacy and Numeracy Framework (2013)
- Schools as Learning Organisations (2018)
- Digital Competence Framework (2016)
- Narrowing the gap between poverty and pupils' attainment

## Key purposes of our SDP

Our SDP has a number of key purposes that include providing a:

- clear strategy for school improvement and staff development that addresses the one recommendation from our last Estyn inspection report (2019) and the findings from our annual self-evaluation processes.
- framework for ongoing review and self-evaluation.
- clear, shared structure for pupils, staff, governors, parents/carers, LA, community etc.

- long term vision achieved through short-term achievable goals.
- systematic approach and framework for the management of change; with specific work around Curriculum for Wales and the Additional Learning Needs and Education Tribunal (Wales) Act.
- commitment to ensure professional enquiry sits at the heart of the evaluation and improvement cycle.

The overall aim is to bring about continuous and recognisable improvements in the quality of learning and teaching provided at Trinity Fields as we work together to raise standards, improve well-being, as well as the overall quality of our provision.

We remain fully committed to developing and enhancing our **PUPIL CENTRED** and **INCLUSIVE** approaches. Pupils will continue to remain at the heart of everything that we do at Trinity Fields. Their needs and views will be central to our whole school planning for improvement processes.

## **Reviewing progress of the 2022 - 2023 SDP targets**

The Welsh Government issued guidance (**Guidance document no: 155/2014**) relating to the purpose and content of SDPs, as well as outlining relevant roles and responsibilities. Our comprehensive reviewing and planning processes for self-improvement are well established and rigorous and are fully compliant with all relevant guidance.

Our SDP action plans are developed through a process of continuous, robust and honest self-evaluation, where the views of as many key stakeholders as possible are sought. Self-evaluation allows us to reflect upon our performance and use this information as a basis for sustainable improvement. Self-evaluation and improvement planning are central to supporting improvement in pupil, whole school and professional learning outcomes.

Our well-established processes allow us to assess all aspects of our performance by identifying:

- How well we are performing.
- Areas of strength and practice worth sharing.
- What we need to improve.
- What actions to take to make those improvements.

Throughout the SDP year (April - March) we continually assess our progress against the SDP targets using well-established monitoring and self-evaluation arrangements. In addition to identifying and addressing our development needs, these arrangements also allow us to identify strengths, building on these and celebrating and sharing best practice, both within school and more widely with other schools across the sector.

To ensure progress towards the targets is systematically monitored and challenged by the governing body, the termly headteacher reports contain accurate details of the school's progress towards the SDP targets. All targets have timescales, resources and the lead person(s) are identified, as well as detailing the impact the targets will have upon pupils' learning. We have adopted a RAG rating approach, allowing staff/governors to monitor and challenge progress towards the agreed targets. Through these arrangements, staff/governors effectively hold the school and the headteacher to account. Detailed information of the progress towards the SDP's previous targets will be found in the headteacher's termly reports to governors.

## **Key objectives for Caerphilly County Borough Council (CCBC)**

Caerphilly County Borough Council (CCBC) established five key objectives with the Governing Body in 1998 when the school opened. These express the LA's vision for the school as a valuable resource that provides "excellent special education" together with the facilities of an attached Resource Centre to serve pupils and staff across the County Borough.

The key objectives (reviewed in 2010) outline the role of the Resource Centre in developing: leisure activities, promoting the inclusion of young people with disabilities, improving arrangements for the transition to adulthood and facilitating improved joint working between the various agencies making provision for pupils with a range of difficulties and their families. Our SDP is developed around these key objectives and reflects the changing nature of the school.

### **KEY OBJECTIVE 1**

To continuously improve the quality of education provided for children and young people at Trinity Fields by developing it as a "learning school".

### **KEY OBJECTIVE 2**

To support and develop inclusive lifelong learning for children and young people with severe and complex needs in Caerphilly County Borough Council.

### **KEY OBJECTIVE 3**

To foster and facilitate joined up, collaborative inter-agency policy and practice to support children and young people with severe and complex needs and their families in Caerphilly County Borough Council.

### **KEY OBJECTIVE 4**

To promote and develop the social inclusion and leisure opportunities for children and young people with severe and complex needs in Caerphilly County Borough Council.

### **KEY OBJECTIVE 5**

To maximise the potential for young people with severe and complex needs to develop into self-managing, autonomous and independent adults.



## **Key objectives for EAS**

EAS Education Consortia in their role as school improvement service also have 5 key objectives. Our SDP links well with these aims which are:

### **KEY OBJECTIVE 1**

**School Improvement - Provide bespoke support to local authorities, schools and educational settings (PRUs and Non-Maintained Nursery settings) that promotes peer collaboration and cluster working through a high support, high challenge model that fosters the development of an effective learning organisation.**

### **KEY OBJECTIVE 2**

**Leadership and Teaching - Provide professional learning and support for the continuous development and growth of leadership and teaching across the entire workforce (Leaders, teachers and teaching assistants), to enable the development of effective learning organisations.**

### **KEY OBJECTIVE 3**

**Curriculum for Wales - Provide professional learning and support for schools and educational settings (PRUs and Non-Maintained Nursery Settings) to realise Curriculum for Wales (CfW) and to enable them to become effective learning organisations within and beyond clusters, contributing to wider system improvement and learning.**

### **KEY OBJECTIVE 4**

**Health, Wellbeing and Equity- Provide professional learning and support for health, wellbeing and equity to improve the outcomes of vulnerable and disadvantaged learners building capacity in all schools supporting the development of effective inclusive learning organisations.**

### **KEY OBJECTIVE 5**

**School Governance - Provide a broad range of professional learning, support, advice and guidance, that has a positive impact on developing governance and its role in leading the development of schools as effective learning organisations.**

### **KEY OBJECTIVE 6**

**EAS Organisational Structures - Provide a lean, efficient organisational infrastructure which delivers on our agreed priorities to support all schools and educational settings to be thriving, learning organisations.**



# Vision Statement

*Learning together in a changing world, creating success for all.*

## **Our commitment to being a Rights Respecting School and this vision means that we will:**

- ensure all pupils have access to a learning environment that is pupil centred, flexible and responsive to individual needs.
- ensure all pupils have a “voice” and that their views are taken seriously and contribute to whole school improvement planning.
- provide an individual and inclusive service to both pupils and their families, with an emphasis on meeting individual needs and developing pupils’ strengths, including pupils from across the County Borough as well as the pupils of Trinity Fields.
- provide a broad, relevant, challenging and personalised curriculum that support the 4 purposes and includes all aspects of Routes for Learning, Curriculum for Wales, 14-19 Curriculum, Routes to Literacy and Numeracy, the Literacy and Numeracy Framework and Digital Competence Framework.
- acknowledge and respect the individuality of all pupils, where everyone is a valued member of the school community.
- ensure all pupils have access to high quality resources, communication systems and expertise. These will be provided within a safe and attractive learning environment that encourages fun, creativity, respect and enjoyment.
- recognise our staff team as an excellent resource and that valuing, supporting and developing them is central to pupils’ achievements.
- work in partnership with parents, carers, governors and other professionals to provide support, guidance and training and extend pupils’ learning and achievements.
- develop and sustain effective links with the local authority’s mainstream schools and with the local community, encouraging participation and developing our inclusive ethos.
- build upon individual and whole school strengths, celebrating and sharing all achievements.
- ensure all pupils have access to multi-sensory learning opportunities that promote communication, self-esteem, motivation and independence, as well as preparing them for adult life.
- work with all partners to ensure that transition arrangements are well planned and take into account the needs of individual pupils.

As a Rights Respecting School, we are committed to embedding the principles and values of the United Nation Conventions on the Rights of the Child (UNCRC). Our Vision Statement enables our pupils to access and enjoy the following articles of the convention:

**Article 12:** Every child has the right to be heard.

**Article 28:** Every child has the right to an education.

**Article 29:** Education must develop every child’s personality, talents and abilities to the full.

**Article 42:** Every child has the right to know their rights.

# School Organisational Plan

## Executive Headteacher

**David Jenkins**

## Deputy Headteacher

**Tracey McGuirk**

<b>Assistant Headteacher</b>	<b>Assistant Headteacher</b>	<b>Assistant Headteacher</b> <small>(fixed term to 31<sup>st</sup> August 2024)</small>	<b>Assistant Headteacher (CASS)</b>
<b>Leanne Boardman</b>	<b>Christine Thomas</b>	<b>Anthony Rhys</b>	<b>Michelle Meredith</b>
<b>TLR2</b> <small>(Foundation phase, 3-7)</small>	<b>TLR2</b> <small>(School curriculum, 8-13)</small>	<b>TLR2</b> <small>(14-19 learning pathways)</small>	<b>TLR2</b> <small>Professional learning: non-teaching staff and all staff in satellite classes (fixed term to 31<sup>st</sup> August 2024)</small>
<b>Lucy Crimmins</b>	<b>Kate Thomas</b>	<b>Laura Thorpe</b>	<b>Jo Daniels</b>
<b>TLR3 (Total Communication)</b>		<b>TLR3 (ALNET)</b>	
<b>VACANT</b>		<b>Hannah Pearce</b> <small>(fixed term to 31<sup>st</sup> August 2024)</small>	
<b>Class/subject specialist teachers</b>			
<b>Liam Richards – PE and Sport</b>			
<b>Rebecca Gerrish – Music and Expressive Arts</b>			
<b>Specialist teaching assistants</b>			
<b>Teaching assistants</b>			
<b>Midday supervisory assistants</b>			
<b>School Business Manager</b>			
<b>Leanne Gibbs</b>			
<b>Site staff</b>	<b>Admin Assistant</b>	<b>IT Technician</b>	<b>Receptionist</b>
<b>Dave Chard</b> <b>Stephen Cross</b>	<b>Cath Farmer</b>	<b>Matthew Gurmin</b>	<b>Carolyn Wall</b>
<b>Finance Assistant</b>	<b>IT support</b>	<b>Admin Assistant</b>	<b>PCP Assistant</b>
<b>Heather Scherptong</b>	<b>Steve Gunter</b>	<b>Louise Caroll</b>	<b>Rhian Davies</b>
			<b>Projects Assistant</b>
			<b>Angela Williams</b>







## Senior leadership roles and responsibilities

Executive Headteacher: Dave Jenkins	Deputy Headteacher: Tracey McGuirk	Assistant Headteacher: Leanne Boardman	Assistant Headteacher: Michelle Meredith	Assistant Headteacher: Christine Thomas
<b>Whole school/LA responsibilities</b>				
<ul style="list-style-type: none"> <li>• Accountability                             <ul style="list-style-type: none"> <li>• Challenge and support</li> <li>• Monitoring and evaluation</li> <li>• Quality assurance and scrutiny</li> </ul> </li> <li>• Finance</li> <li>• Community links</li> <li>• Designate lead: safeguarding</li> <li>• Equalities and accessibility</li> <li>• Health and Safety</li> <li>• Building Extension</li> <li>• Governing body coordination</li> <li>• Inclusion, outreach and satellite development</li> <li>• CASS strategic link</li> <li>• Leadership development</li> <li>• Liaison with LA, EAS, schools and Welsh Government</li> <li>• Performance management</li> <li>• Professional networking</li> <li>• Resource management</li> <li>• School vision, aims and values</li> <li>• Strategic planning, leadership and direction of the school</li> <li>• Whole school target setting</li> <li>• GDPR</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Wellbeing lead                             <ul style="list-style-type: none"> <li>• ASD Strategic Lead</li> <li>• Behaviour management including impact of specialist staff</li> <li>• TEACCH</li> <li>• Pupil Voice</li> <li>• Total Communication inc impact of specialist staff</li> <li>• Embedding a Whole School Approach to Assessment                                     <ul style="list-style-type: none"> <li>• Manual handling</li> </ul> </li> </ul> </li> <li>• Bespoke learning packages</li> <li>• Curriculum and skills</li> <li>• Deputy designate: safeguarding</li> <li>• Funding matrix</li> <li>• GB (Pupil Achievement and Curriculum)</li> <li>• Building Extension</li> <li>• Transition Coordination</li> <li>• CLA lead</li> <li>• Monitoring: IEPs, IBPs, PHPs, pupil targets and teaching plans</li> <li>• PLCs</li> <li>• Team Teach lead tutor</li> <li>• Timetabling</li> <li>• Department 3 Link (14-19)</li> <li>• College satellite link</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment, recording and reporting.</li> <li>• GB: (Pupil Achievement and Curriculum)</li> <li>• Healthcare plans and medical provision</li> <li>• Transition: pupils and staff in Dept 1</li> <li>• Investors in Families</li> <li>• Internal and external moderation/quality assurance</li> <li>• PTA</li> <li>• Student/volunteer placements</li> <li>• Team Teach tutor</li> <li>• Therapies Liaison</li> <li>• Department 1 – Strategic Link</li> <li>• Educational Visits – Head’s approval</li> <li>• MOVE Coordinator</li> <li>• Cwm Ifor, Pont satellite link</li> <li>• Diary dates and school calendar</li> <li>• Strategic links with SRBs and other Caerphilly schools</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment and data analysis: CASS</li> <li>• Development plan: CASS</li> <li>• Home support - CASS</li> <li>• Managing staff attendance- CASS</li> <li>• Operational running of CASS</li> <li>• Policy development and review: CASS</li> <li>• Self-evaluation: CASS</li> <li>• Staff cover- CASS</li> <li>• Staff recruitment: CASS</li> <li>• Standards: CASS</li> <li>• Strategic links with SRBs and other Caerphilly schools: ASD provision</li> <li>• Team Teach Tutor</li> <li>• Financial Management – CASS</li> <li>• Performance Management - CASS</li> </ul>	<ul style="list-style-type: none"> <li>• ALN Strategic Lead                             <ul style="list-style-type: none"> <li>• ALNCO</li> <li>• Annual Reviews</li> <li>• IDP Conversion</li> <li>• Staff development</li> <li>• PCP Champion LA</li> </ul> </li> <li>• Staff wellbeing strategic lead                             <ul style="list-style-type: none"> <li>• Managing staff attendance</li> <li>• Occ Health referrals</li> </ul> </li> <li>• Extra-curricular activities</li> <li>• Whole school events</li> <li>• Collective worship</li> <li>• Internal and external moderation and quality assurance</li> <li>• SRB strategic lead</li> <li>• PTA</li> <li>• Home Support including impact of specialist staff</li> <li>• Pupil attendance &amp; EWO link</li> <li>• Strategic lead: Department 2</li> <li>• Strategic links with SRBs and other Caerphilly schools</li> <li>• EVC</li> <li>• Heolddu and St Cenydd strategic link</li> <li>• TEAM TEACH Tutor</li> </ul>
<b>Shared safeguarding responsibility in absence of Designate and Deputy Designate</b>				
<b>Shared responsibilities</b>				
<ul style="list-style-type: none"> <li>• Day to day running of school</li> <li>• Staff cover- shared role with other AHTs</li> <li>• Policy Development and review</li> <li>• School Development plan – Link to leadership and QA</li> <li>• School Self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Day to day running of school</li> <li>• Staff cover- shared role with other AHTs</li> <li>• Policy Development and review</li> <li>• School Development plan – Link to leadership and QA</li> <li>• School Self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Day to day running of school</li> <li>• Staff cover- shared role with other AHTs</li> <li>• Policy Development and review</li> <li>• School Development plan – Link to leadership and QA</li> <li>• School Self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Day to day running of school</li> <li>• Staff cover- shared role with other AHTs</li> <li>• Policy Development and review</li> <li>• School Development plan – Link to leadership and QA</li> <li>• School Self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Day to day running of school</li> <li>• Staff cover- shared role with other AHTs</li> <li>• Policy Development and review</li> <li>• School Development plan – Link to leadership and QA</li> <li>• School Self-evaluation</li> </ul>

<ul style="list-style-type: none"> <li>• Staff recruitment and retention</li> <li>• School organisation</li> </ul>	<ul style="list-style-type: none"> <li>• Staff recruitment and retention</li> <li>• School organisation</li> </ul>	<ul style="list-style-type: none"> <li>• Staff recruitment and retention</li> <li>• School organisation</li> </ul>	<ul style="list-style-type: none"> <li>• Staff recruitment and retention</li> <li>• School organisation</li> </ul>	<ul style="list-style-type: none"> <li>• Staff recruitment and retention</li> <li>• School organisation</li> </ul>
<b>Assistant Headteacher and cluster and school professional learning lead: Anthony Rhys</b>				
<ul style="list-style-type: none"> <li>• School based professional learning lead (PLL)</li> <li>• Regional PLL for special schools and PRUs</li> <li>• Support the National Mission and new curriculum and assessment requirements</li> <li>• Development of a fully inclusive professional learning (PL) strategy, linked to curriculum reform</li> <li>• Ensure access to PL opportunities for staff on an individual and whole school basis. Line management of TLR holder</li> <li>• Develop systems for tracking all professional learning across the school</li> <li>• Lead for digital competence including impact of specialist staff</li> </ul>	<ul style="list-style-type: none"> <li>• Track the impact and engagement of PL</li> <li>• Host PL events as a school and regionally</li> <li>• Ensure school learning environment is conducive to promote effective PL</li> <li>• Development of school systems to empower staff to take responsibility for their own professional learning linked to standards</li> <li>• Ensure that all Welsh Government grant conditions are met and funds are utilised to develop and deliver professional learning to realise the new curriculum</li> <li>• Lead for coaching and mentoring</li> <li>• Sensory specialist staff</li> </ul>	<ul style="list-style-type: none"> <li>• Manage arrangements to ensure robust links with the professional teaching and leadership standards as part of longer term individual learning journey.</li> <li>• Take a leadership role within the performance management arrangements of the school.</li> <li>• Collaborate with colleagues to support PL for curriculum and ALN reform across the cluster</li> <li>• Staff cover- shared role with other AHTs</li> <li>• School as Learning organisation lead (SLO) including NPEP</li> <li>• Developing a culture of enquiry</li> <li>• NQT Mentor</li> <li>• Induction</li> </ul>		
<b>Team leader: department 1 Lucy Crimmins</b>	<b>Team leader: department 2 Kate Thomas</b>	<b>Team leader: 14-19 learning pathways Laura Thorpe</b>		
<b>Departmental responsibilities</b>				
<ul style="list-style-type: none"> <li>• Curriculum, assessment and standards</li> <li>• LNF and digital competence</li> <li>• Management of FP budget</li> <li>• Management of resources (staff and resources), shared responsibility with SLT</li> <li>• Partnerships: parents, local authority, governors, local community etc.</li> <li>• Performance management team leader</li> <li>• Records of Achievement</li> <li>• Self-evaluation and improvement planning</li> <li>• Staff induction and development, including coaching and mentoring support to new staff, shared with SLT</li> <li>• Standards: outcomes and provision, shared responsibility with SLT</li> <li>• Transition</li> <li>• Wellbeing: pupils and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum, assessment and standards</li> <li>• LNF and digital competence</li> <li>• Management of ICT and 8-13 budgets</li> <li>• Management of resources (staff and resources), shared responsibility with SLT</li> <li>• Partnerships: parents, local authority, governors, local community etc.</li> <li>• Performance management team leader</li> <li>• Records of Achievement</li> <li>• Self-evaluation and improvement planning</li> <li>• Staff induction and development, including coaching and mentoring support to new staff, shared with SLT</li> <li>• Standards: outcomes and provision, shared responsibility with SLT</li> <li>• Transition</li> <li>• Wellbeing: pupils and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum, assessment and standards</li> <li>• LNF and digital competence</li> <li>• Management of 14-19 LP budget</li> <li>• Management of resources (staff and resources), shared responsibility with SLT</li> <li>• Partnerships: Careers Wales, local FE colleges, businesses etc.</li> <li>• Performance management team leader</li> <li>• Records of Achievement and Progress Files</li> <li>• Self-evaluation and improvement planning</li> <li>• Staff induction and development, including coaching and mentoring support to new staff, shared with SLT</li> <li>• Accreditation and moderation of accreditation</li> <li>• Standards: outcomes and provision, shared responsibility with SLT</li> <li>• Post 19 Transition</li> <li>• Wellbeing: pupils and staff</li> </ul>		



**Areas of Learning and Experience (AoLE) Leads**

<b>AoLE</b>	<b>AoLE Leads</b>
	<b>Claire Boswell and Claire Went</b>
	<b>Mark Evans and Rachel Western</b>
	<b>Elizabeth Neal and Libby Harman</b>
	<b>Katie Rupnik and Liam Richards</b>
	<b>Vicky Chiplin and Rebecca Gerrish</b>
	<b>Charlene Smith and Aimee Phillips</b>

## Additional leadership roles

**Curriculum, skills and remote learning**

**Tracey McGuirk/Anthony Rhys (Remote/at home learning)**

**Collective Worship**

**Christine Thomas/Kate Thomas**

**14-19 Learning Pathways/Careers and the World of Work**

**Laura Thorpe, Wendy Howells, Mandy Gibbon,**

**Sensory curriculum**

**Anthony Rhys/Charlene Smith/Sue Williams**

**Travel training**

**Jenna Collins**

**Behaviour support**

**Aimee Meredith**

**Relationships and Sexuality Education**

**David Evans**

**Trauma Informed Schools**

**Ruth Powell**

# Trinity Fields School & Resource Centre Learning Organisation

## 'Learning Together in a Changing World, Creating Success for All

- A strategy for Local, Regional, National and International Excellence



**Embedding Schools as Learning Organisations Methodology** – Vision, continuous learning, collaboration, enquiry, systems, external learning, leadership

<p><b>World Class Learning and Teaching</b> – Pushing <b>boundaries</b> and creating life changing <b>moments</b></p>	<p><b>Developing highly specialist teaching</b> – Instructional Rounds &amp; CONTINUA = T&amp;L Policy</p>	<p><b>Enrichment Programme</b> – including mainstream partners, external agencies/<b>partners</b></p>	<p><b>World Class, Curriculum Design</b> – <b>CFW</b> purpose led, <b>specialist</b> frameworks = meaningful progression, <b>excite</b>/authentic content</p>	<p><b>Corporate professional learning offer</b> – <b>helping ALL</b> staff to be the best they can <b>be</b></p>	<p><b>Economies of scale to create internal supply agency</b> – increasing professional learning time and reducing staff <b>turnover</b></p>	<p><b>Robust Links with University</b> – LEAD PRAC PGCE status – <b>becoming</b> a teaching school supported by mainstream <b>partners</b></p>	<p><b>Enquiry Based Practice/Research</b> – leading to <b>National Trinity Learning Journal</b></p>
<p><b>Inspirational Leaders</b> – Demanding elite behaviours and ensuring vision, <b>values</b> &amp; clarity</p>	<p><b>Establish high quality relationships</b> – high performing teams via <b>ColourWorks/Chrysalis</b> wellbeing strategy</p>	<p><b>Clarity of Roles and Responsibilities</b> – AOLE leadership, <b>committee</b> structures, GB alignment for <b>quality assurance</b></p>	<p><b>Coaching and Mentoring</b> – <b>at</b> all levels across the organisation leading to improved <b>teaching</b></p>	<p><b>Learning from the System</b> – CCBC, EAS, Health <b>Board</b>, mainstream partner collaboration</p>	<p><b>Clear Business Strategy and Rebrand</b> – generating substantial income and maximising community</p>	<p><b>Internal &amp; External Leadership Programmes</b> – accredited by university and supported coaching</p>	<p><b>Continuous Succession Planning</b> – leading to sustained improvement</p>
<p><b>Wellbeing, Equity and Inclusion</b> – Promoting outstanding multi-agency working to enrich <b>lives</b></p>	<p><b>Listening to Learners, Staff and Families</b> – pupil committees investing in staff, reducing <b>absenteeism</b></p>	<p><b>Aligning PCP and IDP practices</b> – <b>ensuring</b> objectives at the heart of learning journeys</p>	<p><b>Rich Intervention Strategy</b> – QTV/HI/MSI, <b>communication</b>, behaviour, <b>TIS</b>, <b>MDVE</b>, <b>Art</b>, <b>QA</b>, pets, Forest School, technology, <b>creative</b>, <b>inclusion</b>, surfing, EVC, <b>nurture</b></p>	<p><b>Improved Engagement with the Community</b> – parent committees, PTA, <b>businesses</b>, educational visits, <b>satellite consolidation</b>, <b>Health</b></p>	<p><b>Positive Behaviour Management</b> – using additional tools to reduce <b>challenging behaviour incidents</b>.</p>	<p><b>Disability Sport Wales Elite venue</b> – <b>inclusion</b>, <b>high profile musical productions</b></p>	<p><b>Co-construction of 19-25 Curriculum</b> – social enterprise ltd company – CYC college</p>
<p><b>Quality Assurance which drives Improvement</b></p>	<p><b>SLO/NEIR Methodology for Evaluation</b> – real time, purposeful data, enquiry focusses child <b>focussed</b></p>	<p><b>School wide Quality Assurance/Peer Review &amp; Challenge</b> – maximising partnerships and satellites</p>	<p><b>Governor Improvement Groups</b> – based on <b>self-evaluation</b>, <b>connecting</b> governors internally and externally for QA</p>	<p><b>Agreed Specific SDP Targets for Medium Term</b> – involving all school <b>stakeholders</b>, aims for the <b>future</b>.</p>	<p><b>High Levels of Engagement with ALN Self-improving system to Challenge and Support</b></p>	<p><b>Learning From the International System</b> – pupil and staff exchanges</p>	<p><b>All Aspects of Organisation to be considered as Highly Effective</b></p>
<p><b>Learning Environment</b> – Outstanding 21<sup>st</sup> Century learning environments</p>	<p><b>Safeguarding/H&amp;S and Safety Compliance</b> – <b>ensuring</b> clarity over process and <b>policy</b></p>	<p><b>Short Term Accommodation Pressures</b> - and review entry/exit criteria of satellites</p>	<p><b>Satellite class in the College</b> – improve transition, expand 19-25 provision and manage <b>pressure</b></p>	<p><b>Co-construct Final Building Design</b> – ensuring pupil voice is <b>paramount</b></p>	<p><b>Building Completion</b> – leading to innovative <b>new features</b></p>	<p><b>Pupils' Transition to New Build Strategy</b> - One additional INSET to ensure clarity?</p>	<p><b>Address Long Term Capacity Pressures</b> -- conceptualised and feasibility study with <b>CCBC</b></p>

**EMBEDDING THE 4 KEY PURPOSES** – ambitious capable learners, enterprising contributors, ethical citizens, healthy individuals



## Summary SDP targets: September 2023 – July 2026

2023 – 2024	2024 – 2025	2025 - 2026
<p><b>Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• Further develop whole school understanding of assessment and progression</li> <li>• Implement a consistent approach to evidencing learning for progression</li> <li>• Evaluate, update and embed CfW with a focus on enrichment</li> <li>• Improve provision and outcomes in DCF</li> <li>• Embed strategies to enhance Total Comms</li> </ul>	<p><b>Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• Enrichment programme fully embedded into curriculum design</li> <li>• Effective range of specialist teaching approaches embedded e.g. TEACCH, MOVE, SP</li> <li>• Review and refine department names, remits and progression profiles e.g. Discovery</li> <li>• Improve outcomes for pre-formal readers</li> <li>• Further develop Work related/Enterprise in the 14-19 learning department e.g. Café Oren</li> </ul>	<p><b>Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• Further develop the provision for cross cutting themes within the curriculum design</li> <li>• Improve outcomes for pre-formal writing skills</li> <li>• Improve outcomes in numeracy for MAT pupils with a focus on number</li> <li>• Further engagement with therapy staff to ensure OT, Physio and SALT advice fully embedded in curriculum design</li> </ul>
<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>• Further develop a cohesive and self-reflective staff team</li> <li>• Review and publish revised roles and responsibilities across the school to ensure clarity</li> <li>• Implement coaching methodology at all levels to improve practice</li> <li>• Invest in staff wellbeing to promote high performance</li> <li>• Embed a range of high quality professional learning which improves teaching</li> </ul>	<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>• Continue with the strategic recruitment process to ensure the school keeps abreast of growth and reduces reliance on agency staff</li> <li>• Formalise a professional learning offer which makes increasing links with University</li> <li>• Continue to refine the funding mechanism and remit of the school including its satellites</li> <li>• Further develop college satellites and support CCBC 19-25 provision development</li> </ul>	<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>• University links well established to support the corporate high quality professional learning offer at all levels from induction to headship</li> <li>• First publication of the Trinity Learning Journal which is a quality assured suite of enquiry case studies</li> <li>• Governor Improvement Groups developed with EAS Special Heads</li> <li>• Full compliance with SLO</li> </ul>
<p><b>Wellbeing, Equity and Inclusion</b></p> <ul style="list-style-type: none"> <li>• Improved physical literacy skills of pupils</li> <li>• Implement a 'Whole School Approach to Wellbeing'</li> <li>• Gain MOVE GOLD award</li> <li>• Embed TIS approach</li> <li>• Reduce incidents of extremely challenging behaviour through analysis and positive reward</li> </ul>	<p><b>Wellbeing, Equity and Inclusion</b></p> <ul style="list-style-type: none"> <li>• PBS – Potential roll out PBS across the school leading to better understanding of functions of behaviour and reducing incidents</li> <li>• Improved provision for sensory based play in structured and non-structured times</li> <li>• Further opportunities for authentic learning experiences within the community</li> <li>• Formalise a wellbeing offer for staff. Leading to</li> </ul>	<p><b>Wellbeing, Equity and Inclusion</b></p> <ul style="list-style-type: none"> <li>• Forest School provision fully established following Wilmott's Community Give Back Scheme</li> <li>• Further engagement with the local community to promote authentic learning experiences through educational visits</li> <li>• Further improve the provision and impact of The International Schools programme e.g. pupil visits</li> </ul>

<p>system</p> <ul style="list-style-type: none"> <li>• Implement more mechanisms to listen to the views of pupils</li> <li>• Improve opportunities and outcomes for RSE</li> <li>• Improve opportunities and outcomes for expressive arts</li> <li>• Continue highly effective roll out of ALN reform to ensure IDP at heart of planning</li> </ul>	<p>reduced sickness absence rates</p> <ul style="list-style-type: none"> <li>• Further experiences developed for pupils to engage in sport and expressive arts on regional and national level</li> <li>• MOVE Centre of Excellence status</li> <li>• Fully implement Lego therapy</li> </ul>	<p>and staff professional learning</p> <ul style="list-style-type: none"> <li>• House System to be implemented to support positive behaviour</li> <li>• ASD Centre of Excellence status</li> <li>• Intervention strategy to be fully developed using all therapeutic provision and skilled staff as a hub of best practice</li> </ul>
<p><b>Quality Assurance</b></p> <ul style="list-style-type: none"> <li>• LLC, MD review to evaluate progression in this AOLE</li> <li>• Co-construct new MER cycle which utilises real time information and focusses on the progression learners make</li> <li>• Further develop a culture of enquiry across the school</li> <li>• Further develop a system of continuous evaluation that promotes collaboration</li> <li>• Further develop the role of the Governing Body in Quality Assurance</li> <li>•</li> </ul>	<p><b>Quality Assurance</b></p> <ul style="list-style-type: none"> <li>• Health &amp; Wellbeing and Science and Tech Review to evaluate progression and provision in this AOLE</li> <li>• Teacher Progress meetings through coaching to add further sophistication to quality assurance/self-evaluation</li> <li>• Enquiry embedded as an effective mechanism to share best practice and improve evaluation</li> <li>• 3 tiered (<b>Self reflection</b>, collaboration and SLT verification) approach MER to be embedded</li> <li>• Improved use of performance data to further improve evaluation</li> </ul>	<p><b>Quality Assurance</b></p> <ul style="list-style-type: none"> <li>• Expressive Arts &amp; Humanities Review to evaluate progression and provision in this AOLE</li> <li>• Continued engagement with wider system to seek further external quality assurance</li> <li>• Teach meets to be re-invigorated to further support collaboration and evaluation</li> <li>• Embedded and robust MER cycle to ensure consistency and equal weighting on accountability, development and knowledge</li> <li>• Fully developed evaluation and improvement cycle implemented across the school</li> </ul>
<p><b>Learning environment</b></p> <ul style="list-style-type: none"> <li>• Review and update partnership agreements with satellites</li> <li>• Work collaboratively with CCBC to establish TEAM AROUND THE SCHOOL</li> <li>• Establish Forest School Areas</li> <li>• Complete the 10 classroom extension whilst managing all practical considerations</li> </ul>	<p><b>Learning environment</b></p> <ul style="list-style-type: none"> <li>• Ensure the move into the new extension is systematic and child centred</li> <li>• Implement the 2<sup>nd</sup> stage of the school development by refurbishing the primary corridor, hall and specialist rooms</li> <li>• Explore Flying Start Provision within Trinity Fields</li> </ul>	<p><b>Learning environment</b></p> <ul style="list-style-type: none"> <li>• Implement 3 stage of school development programme by refurbishing the remaining areas of the school</li> <li>• Work closely with CCBC to future proof the provision for ALN</li> </ul>

## Department 1 (Foundation Phase): Development Plan September 2023 – July 2024)

Priority Target for 2021-2022	Impact on pupils' learning	Who	When	Approx. cost
<p>To enhance collaboration with external stakeholders to develop robust transition processes for new admission pupils and also internal transition for existing pupils.</p> <p><a href="#">Link to SDP Priority 5</a></p>	<ul style="list-style-type: none"> <li>Pupils and their families have reduced anxieties around admission and transition.</li> <li>Increased communication and confidence through developing relationships between home and school.</li> <li>Individual needs of pupils better met with greater continuity between home and school, a more fluid transition between home and school.</li> <li>Pupils are supported by staff who have a more in-depth knowledge of meeting their individual needs.</li> <li>Pupils benefit from increased communication and collaboration of partnership working between local education providers.</li> </ul>	<p>LC Dep 1 Staff SLT Families LEA Statementing officers Flying Start Local schools</p>	<p>Spring 2024</p>	<p>Supply cost</p>
<p>To resource Enabling Learning principles through adults, experiences and environments.</p> <p>Specialist experiences (Alex Lupo).</p> <p>Department topic-based immersion experiences (termly-themes).</p> <p><a href="#">Link to SDP Priority 1 and Priority 3</a></p>	<ul style="list-style-type: none"> <li>Pupils will access meaningful and real-life experiences that matter to them; making learning relevant and transferable.</li> <li>Maximises the pupils' opportunities and ability to learn.</li> <li>Pupils access new learning experiences that encourage, engage and motivate; further learning experiences for our more able learners.</li> <li>Pupils will experience a wider range of activities linked in a thematic approach.</li> </ul>	<p>LC Dep 1 Staff</p>	<p>Weekly</p> <p>Autumn 2023</p> <p>Spring / Summer 2024</p>	<p>EYPDG £4600 (Alex Lupo)</p> <p>Dep Budget £500 x 10 classes</p> <p>£5000 topic immersion experiences</p>
<p>To establish and embed the <i>Learning Journey</i> philosophy across the department.</p> <p><a href="#">Link to SDP Priority 1 and Priority 4</a></p>	<ul style="list-style-type: none"> <li>Pupils to access a range of creative learning experiences.</li> <li>Pupils to make progress against IDP targets and B Squared next steps.</li> <li>Seesaw to be used effectively to evidence achievements and progress.</li> <li>Pupils progress evident in B Squared / MOVE / THRIVE / TIS / Field note assessments.</li> </ul>	<p>SLT LC Dep 1 Staff</p>	<p>Continuous</p>	<p>n/a</p>
<p>To develop confidence in using B Squared effectively.</p> <p>B Squared <i>next steps</i> to feed into IDPs and Learning Journeys.</p> <p><a href="#">Link to SDP Priority 1 and Priority 4</a></p>	<ul style="list-style-type: none"> <li>Pupils to access strategic planning, providing experiences for them to progress commensurate with their abilities, needs and ages.</li> <li>Pupils to make progress against IDP targets and B Squared next steps.</li> <li>Pupils take increased ownership of their learning, achieve targets and set future targets.</li> </ul>	<p>SLT LC Dep 1 Staff</p>	<p>Continuous</p>	<p>n/a</p>

## Department 2 (School curriculum phase): Development Plan September 2023 – July 2024

Priority Target for 2021-2022	Impact on pupils' learning	Who	When	Approx. cost
<ul style="list-style-type: none"> <li>To further develop 'careers' and 'work related' experiences across the department (2).</li> <li>To work with Careers Wales to provide experiences for D2 in relation to the 'Big Build' theme.</li> </ul> <p style="color: red;">Inspection area 1,2,3,4 and 5</p>	<ul style="list-style-type: none"> <li>Pupils to gain an insight into the purpose of work by exploring meaningful experiences.</li> <li>Pupils to access work experience in the Café, developing skills to equip them for their future.</li> <li>Pupils to access work experience relating to Eco Schools, (recycling) increasing their knowledge in global learning and sustainability.</li> <li>Pupils to further develop skills across the curriculum.</li> <li>Pupils progress evident in Learning journeys/ BSquared/THRIVE/TIS/Field note assessments.</li> <li>Pupils develop as 'healthy and confident' and 'ethically informed' citizens'.</li> </ul>	<p>TLR School Curriculum</p> <p>KT/WH/MG/LTh</p> <p>SC (Group 2) Teachers and support staff.</p>	<p>Dept. meetings/ planning sessions</p> <p>Discussions with MG/WH/LTh 2023-24</p>	N/A
<ul style="list-style-type: none"> <li>To establish the 'Learning Journey' philosophy across the department (2).</li> </ul> <p style="color: red;">Inspection area 1, 2, and 3</p>	<ul style="list-style-type: none"> <li>Pupils to access a range of creative learning experiences.</li> <li>Pupils to make progress against individual IDP/annual targets.</li> <li>Seesaw to be used more effectively to showcase achievements and progress.</li> <li>Pupils progress evident in BSquared/THRIVE/TIS/Field note assessments.</li> </ul>	<p>KT to support class teams with the pupil 'Learning Journeys'</p>	<p>KT to attend SSPAN group meetings</p>	Supply Cost
<ul style="list-style-type: none"> <li>To develop confidence in using Bsquared effectively</li> <li>Bsquared 'next steps' to feed into IDP/PCP documents.</li> </ul> <p style="color: red;">Inspection area 1,2, 3,4,and 5</p>	<ul style="list-style-type: none"> <li>Pupils to develop as 'ambitious capable learners'.</li> <li>Pupils to access strategic planning, providing experiences for them to progress.</li> </ul>	<p>KT to support class teams with the Bsquared assessment tool.</p>	<p>Ongoing/shared discussion with department meetings</p>	Cost of implementing Bsquared
<ul style="list-style-type: none"> <li>Staff teams to be given opportunities to share the progress pupils have made as part of 'work file celebration'.</li> <li>To provide staff with opportunities to share teaching ideas, strategies and initiatives through informal classroom observations and visits.</li> </ul> <p style="color: red;">Inspection area 1,3 and 5</p>	<ul style="list-style-type: none"> <li>Pupils access a broad and relevant range of creative learning opportunities across the curriculum by confident teachers.</li> <li>Pupils to have skilled teachers in delivering initiatives such as, POPAT, Attention Autism, Eye Gaze, TEACCH, RSE, Social Skills.</li> <li>Pupils progress evident in Learning Journeys, Bsquared/THRIVE/TIS/Field note assessments.</li> <li>Pupils benefit from high quality provision.</li> </ul>	<p>KT/SLT</p> <p>All teaching staff</p>	<p>Ongoing/shared discussion with department meetings</p>	N/A

## 14-19 Learning Pathways Development Plan September 2023 – July 2024

Priority Targets	Impact on pupils' learning	Who	When	Approx. cost
To research an appropriate assessment tool which considers tracking progress in areas such as employment skills, independence and basic skills.	<ul style="list-style-type: none"> <li>Increased opportunities to track and celebrate progress made by pupils in areas that are currently not assessed.</li> <li>Assessment targets can link with pupil Individual Development Plan.</li> </ul>	TLR 14-19 Teachers		
Continue to develop the role of the work experience coordinator to maximise the opportunities for pupils to engage with work related experiences.	<ul style="list-style-type: none"> <li>Pupils make effective career/learning choices.</li> <li>Pupils become increasingly motivated, set long-term goals and overcome barriers.</li> <li>Pupils prepared for the challenges, choices and responsibilities of work and adult life.</li> </ul>	TLR 14-19 Teachers Work Experience Coordinator		PDG funding
Develop the range of accreditation offered. Creating more tailored and specific units that meet individual needs and interests.	<ul style="list-style-type: none"> <li>All pupils benefit from a wide range of opportunities and learning experiences.</li> <li>Pupils access high quality provision.</li> <li>Write new accreditation units to support pupils learning.</li> <li>All pupils have the opportunity to experience differentiated learning experiences appropriate to their level of need/ability and learning preference.</li> <li>Pupils have access to accredited programmes that encourage, engage and motivate learners commensurate with their needs and abilities.</li> <li>Pupils access learning opportunities that promote active and experiential learning.</li> <li>Create digital evidence portfolios.</li> </ul>	TLR 14-19 Teachers SLT		Centre and pupil registration fees.
Implement an approach to evidencing learning through individual learning journeys	<ul style="list-style-type: none"> <li>Individual pupil progress and achievement tracked and shared.</li> <li>Next steps, future targets and planned progression for each pupil.</li> </ul>	TLR 14-19 Teachers SLT		

**Priority 1 – Developing World Class Teaching and Learning and a purposeful and Exciting Curriculum**

Targeted and Anticipated Outcome	National Mission Link	Action	Lead enquiry Group/ Person	Date	Cost and Resources	Evaluation and Monitoring	RAG
<p>Develop a whole school understanding of the principles of progression and the purpose of assessment in Trinity Fields School.</p> <ul style="list-style-type: none"> <li>- Publication of new curriculum policy</li> <li>- All pupils re-baselined to ensure their starting points are well understood</li> <li>- Increased relevance of target setting to ensure all pupils continue to make sustained and relevant progress</li> </ul>	<p>CfW</p> <p>EST YN IA1</p> <p>IA2</p>	<p><b><u>Internal Actions</u></b></p> <p>SLT to research WG documentation thoroughly and draft the approach in TF. Use the Infographic on Hwb to structure the school's approach - <a href="https://hwb.gov.wales/curriculum-for-wales/assessment-arrangements/supporting-learner-progression-assessment-guidance/">https://hwb.gov.wales/curriculum-for-wales/assessment-arrangements/supporting-learner-progression-assessment-guidance/</a></p> <p>Curriculum working party to be initiated alongside a review of AOLE staff groups</p> <p>Teachers and staff to be thoroughly consulted to ensure the school captures the views of all staff e.g. teach meets, questionnaires, PM discussions</p> <p>Parents to be thoroughly consulted to ensure the school captures the views of parents e.g. coffee mornings, questionnaires etc...</p> <p>Implement a new baseline assessment using b-squared but supported by an increasing range of additional assessment frameworks. Ensure Going for Gold/IDP supports the</p>	<p>LB</p> <p>CT</p> <p>AR</p> <p>SLT</p>	<p>Easter 2024</p>	<p>6 release days for SLT</p> <p>6 twilight sessions for all staff</p>	<p><b>Enquiry – ‘Developing a shared understanding of progression in Trinity Fields. Measuring what we value’.</b></p>	

		<p>process of baselining and target setting.</p> <p>Research other accepted assessment frameworks are used consistently to support specialist teaching e.g.:</p> <ul style="list-style-type: none"> <li>- AET - <a href="https://www.autismeducationtrust.org.uk/resources/progression-framework">https://www.autismeducationtrust.org.uk/resources/progression-framework</a></li> <li>- MOVE - <a href="https://moveeurope.org.uk/">https://moveeurope.org.uk/</a></li> <li>- MOTIONAL - <a href="https://www.motional.io/">https://www.motional.io/</a></li> </ul> <p>Reinforce 'real time' teacher assessment through rigorous collaboration and moderation and progress meetings to ensure staff are clear on the progress pupils are making and how to extend this</p> <p><b>External Support Needed:</b></p> <ul style="list-style-type: none"> <li>- Visits to other schools</li> <li>- EAS Special School Network</li> <li>- SWASSH</li> <li>- Challenge advisor</li> <li>- SSPAN</li> <li>- EAS</li> <li>- Welsh Government materials</li> </ul>					
Implement a consistent and purposeful approach to evidencing learning through individual learning journeys in order to plan effectively for progression.	CF W IA2	<p><b>Internal Actions</b></p> <ul style="list-style-type: none"> <li>- SLT to work collaboratively to evaluate existing practice</li> <li>- TLRs to present their current approaches</li> <li>- Engagement with local schools to determine mechanisms currently being implemented</li> <li>- Consult with teachers/senior TAs on the proposed action to achieve consistency e.g. SeeSaw, Evidence for Learning, Class</li> </ul>	LB CT AR TLR Phase		4 release days for SLT  3 x Teacher meetings  £5000 investment in tech to support digital learning	<b>Enquiry – Co-constructing an approach to learning journeys. How affective are they in celebrating progress and planning for next steps</b>	

		<p>Dojo etc...</p> <ul style="list-style-type: none"> <li>- Implement the chosen approach ensuring that all technical infrastructure is in place</li> <li>- Ensure there are clear minimum expectations for evidencing work</li> <li>- Begin to use the new format to undertake live, collaborative work scrutiny to support baseline assessments</li> <li>- Ensure new system is used to support IDP development/review</li> <li>- Ensure new systems supports assessment review and that progression is clearly evidenced and labelled</li> <li>- Seek feedback from parents who will be able to see learning in real time</li> </ul> <p><b>External Support Needed:</b></p> <ul style="list-style-type: none"> <li>- Visits to other schools</li> <li>- EAS Special School Network</li> <li>- SWASSH</li> <li>- Challenge advisor</li> <li>- SSPAN</li> <li>- EAS</li> <li>- Welsh Government materials</li> </ul>	<p>leads</p> <p>Teacher s</p> <p>Senior TAs</p>		<p>journey</p> <p>SeeSaw costs</p>	
Evaluate, Update and Embed Curriculum Design to clearly focus on what matters in Trinity Fields School	CF W IA3	<p>Start curriculum planning forum</p> <p>Staff training to be undertaken to refresh their knowledge of curriculum design, AOLE structure, ALN reform, 4 purposes, cross cutting themes and how this is arranged in TF curriculum design</p> <p>Research to be undertaken with all stakeholders to understand their priorities for a rich and purposeful curriculum</p>	<p>TMcG</p> <p>LB</p> <p>CT</p> <p>AR</p> <p>TLR</p>		<p>6 x SLT days</p> <p>6 x release days for teachers in planning forum</p> <p>Purchase of specialist schemes and frameworks</p>	<p><b>Enquiry – ‘Our curriculum Journey this far and towards 2025 – the impact of enrichment, staff professional learning, specialist intervention and ALN reform on Curriculum Design</b></p>



		<p>Strategic curriculum planning documents to be developed to ensure progressive coverage for the provision of skills, experiences and knowledge</p> <p>IDPs &amp; OPP to be embedded in curriculum design and at the heart of teachers planning</p> <p>Specialist teaching frameworks should be supported by therapists and embedded in curriculum design e.g. AET, MOVE, TIS, SALT</p> <p>The context of the 4 purposes to be agreed and embedded across the school which uses Lego characters to motivate learners. This should link to positive behaviour system.</p> <p>3 X AOLE Enrichment activities to be delivered and quality assured. These should initially be focussed on the building extension as a stimuli for learning</p> <p>Update Curriculum Policy and publish contexts for learnings documents as resources</p> <p><b><u>External Support Needed</u></b></p> <ul style="list-style-type: none"> <li>- Improvement Partner</li> <li>- SSPAN</li> <li>- EAS</li> <li>- Building Contractors</li> </ul>			£2000 to support enrichment programme		
Improve opportunities for exciting Digital learning experiences and improve outcomes for pupils' digital competency skills	CF W IA1	<p>Staff to receive training on the DCF including the new tracker/provision document</p> <p>Re-baseline of pupils using this document as part of the new approach to assessment across the school</p>	AR MG SG		£5000 investment in technology	<b>Enquiry – Making the DCF real in a special school. Overcoming the challenges and fear to generate outstanding</b>	

<ul style="list-style-type: none"> <li>- Improved staff training, confidence and skills re: DCF</li> <li>- Implement new DCF tracker and baseline all pupils</li> <li>- Strategic curriculum planning documents populated with exciting Digital learning experiences e.g. animation, coding, drone, movie making etc...</li> <li>- Tangible distance travelled through DCF for all pupils</li> </ul>		<p>Staff to receive training to ensure they know the location of supportive T&amp;L activities</p> <p>Ensure all ICT infrastructure in place</p> <p>Appoint digital champions to support teaching and learning in relation to DCF</p> <p>Staff to plan and experiment with Digital learning activities to support contexts for learning.</p> <p><u>External Support Needed</u></p> <ul style="list-style-type: none"> <li>- EAS Digital Competence Lead</li> <li>- Digital leads in other schools</li> </ul>	DJ			<p><b>learning opportunities</b></p>	
<p>Refresh and embed the School's strategies for TOTAL COMMUNICATION with a focus on provision for pupils with complex ASD and those with PMLD/MSI</p> <ul style="list-style-type: none"> <li>- All pupils to have their communication needs re-assessed</li> <li>- All pupils to be set meaningful SMART communication targets and make good progress achieving them</li> <li>- Key curriculum planning documentation</li> </ul>	CF W IA1	<p>Design and implement a robust professional learning package which makes use of significant staff expertise:</p> <ul style="list-style-type: none"> <li>- PECS/OOR</li> <li>- INTENSIVE INTERACTION</li> <li>- SIGNALONG &amp; BSL</li> <li>- AAC</li> <li>- Consider implementing the communication profile</li> <li>- Colourful Semantics</li> <li>- Enhance the role of the specialist communication staff to ensure there is a renewed drive on developing pupils' communication skills</li> </ul> <p>Ensure strategic curriculum planning documents are populated with key vocabulary to support teaching and learning</p>	LT TMcG AR		<p>5 x Twilight sessions</p> <p>See Professional Learning plan</p>	<p><b>Enquiry – Keeping up with increasing pupil numbers. The challenges of professional learning in relation to communication for complex pupils</b></p>	

<p>updated to include key vocabulary</p> <ul style="list-style-type: none"> <li>- Teachers &amp; staff equipped with more skills to improve the progress pupils make</li> <li>-</li> </ul>		<p><u>External support Needed</u></p> <ul style="list-style-type: none"> <li>- Richard Hurstwood</li> <li>- Health Board therapy staff</li> </ul>					
<p>Develop a whole school understanding of what effective specialist teaching looks like within Trinity Fields School</p>	IA2					<p><b>Enquiry – The role of self-reflection and collaboration in shaping a new teaching and learning policy</b></p>	

## Priority 2 – Developing Inspirational Leadership at all levels to drive Improvement

Targeted and Anticipated Outcome	National Mission Link	Action	Lead enquiry Group/Person	Date	Cost and Resources	Evaluation and Monitoring	RAG
To further develop and nurture a cohesive, reflective, self-improving, resilient staff team ready to embrace change with optimism	IA5	<p>Work closely with the Governing Body to recruit effectively and reduce the reliance on agency staff</p> <p>Work closely with GB and LA to ensure new staff benefit from robust induction</p> <p>Implement ColourWorks methodology with all staff to promote emotional intelligence, self-reflection and high performing team work</p> <p>Revisit vision and values across the school using a number of collaborative tools</p> <p>Implement regular professional learning events which focus on staff wellbeing. Research and purchase wellbeing health cover for staff</p> <p><u><a href="#">External Support Needed</a></u></p> <p>- ColourWorks Consultant</p>	DJ  SLT	Christm as 2023	<p>ColourWorks Profiles = £1000</p> <p>2 days with consultation = £1000</p> <p>2 twilight INSET sessions with all <a href="#">stasgg</a></p>	<b>Enquiry – Keeping the team focussed on pupil progression, together, high in morale and motivated throughout extreme turmoil, cost of living crisis, challenging behaviour and COVID recovery</b>	
In light of new leadership arrangements, formally review and re-publish the	IA5	Work closely with members of the SLT and ensure all members have a full ColourWorks profile. Produce a set of	DJ		5 x days SLT time	<b>Enquiry – Using the ColourWorks to form high</b>	

<p>leadership/staff structure, roles and responsibilities to ensure clarity and capacity at every level</p> <ul style="list-style-type: none"> <li>- SLT</li> <li>- WLT</li> <li>- Teachers</li> <li>- Support Staff</li> <li>- Admin</li> <li>- Estates</li> </ul> <p>Leading to a clear staff structure where lines of communication and accountability are well understood.</p>		<p>Leadership principles to underpin high quality leadership at all levels</p> <p>Re-visit roles and responsibilities to ensure strategic alignment with skills, experiences and professional styles</p> <p>Re-publish the school's strategy, vision and values following half term of research/enquiry</p> <p>Re-form AOLE groups linked to enrichment planning and ColourWorks profiling</p> <p>Form new committees of staff to lead on important school areas e.g. wellbeing committee, sport committee, events committee</p> <p>Ensure school wide communication strategy is streamlined and linked to leadership roles to improve efficiency</p>	SLT		£2000 – colourworks profile	<b>performing teams</b>	
<p>Research and implement a consistent approach to coaching across the school to support high performance and staff wellbeing</p> <ul style="list-style-type: none"> <li>- 4 Staff to receive coaching train the trainer accreditation</li> <li>- Coaching training given to all SLT and HLTA</li> <li>- Business manager to</li> </ul>	IA5	<p>Undertake whole school staff training with The Colour Works</p> <p>Encourage self-reflection and team reflection using the Colour Model.</p> <p>Identify strengths and AFIs of each team and ensure each team is high performing through the use of coaching</p> <p>Undertake regular questionnaires and surveys to test the impact of investment on staff wellbeing, morale and</p>	AR DJ		<p>Coaching course x 4 = £1000</p> <p>Release time for 10 people to complete training = £5000</p>	<b>Enquiry – An analysis of the impact of coaching and self-evaluative quality assurance</b>	

<p>receive coaching training</p> <ul style="list-style-type: none"> <li>- Begin a system of all Level 3 staff receiving coaching training</li> </ul>		<p>effectiveness in work</p> <p>All staff to receive minimum of 2 x performance management interviews which should be conducted in coaching style.</p> <p><u>External Support Needed</u></p> <ul style="list-style-type: none"> <li>- EAS</li> <li>- Chrysallis coaching</li> </ul>					
--	--	---	--	--	--	--	--

<p>Staff feel supported to undertake their roles with confidence and resilience. Ensure that staff wellbeing is prioritised and leads to sustained high performance</p> <ul style="list-style-type: none"> <li>- Continued investment in SAS insurance leads to large menu of wellbeing support</li> <li>- Additional counselling purchased to provide onsite, regular opportunities for professional counselling</li> <li>- Investment in health and wellbeing clubs and an ethos of physically healthy school stakeholders</li> <li>- Reduce sickness absence to below 7% = higher consistency for pupils = improved teaching</li> <li>- effective clinical supervision in place to assist debrief process</li> </ul>	IA5	<p>Continue to take a person-centred approach to reflection and staff wellbeing</p> <p>Form a staff wellbeing committee which places staff wellbeing as a key strategic priority</p> <p>Research the resources available through SAS insurance to ensure targeted support forms part of the wellbeing offer for staff</p> <p>Research enhancing these resources with additional onsite counselling to ensure staff have access to supervision. This is intended to improve emotional health of staff and keep them motivated, focussed and emotionally well after trauma.</p> <p>Improved environment for staff breaks to enable them to 'switch off' during the school day</p> <p><u>External Support Needed</u></p> <ul style="list-style-type: none"> <li>- SAS</li> <li>- Counselling support groups</li> <li>- HR</li> </ul>	<p>DJ</p> <p>JD</p> <p>AR</p>	<p>SAS = Net cost £66500</p> <p>Additional supervision = £5000</p>	<p><b>Enquiry – A critical analysis of the wellbeing support offered to staff. What impact does this have on wellbeing and consistency of teaching</b></p>
---	-----	---	-------------------------------	--	--

<p>Embed high quality professional learning across the school to raise standards of pupil learning</p> <ul style="list-style-type: none"> <li>- Finalise and implement the internal staff induction/development programme using coaching methodology</li> <li>- Revisit engagement and make progress using SLO surveys which promote a clear culture of enquiry</li> <li>- Continued engagement with the wider school system to learn from good practice</li> <li>- Improved range of specialist professional learning opportunities</li> <li>- Generate more release time for staff to engage in high quality learning which keeps them fresh and motivated</li> </ul>	<p>IA4 IA5</p>	<p>Ensure the professional learning plan is revised and focusses on pupil progression</p> <ul style="list-style-type: none"> <li>- QTVI, QTHI, QTMSI</li> <li>- Assessment, LNF moderation</li> <li>- Coaching and Mentoring</li> <li>- Intervener, Assistive Technology</li> <li>- MOVE Practitioner</li> <li>- Signalong, PECS, Intensive Interaction, colourful semantics</li> <li>- Rebound, TEAM TEACH, Pool Responder, Forest School</li> <li>- Manual Handling, MIDAS, D of E</li> <li>- Invest in additional TA and teacher cover to create release time for rich professional learning away from classroom – This is to ensure staff remain fresh and reduce risk of burnout.</li> </ul> <p><b><u>External support Needed</u></b></p> <ul style="list-style-type: none"> <li>- EAS Professional Learning Lead</li> <li>- Welsh Government Professional Learning <a href="https://hwb.gov.wales/professional-learning">https://hwb.gov.wales/professional-learning</a></li> </ul>	<p>AR SLT</p>		<p>Additional Teacher = £35000</p>	<p><b>Enquiry – ‘developing a professional learning offer which caters for all members of the school community and which creates a culture of enquiry leading to improved outcomes</b></p>	
---	--------------------	---	-------------------	--	------------------------------------	--	--



## Priority 3 - Wellbeing, Equity and Inclusion

Targeted and Anticipated Outcome	National Mission Link	Action	Lead enquiry Group/Person	Date	Cost and Resources	Evaluation and Monitoring	RAG
<p>Enhance Pupil wellbeing in the following ways:</p> <ul style="list-style-type: none"> <li>- Increased emotional wellbeing illustrated through Motional</li> <li>- Improved Physical Literacy, physical fitness and movement</li> <li>- Improved behaviour and engagement</li> <li>- Improved curriculum design, teaching and outcomes in RSE</li> <li>- Gain TIS Award</li> <li>- Gain RRS Award</li> <li>- Gain MOVE Gold Award Accreditation</li> <li>- Continue with pets as therapy initiatives</li> <li>- Consider purchasing a different assessment tool to track pupils' wellbeing e.g MOTIONAL</li> <li>- Embed recommendations in 'Embedding a</li> </ul>	<p>IA2</p> <p>IA4</p>	<p>Multiple staff to have undertaken TIS Diploma throughout the year.</p> <p>TIS approach disseminated to all staff. HLTA appointed to lead TIS approaches across the school. Consider opening a 'ready to learn' class</p> <p>Consider purchasing MOTIONAL and baseline assessment for all pupils undertaken and reviewed</p> <p>Project working with Physiotherapy to embed Physical literacy. Training and class champion identified. PL to form part of everyday routines</p> <p>Therapy dog continuing to access school</p> <p>Continue to embed MOVE across the school leading to Gold accreditation</p> <p>2 x staff to complete PBS training and the school to consider formally becoming a PBS school</p> <p>Extend the work of the specialist staff to improve the ability of staff to functionally analyse challenging behaviour</p>	<p>TMcG</p> <p>SLT</p>		<p>£1000 purchase of MOTIONAL</p> <p>£3000 TIS training</p> <p>MOVE annual registration</p>	<p>Enquiry – 'Recovering from the uncertainty – An analysis on improving whole school pupil wellbeing'.</p>	

Whole School Approach to Wellbeing – WG’.		<p>Improve staff understanding of sensory processing</p> <p>Consider starting a new Trauma informed class to focus on readiness to learn</p>					
<p>Improve the mechanism and effectiveness of pupil voice across the school leading to a demonstrable impact on several aspects of school life:</p>	IA4	<p>Various student councils re-convened following democratic processes to work on clearly defined projects</p> <ul style="list-style-type: none"> <li>- Student Council – involvement with enrichment programmes and re-invigorating the positive reward/rule systems</li> <li>- Eco-Council – lead the school’s work on recycling and sustainability</li> <li>- Crew Gymraeg – to help plan exciting and engaging teaching and learning activities and to improve the planning of topical Welsh competitions e.g. Eisteddfod. All pupils to be involved in class based reviews of contexts for learning with all feedback informing future planning</li> <li>- Digital Champions</li> <li>- Sport Ambassadors</li> </ul>	DJ JE		N/A	<p><b>Enquiry – reconnecting after COVID. What are pupils saying and feeling now? And how do we respond?</b></p>	
<p>Improve opportunities for relevant RSE experiences and improve outcomes for pupils’ RSE skills</p> <ul style="list-style-type: none"> <li>- Improved staff training, confidence and skills re: RSE</li> <li>- Implement new RSE baseline assessment as part of b-squared</li> </ul>	IA1 IA2		DE		N/A		

- Strategic curriculum planning documents populated with progressive RSE learning experiences						
<p>Significantly improve opportunities for pupils to participate in sport at all levels leading to:</p> <ul style="list-style-type: none"> <li>- Improved physical fitness, health and wellbeing</li> <li>- Improved opportunities for weekly engagement in sport – establish reward system for sport engagement</li> <li>- Increased opportunities for pupils to engage in competitive sport with other schools in collaboration with DSW/USW/CYC</li> <li>- A few pupils to move towards becoming involved in representative sport which may lead to engagement in clubs outside of school</li> </ul>	IA2 IA4	<p>Work closely with Physiotherapy to implement physical literacy pilot – learn from key messages from daily mile and form a whole school roll out strategy</p> <p>Form small PLC and identify physical literacy champions (pupils and staff) in each class.</p> <p>Ensure relevant training and modelling before empowering champions to implement daily physical literacy sessions</p> <p>PLC to also develop opportunities for sport. Link with other special schools to coordinate inter-school competitions</p> <p>Release Liam Richards to lead sport across the school</p> <p><u>External Support</u></p> <ul style="list-style-type: none"> <li>- Dragons RFU</li> <li>- DSW</li> <li>- SWASSH</li> </ul>	LR DJ		<p>Teacher costs to support sport (see EIG)</p> <p>£1000 - Hire of specialist facilities</p> <p>£500 travel costs</p>	<b>Enquiry – Measuring the impact of daily physical literacy programmes on health, wellbeing, fun and engagement</b>
Create improved opportunities to promote and celebrate pupils' expressive arts	IA2 IA4	Continue to ensure software and hardware are fit for purpose to encourage participation in expressive arts	RG LB		Teacher costs to support Expressiv	<b>Enquiry – Measuring the impact of Expressive Arts programmes on health, wellbeing, fun and</b>

<p>achievements in the local, regional and national community:</p> <ul style="list-style-type: none"> <li>- Eye Gaze art exhibitions to raise awareness of wonderful abilities of our pupils</li> <li>- Continue to ensure software and hardware are fit for purpose to encourage participation in expressive arts</li> <li>- Improved Assistive technology to ensure pupils play an active part in their communities e.g. driving school, eye gaze</li> <li>- All pupils to have access to music lessons within school</li> <li>- Christmas and Summer shows used to showcase progress pupils are making with their expressive arts</li> </ul>		<p>Establish a new school choir</p> <p>Identify a venue for an exhibition to showcase the work of pupils. In doing so, raise awareness of abilities of pupils</p> <p>Release Rebecca Gerrish to lead music across the school</p> <p><u>External Support:</u></p> <ul style="list-style-type: none"> <li>- ABC of Opera,</li> <li>- Frozenlight</li> <li>- M&amp;M productions</li> <li>- EAS Expressive Arts</li> </ul>	<p>TMcG</p>	<p>e Arts (see EIG)</p> <p>£2000 – Eye Gaze technology</p>	<p><b>engagement</b></p>	
<p>Further develop effective communication systems with parents to ensure they are kept well abreast of pupil progress:</p>	<p>IA4</p>		<p>LB CT</p>	<p>SeeSaw annual license</p>	<p><b>Enquiry – Using practices developed throughout the pandemic to ensure parents are fully involved in the learning journey of their children.</b></p>	

<ul style="list-style-type: none"> <li>- Ensure SeeSaw is used effectively and supported with assessment information to provide continuous updates in relation to pupil progress</li> <li>- Ensure this information is used to enhance annual review processes</li> <li>- Ensure targets for progression and clear and involve parents which also empowers them to work on targets at home through 24hr curriculum</li> </ul>						
<p>Continue with the transition from SEN to ALN acts and replace statements with IDPs:</p> <p>Continue to convert all remaining statements to IDPs through the annual review process</p> <ul style="list-style-type: none"> <li>- Effectively manage conflict and anxiety during the process</li> <li>- Ensure OPP and Going for Gold documents continue to sit at the heart of</li> </ul>	IA4	<p>Hannah Pearse and Christine Thomas to be appointed as ALNCOs and work closely with CCBC.</p> <p>Work closely with CCBC officers to ensure quality assurance of IDPs.</p> <p>Hold multiple training sessions for parents to ensure they understand the process and know how to engage</p> <p>Consider purchasing additional SLA with SALT therapies to be used as part of universal offer to support ALP and to reduce risk of conflict</p>	CT HP CF	TLR 3  Additional admin officer  ALN Grant	<p><b>Enquiry – An analysis of the lessons learned during conversion from Statements to IDPs. How do we ensure IDPs sit at the heart of curriculum planning?</b></p>	

<p>the curriculum offer and annual reviews effectively showcase progress using SeeSaw</p>		<p>One Page profiles to be at the heart of teachers planning/curriculum offer.</p> <p>Ensure targets are relevant and evaluated used specialist teaching/frameworks to meet ALP</p> <p><u>External Support</u></p> <ul style="list-style-type: none"> <li>- CCBC casework officers</li> <li>- Health colleagues</li> </ul>					

## Priority 4 – Collaborative Quality Assurance that Drives Continuous Improvement

Targeted and Anticipated Outcome	National Mission Link	Action	Lead enquiry Group/Person	Date	Cost and Resources	Evaluation and Monitoring	RAG
<p>Co-construct a new, collaborative MER, accountability and quality assurance processes in line with NEIR with a focus on teaching and the progression pupils make</p> <p>Further develop a culture of enquiry across the school with the publication of best practice case studies to improve practice and progression across the school</p>	<p>IA4</p> <p>SLO</p>	<p>Work collaboratively with teachers/staff to implement a 3 tier MER cycle</p> <ul style="list-style-type: none"> <li>- Self-reflection</li> <li>- Peer collaboration</li> <li>- SLT verification</li> </ul> <p>Ensure consistency of approach across 3 departments</p> <p>Further training and time to be provided to ensure all staff are familiar with the concept and theory of self-reflection. Consider the use of tools such as CONTINUA or Excellence in teaching</p> <p>Undertake instructional rounds to ensure all teachers have the opportunity to observe practice across the school.</p> <p>Develop theories of action statements which allow the teaching and learning policy to be redeveloped</p> <p>Provide time for staff to engage in collaborative and development scrutiny/moderation exercises in order to share good practice</p> <p><a href="#">External Support</a></p>	SLT		<p>£3500</p> <p>CONTINUA license</p> <p>20 days teacher cover for peer obs</p>	<p><b>Enquiry – Holding the school to account in the brave new world! – lessons learned and impact of improved MER through self-assessment</b></p>	

		<ul style="list-style-type: none"> <li>Engagement with NPEP</li> <li>Engage with the wider systems using the school well established networks to validate its self-evaluation</li> </ul>					
<p>To further develop a culture of continuous evaluation and improvement to secure high standards:</p> <ul style="list-style-type: none"> <li>Implement the NEIR framework which focusses on attainment, progress of pupils and quality of teaching</li> <li>Improve rigour to continuous evaluation by using a range of real time information e.g. surveys, SeeSaw, Learning walks, enquiry, data</li> <li>Quality assurance of professional learning to support curriculum design</li> </ul>	<p>SLO</p> <p>IA4</p> <p>IA5</p>	<p>Ensure time is given for staff to read and understand the new NEIR documentation and implications</p> <p>Tweak MER cycle to ensure its focus remains on continuous and targeted evaluation using real time information and QA</p> <p>Ensure all information is robustly and consistently evaluated by leaders which drives improvement planning</p> <p>Re-develop the school's improvement and evaluation documentation to ensure it dovetails well with the NEIR and ESTYN's new inspection framework</p> <p>Continue work towards individual pupil learning profiles where progress is measured against starting points</p> <p><u>External Support</u></p> <ul style="list-style-type: none"> <li>WG resources - <a href="https://hwb.gov.wales/evaluation-improvement-and-accountability/the-national-resource-evaluation-and-improvement/">https://hwb.gov.wales/evaluation-improvement-and-accountability/the-national-resource-evaluation-and-improvement/</a></li> <li>EAS professional learning lead</li> <li>Improvement Partner</li> <li>EAS Special Schools</li> </ul>	SLT		<p>£3500</p> <p>CONTINU</p> <p>A license</p> <p>20 days</p> <p>teacher</p> <p>cover for</p> <p>peer obs</p>		



<p>Further develop the GB role in securing accountability by:</p> <ul style="list-style-type: none"> <li>- Re-defining quality assurance/link governors with emphasis on AOLE links</li> <li>- Create more opportunities to formally visit school to quality assure their areas of responsibility</li> <li>- engaging in peer support e.g. GIG to learn and inform best practice across the sector</li> </ul>	IA5	<p>Re-visit all committees of the Governing Body</p> <p>Consider undertaking the Governor Self-Evaluation Toolkit and assign members to committees based on their skills, experiences and styles</p> <p>Align Governors with AOLE and ensure they are regular visitors to school to undertake quality assurance linked to AOLE enrichment</p> <p>Work closely with EAS to lead GIG opportunities across special schools</p> <p><u>External Support</u></p> <ul style="list-style-type: none"> <li>- EAS Governor Support</li> <li>- Governors Cymru</li> <li>- Improvement Partner</li> <li>- EAS Special Schools</li> </ul>	GB		N/A		
---	-----	--	----	--	-----	--	--

## Priority 5 – Creating a Learning Environment Fit for the Future and Responsive to growth.

Targeted and Anticipated Outcome	National Mission Link	Action	Lead enquiry Group/Person	Date	Cost and Resources	Evaluation and Monitoring	RAG
Review and update partnership agreements with satellites to ensure clear entry/exit strategy and clear purpose/rationale	IA5	<p>Work closely with LA and all satellites to review purpose and remit of satellites</p> <p>Re-visit partnership agreements to clearly identify entry and exit criteria of each department</p> <p>Work with partner schools to ensure clarity of resourcing of satellites</p> <p>Improve communications with satellites to ensure they are fully supported by TF. Ensure SLT are evenly allocated and highly visible in satellites</p> <p><u><a href="#">External Support</a></u></p> <ul style="list-style-type: none"> <li>- CCBC officers</li> <li>- Partner schools</li> </ul>	DJ CCBC				
<p>Embrace the 'Team around the school' approach with CCBC to ensure:</p> <ul style="list-style-type: none"> <li>- Funding matrix fit for purpose</li> <li>- Clear strategy for recruitment and work force development</li> <li>- Clear strategy to accommodate growth</li> </ul>	IA5	<p>Coordinate monthly team around the school meetings with CCBC</p> <p>Focus areas to include:</p> <ul style="list-style-type: none"> <li>- Building work</li> <li>- Funding</li> <li>- Staffing strategy for growth</li> <li>- Embracing growth</li> <li>- TF's role as a specialist hub in CCBC</li> </ul>	DJ CCBC				

<p>Improved access to the Forest School Environment:</p> <ul style="list-style-type: none"> <li>- Improved play skills</li> <li>- Improved social communication/social interaction</li> <li>- Improved awareness of the environment</li> <li>- Improved understanding of being an ethically informed citizen</li> <li>- Improved Motional performance</li> <li>- Improved HWB performance</li> <li>- Improvement in behaviour and happiness</li> </ul>	<p>IA2 IA4 IA5</p>	<p>Work closely with student council and eco committee to redesign the pond/forest area</p> <p>Work closely with CCBC and Willmott Dixon to redevelop the forest school provision</p> <p>Site a new outdoor classroom and high-quality forest school resources</p> <p>Multiple staff to attend training. Trained staff to undertake practical and fun INSET with all other staff</p>	<p>TMcG</p>			
<p>Completion of the 10 classroom extension and first draft of the 'increasing capacity' strategic plan</p>	<p>IA4 IA5</p>	<p>Manage all operational implications of managing a live school site at the same time as a building site e.g.</p> <ul style="list-style-type: none"> <li>- Traffic management</li> <li>- Noise</li> <li>- Operational decisions</li> </ul> <p>Work closely and more strategically with CCBC to consider the recruitment strategy for the new extension. This should consider funding, professional learning and being careful not to rely on agency staffing</p>	<p>DJ TMcG GB</p>			

		Systematically and collaboratively determine the new capacity figure of the school  Revisit transition arrangements to ensure the school grows safely and sustainably					



## Additional Learning Needs and Education Tribunal (Wales) Act (ALNET)

Priority Targets	Impact on pupils' learning	Who	When	Budget
To continue to embed changes in line with the ALNET (Wales) Act.	<ul style="list-style-type: none"> <li>• Pupils' individual performance is tracked to ensure they make progress commensurate with their learning needs and abilities.</li> <li>• Pupils, where possible, take increased ownership of their learning, achieve targets and set future targets,</li> <li>• Pupils to be more confident in making choices for their future.</li> <li>• Commitment to continuous quality improvement within Trinity Fields to meet with the Welsh Government's requirements that are set out in the ALNET (Wales) Act.</li> </ul>	Teachers  TAs  TLR ALN  SLT	Ongoing in line with national timescales	School budget
Develop further the school's strategies to meet the needs of pupils as it implements the ALNET (Wales) Act.	<ul style="list-style-type: none"> <li>• Pupils to be more confident in making choices for their future.</li> <li>• Pupil voice is promoted at all levels with those with complex needs using a range of technologies.</li> <li>• Pupils are prepared for changes in their future (i.e. transitions within school and beyond)</li> <li>• Pupils have access to staff who are more confident and have an in-depth knowledge of the ALNET (Wales) Act.</li> <li>• Pupils have access to a wide range of resources and a creative approach to learning.</li> <li>• Pupils benefit from increased communication and collaboration between local education providers.</li> </ul>	Teachers  TLR ALN  SLT	Ongoing	School budget
Continue to liaise closely with parents and carers during the ALN transformation period.	<ul style="list-style-type: none"> <li>• Increased communication and confidence through developing relationships between home and school.</li> <li>• Individual needs better met with close collaboration between home and school</li> <li>• Pupils and their families feel supported and confident in making important decisions.</li> </ul>	Teachers  TLR ALN  SLT	Ongoing	School budget  EIG

<p>Work collaboratively with other agencies, professionals and special schools to review approaches linked to the “ALNET (Wales) Act.</p>	<ul style="list-style-type: none"> <li>• Pupils have access to support from a range of outside agencies to support their learning and wellbeing.</li> <li>• Pupils work with highly qualified, skilled and motivated staff, focussing on personalised learning in order to improve outcomes.</li> <li>• Pupils benefit from collaboration within and across schools.</li> </ul>	<p>Teacher TLR ALN SLT</p>	<p>Ongoing</p>	<p>School budget EIG</p>
---	---	------------------------------------	----------------	------------------------------



## Curriculum for Wales Development Plan

Priority Targets	Impact on pupils' learning	Who	When	Approx. cost
<p>Arrange INSET day for Areas of Learning and Experience groups to:</p> <ul style="list-style-type: none"> <li>Revisit What Matters Statements.</li> <li>Revisit Principles of Progression.</li> <li>Record progress and good practice so far and share with staff.</li> <li>Write action plan for September 2023 and beyond.</li> </ul>	<ul style="list-style-type: none"> <li>All pupils access a curriculum that meets their individual needs, allowing them to develop as <b>ambitious, enterprising, ethical</b> and <b>healthy</b> learners.</li> <li>Pupils make progress commensurate with their abilities, needs and ages.</li> <li>Pupils access Curriculum for Wales from September 2023 onwards.</li> <li>Pupils' curriculum offer is enhanced.</li> <li>Pupils access good coverage of each Area of Learning and Experience throughout their time at Trinity Fields.</li> <li>Pupils develop cross-curricular and transferable skills.</li> </ul>	<p>AoLE Leads</p> <p>All school staff</p>		None
<p>Provide further support for cross-cutting skills and cross-curricular themes:</p> <ul style="list-style-type: none"> <li>How best to embed these in day-to-day teaching and learning led by CfW Lead.</li> <li>AoLE Leads to discuss embedding these into their AoLE teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils access learning opportunities that promote active and experiential learning.</li> <li>All pupils have the opportunity to experience differentiated learning experiences appropriate to their level of need/ability and learning preference.</li> <li>All pupils benefit from a wide range of opportunities and learning experiences.</li> </ul>	All Staff		None
<p>Assess Curriculum for Wales delivery in Autumn Term 2023.</p> <p>Provide class teams with time to report to AoLE Leads on how they are meeting the Four Purposes and What Matters Statements.</p>	<ul style="list-style-type: none"> <li>All pupils access high quality provision that supports the Four Purposes of the Curriculum for Wales.</li> <li>Pupils access programmes that encourage, engage and motivate them that are commensurate with their needs and abilities.</li> <li>All pupils have the opportunity to experience differentiated learning experiences appropriate to their level of need/ability and learning preference.</li> </ul>	<p>AoLE Leads</p> <p>Teachers</p>		None
<p>Curriculum for Wales review:</p> <ul style="list-style-type: none"> <li>CfW Lead to collect evidence of curriculum delivery throughout school.</li> <li>CfW Lead to meet with AoLE Leads and review progress so far.</li> <li>Feedback this to SLT and teachers and review curriculum delivery.</li> </ul>	<ul style="list-style-type: none"> <li>All pupils access high quality provision that supports the Four Purposes of the Curriculum for Wales.</li> <li>Pupils access to programmes that encourage, engage and motivate learners commensurate with their needs and abilities.</li> <li>All pupils have the opportunity to experience differentiated learning experiences appropriate to their level of need/ability and learning preference.</li> </ul>	<p>AoLE Leads</p> <p>Teachers</p> <p>SLT</p>		<p style="text-align: center;">2 days cover for CfW Lead.</p> <p style="text-align: center;">6 days cover for AoLE Leads to meet.</p>

## CASS development plan priorities: 2022– 2025 Overview

2022 - 2023	2023 - 2024	2024 - 2025
<p><b>IA1: Learning</b></p> <ul style="list-style-type: none"> <li>Build upon current effective practice to ensure pupils and families referred make progress in line with their individual targets.</li> <li>Build skill base of CASS team in new areas of resource including- Autistic girls, Interoception, double empathy etc.</li> </ul> <p><b>IA2: Wellbeing and attitudes to learning</b></p> <ul style="list-style-type: none"> <li>Source additional training for staff to support mental health issues and high anxiety in teenagers with a diagnosis of Asperger Syndrome/Autism.</li> <li>Develop co-production of materials with young people who have ASD.</li> <li>Fully embed person centred planning across all areas of our work.</li> </ul> <p><b>IA3: Teaching and learning experiences</b></p> <ul style="list-style-type: none"> <li>Further develop virtual training and virtual support offered to families, professionals and young people. Monitor impact.</li> <li>Introduce “Teen Life” training as part of the training package available to families.</li> <li>Develop a range of Google Classrooms and blended learning resources to enhance virtual support for areas such as transition.</li> </ul> <p><b>IA4: Care, support and guidance</b></p> <ul style="list-style-type: none"> <li>Improve waiting times for young people and families waiting to access CASS services.</li> <li>Fixed term post/secondment opportunity 1 year to support service due to impact of COVID on service, families and schools</li> <li>Extend partnership working with other agencies such as the IAS, CAMHs/Neurodevelopmental team, Social Services, and other ISCAN/SPACE partners.</li> </ul> <p><b>IA5: Leadership and management</b></p> <ul style="list-style-type: none"> <li>Continue to develop staff pedagogy to support the 4 key purposes of the new curriculum and ALNET Act implementation.</li> <li>Develop staff pedagogy to support implementation of Autism Code of practice.</li> <li>Develop enhanced opportunities for staff to provide feedback from training/share good practice in house.</li> <li>Work with local and regional Autism steering group to implement the Autism Code at a local level and develop local Action plan.</li> <li>Training CASS staff to improve expertise in Autism and Mental health. Other training needs addressed through rigorous performance management processes.</li> <li>Joint Autism Lead role for the LA alongside Sarah Ellis.</li> <li>Attend Regional and National Autism meetings to improve consortium working and National Planning.</li> <li>Ongoing review of planning documents and service in line with CfW, ALNET Act and Autism Code.</li> <li>Ongoing review and planning with DJ and ALN and Inclusion Manager around structure and delivery of CASS service.</li> </ul>	<p><b>IA1: Learning</b></p> <ul style="list-style-type: none"> <li>Continue to improve outcomes of young people and families accessing support from CASS by monitoring and enhancing provision based on local needs.</li> <li>Update team knowledge of recent research.</li> <li>Reduce the impact of poverty and disability on achievement.</li> </ul> <p><b>IA2: Wellbeing and attitudes to learning</b></p> <ul style="list-style-type: none"> <li>Fully embed person centred planning in line with the ALNET Act Autism Code.</li> <li>Review pupil voice and co-production across all areas of work.</li> </ul> <p><b>IA3: Teaching and learning experiences</b></p> <ul style="list-style-type: none"> <li>Ongoing review of planning documents and practice in line with the implementation plans for the CfW, ALN transformation plan and Autism Code of practice.</li> <li>Further, enhance range of blended learning and resources for the service.</li> </ul> <p><b>IA4: Care, support and guidance</b></p> <ul style="list-style-type: none"> <li>Improve waiting times for young people and families waiting to access CASS services.</li> <li>Plan/work with partners such as “Helping Hands” to enhance provision, training and services for children and adults with a diagnosis</li> <li>Training and support packages to parents/carers in a range of key areas: Autism, behaviour, communication etc.</li> </ul> <p><b>IA5: Leadership and management</b></p> <ul style="list-style-type: none"> <li>Develop staff pedagogy to support implementation plans of the new curriculum, ALN transformation and Autism Code.</li> <li>Specialist pedagogy: Attention Autism, TEACCH, PECS, Intensive Interaction, Autism and Girls, Masking etc.</li> <li>Review of service in line with implementation plan of Autism Code of practice for the delivery of Autism Services.</li> <li>Attend Regional and National ASD meetings to improve consortium working and National Planning.</li> <li>Emerging targets as identified throughout 2022-2023.</li> <li>Continue to develop pedagogy in line with pupils' changing needs.</li> <li>Enhance resourcing so that they support the above at both individual and whole service level.</li> </ul> <p><b>Other targets for development will be based upon the information gained from the following sources:</b></p> <ul style="list-style-type: none"> <li>ongoing whole service/school self-evaluation processes;</li> <li>local, regional and national priorities;</li> <li>local and regional Autism strategy Group;</li> <li>ALN transformation plan;</li> <li>Autism Code of Practice;</li> <li>LA's hub and spoke ALN developments;</li> <li>Education in Wales: Our National Mission (2017).</li> </ul>	<p><b>IA1: Learning</b></p> <ul style="list-style-type: none"> <li>Continue to improve outcomes of young people and families accessing support from CASS.</li> <li>Reduce the impact of poverty and disability on achievement.</li> <li>Update team knowledge of recent research.</li> </ul> <p><b>IA2: Wellbeing and attitudes to learning</b></p> <ul style="list-style-type: none"> <li>Review of PCP and co-production approaches, pupil voice and interventions.</li> </ul> <p><b>IA3: Teaching and learning experiences</b></p> <ul style="list-style-type: none"> <li>Focus on delivery of services in line with ALNET Act and Autism Code meeting national and local needs.</li> <li>Further enhancement of range of blended learning resources available to families and schools.</li> <li>Training and support to parents/carers in a range of key areas: ASD, behaviour, communication based on local needs.</li> </ul> <p><b>IA4: Care, support and guidance</b></p> <ul style="list-style-type: none"> <li>Work with partner agencies to review care, support and guidance provision so that it continues to meet the increasingly complex needs of young people across the authority.</li> <li>Improve waiting times for young people and families waiting to access CASS services.</li> <li>Implementation of the Autism Code of Practice.</li> </ul> <p><b>IA5: Leadership and management</b></p> <ul style="list-style-type: none"> <li>Ongoing development of staff pedagogy</li> <li>Specialist pedagogy: Attention Autism, Intensive Interaction, TEACCH, Sign-a-long, PECS.</li> <li>Implement monitor and review the ASD strategy and Action Plan.</li> <li>Attend Regional and National Autism meetings to improve consortium working and National Planning.</li> <li>Emerging targets as identified throughout 2023-2024.</li> <li>Continue to develop pedagogy in line with pupils, families' and schools' changing needs.</li> <li>Upgrade service resources as identified through ongoing self-evaluation processes.</li> </ul> <p><b>Other targets for development will be based upon the information gained from the following sources:</b></p> <ul style="list-style-type: none"> <li>ongoing whole service/school self-evaluation processes;</li> <li>local, regional and national priorities;</li> <li>local and regional Autism strategy Group;</li> <li>ALN transformation plan;</li> <li>Autism Code of Practice;</li> <li>LA's hub and spoke ALN developments;</li> <li>Education in Wales: Our National Mission (2017).</li> </ul>



## **Professional learning (PL) and developing the school as a learning organisation (SLO)**

Our well-established planning and reviewing processes ensure all staff access the training they need to effectively undertake their full range of roles and responsibilities. These processes take account of WG's "Education in Wales": Our national mission. Research informs us that excellent teaching and leadership has an extremely powerful impact on raising pupil outcomes. The evidence also tells us that teaching and leadership practice can be significantly improved if practitioners are given the opportunity to engage, both individually and collectively in career long reflection that supports the development of their practice through evidence based professional learning activities.

Our approach to staff development provides all staff with a structured entitlement to access the very best professional learning opportunities to develop their practice. These opportunities will enable them to develop their practice in the most effective and valued ways.

Education practitioners will be encouraged to use these valuable opportunities to reflect and develop their own professional practice, as well as sharing this practice and contributing to the professional development of others.

Opportunities for professional learning will continue to have a whole school/personal development focus during 2023-2024 We will utilise all available funding from WG to support whole school and individual staff development; all staff, irrespective of their roles and responsibilities will have access to the relevant training and support to enable them to undertake their various roles effectively and efficiently.

### **Education Improvement and Professional Learning Grants will support the following areas of work:**

- Curriculum and assessment developments across all phases as part of the "Curriculum for Wales" agenda
- Additional Learning Needs and Education Tribunal Act
- Further development of the LNF and DCF
- Enhancing leadership at all levels
- Pupil participation and pupil centred planning
- Health and safety
- Behaviour management, including behaviour for learning, Team Teach, Behaviour Watch etc.
- Developing specialist pedagogy: teaching and learning styles, specialist ALN, total communication approach, SWASSH Graduate Diploma (Year 2)
- Standardisation and moderation of pupils' work
- Developing excellence in teaching and learning
- Assessment for Learning (AfL)

### **Pupil Development Grant (PDG) will support the following areas of work:**

- Improving pupil outcomes in literacy/numeracy/digital competence (Welsh Government [WG] priority).
- Improving pupil outcomes in communication, engagement, independence and PSD through Thrive, BOTI, ELSA and TIS.

- Reducing the impact of poverty (WG priority).
- Developing bespoke provision for pupils with very complex learning and behavioural needs: rebound therapy, music therapy, “Better out than in” (BOTI) etc.
- Work experience and job coaching for 14-19 LP pupils.
- Enhancing family engagement.

## Annual costed staff development and training plan April 2023 - March 2024

<b>School</b>	<b>Trinity Fields School and Resource Centre</b>
<b>Headteacher</b>	<b>Dave Jenkins</b>
<b>PL Lead</b>	<b>Anthony Rhys</b>
<b>Date Submitted</b>	<b>10/11/23</b>

<b>Education Improvement Grant (EIG)</b>	<b>£31,665.00</b>
<b>Welsh Education Grant (WEG)</b>	<b>£1,685.00</b>
<b>Pupil Development Grant (PDG): 5-15</b>	<b>£78,200.00</b>
<b>Early Years Pupil Development Grant (EYPDG): 3-4</b>	<b>£4,600.00</b>
<b>Professional Learning for Teachers</b>	<b>£37,902.00</b>
<b>Professional Learning Partner</b>	<b>£6,650.00</b>
<b>Cluster Children Looked After (CLA) PDG</b>	<b>£ TBA</b>

**Education Improvement Grant (EIG): £31,665**

EIG priority	SDP link	<p><b>Activity</b> <i>How are you going to achieve your targets? What will you actually do?</i></p>	<p><b>Success Criteria</b> <i>Include numerical data and targets</i></p>	Timeline	<p><b>Cost Breakdown</b> <i>Cost of Staffing and Resources</i></p>	<p><b>Developmental</b> <i>How does the activity enhance the capacity of the school</i></p> <p><b>Collaborative</b> <i>Nature of the collaboration and the benefits to the school</i></p> <p><b>Sustainable</b> <i>How will the activity be developed/embedded?</i></p>
E1	3/4	<p><b>Whole school CPD</b></p> <p>Whole school INSET on 5<sup>th</sup> June on Multi Sensory Approaches delivered by Richard Hirstwood and four days of pupil/staff workshops through week.</p> <p><b>Lead: Dave Jenkins</b></p>	<p>Staff will develop their skills and knowledge of multi sensory needs and appropriate interventions.</p> <p>Continue to engage with parents/carers through Seesaw.</p> <p>Teachers to have access to high quality online resources to support their teaching and pupils' learning.</p>	April 2023 - March 2024	<p>Richard Hirstwood: <b>£5,895.50</b></p> <p>Access to full Seesaw platform for 200 pupils: <b>£836.00</b></p> <p>One year access for all teaching staff to online Blended Learning resource package: <b>£3,606.20</b></p> <p><b>Total: £10,337.70</b></p>	<p>Pupils will benefit from more targeted and individualised provision to meet their changing and highly complex learning and social needs.</p>

## Education Improvement Grant (EIG): £31,665

EIG priority	SDP link	<b>Activity</b> <i>How are you going to achieve your targets? What will you actually do?</i>	<b>Success Criteria</b> <i>Include numerical data and targets</i>	Timeline	<b>Cost Breakdown</b> <i>Cost of Staffing and Resources</i>	<b>Developmental</b> <i>How does the activity enhance the capacity of the school</i> <b>Collaborative</b> <i>Nature of the collaboration and the benefits to the school</i> <b>Sustainable</b> <i>How will the activity be developed/embedded?</i>
E2	2/3	<p><b>Developing staff pedagogy in behaviour</b></p> <p>Team Teach Enhanced training and support for teachers and TAs in Team Teach (TT).</p> <p>All staff will access up to date TT training; provide initial TT training for new teachers and TAs.</p> <p>Provide update training for TT Tutors to ensure their licences are up to date.</p> <p><b>Lead: Tracey McGuirk</b></p>	<p>Staff will develop a wider range of specialist skills and knowledge to plan and deliver bespoke learning opportunities for the increasing number of pupils with highly complex needs.</p> <p>Training and coaching support for new leaders to meet the professional standards for teaching and leadership.</p> <p>Pupil behaviour will continue to improve over time, as demonstrated through Behaviour Watch.</p>	April 2023 - March 2024	<p>Intermediate Trainer Reaccreditation. 10 staff <b>Total: £9,235.20</b></p> <p>Intermediate Trainer Reaccreditation. B Collins <b>Total: £800.00</b></p> <p>Staffing cover: <b>Total: £1,265.00</b></p> <p><b>Total: £11,300.20</b></p>	<p>Pupils' individual progress and behaviour is systematically tracked to ensure they make the progress commensurate with their learning needs, ages and abilities. Pupils achieve their IDP and IBP (where appropriate) targets.</p> <p>Pupils benefit from having daily access to a well led and managed school; one where all staff work relentlessly to improve the outcomes for all pupils.</p> <p>Outcomes shared with colleagues in the other EAS special schools through our well-established HT and DHT networks.</p>

## Education Improvement Grant (EIG): £31,665

EIG priority	SDP link	<b>Activity</b> <i>How are you going to achieve your targets? What will you actually do?</i>	<b>Success Criteria</b> <i>Include numerical data and targets</i>	Timeline	<b>Cost Breakdown</b> <i>Cost of Staffing and Resources</i>	<b>Developmental</b> <i>How does the activity enhance the capacity of the school</i> <b>Collaborative</b> <i>Nature of the collaboration and the benefits to the school</i> <b>Sustainable</b> <i>How will the activity be developed/embedded?</i>
E3	1/4	<p><b>Moderation and Standardisation of Pupil's work.</b></p> <p>Work in partnership with the South Wales Special Schools Cross Consortium Moderation Network (SWSSCCMN) to ensure pupils' assessment outcomes are robust and accurate.</p> <p>Attend All-Network Events with the SWSSCCMN to develop assessment and track progression of pupils' work, following agreed protocols.</p> <p><b>Lead: Leanne Boardman</b></p>	<p>School ARR lead will select work for moderation and comparison both within school and externally.</p> <p>Pupils' assessment is accurate and in line with that of similar pupils in other special schools.</p> <p>Pupils' individual progress is systematically tracked to ensure they make the progress commensurate with their learning needs, ages and abilities. Pupils achieve their IDP and IBP (where appropriate) targets.</p>	April 2023- March 2024	<p>Supply cover for 2 teaching staff to attend 6 Assessment and Progression meetings: 12 days @£160.00 per day: Total: <b>£1,920.00</b></p> <p>Resources: <b>£100.00</b></p> <p>SWSSCCMN license: <b>£500.00</b></p> <p><b>Total: £2,520.00</b></p>	<p>All pupils will receive appropriate levels of support, pace and challenge to enable progress.</p> <p>Pupils' individual progress is systematically tracked to ensure they make the progress commensurate with their learning needs and abilities.</p> <p>ARR Lead to develop and lead on pupil narratives and IDPs in line with the ALN transformation.</p> <p>ARR Lead to attend the SWSSCCMN All Network Summer Event and share outcomes to the termly SWASSH meetings.</p>

**Education Improvement Grant (EIG): £31,665**

EIG priority	SDP link	<p align="center"><b>Activity</b></p> <p align="center"><i>How are you going to achieve your targets? What will you actually do?</i></p>	<p align="center"><b>Success Criteria</b></p> <p align="center"><i>Include numerical data and targets</i></p>	Timeline	<p align="center"><b>Cost Breakdown</b></p> <p align="center"><i>Cost of Staffing and Resources</i></p>	<p align="center"><b>Developmental</b></p> <p align="center"><i>How does the activity enhance the capacity of the school</i></p> <p align="center"><b>Collaborative</b></p> <p align="center"><i>Nature of the collaboration and the benefits to the school</i></p> <p align="center"><b>Sustainable</b></p> <p align="center"><i>How will the activity be developed/embedded?</i></p>
E4	1/3	<p><b>ALNET Act &amp; Total Communication TLR Roles</b></p> <p>Two TLR3 posts 1/1/22- 08/08/24.</p> <p>One to support ALN transformation in Trinity Fields.</p> <p>One to lead in coordinating communication and other specialist strategies in Trinity Fields and satellites</p>	<ul style="list-style-type: none"> <li>• To support the development and implementation of the ALNET (Wales) Act within Trinity Fields School main site and satellite provision.</li> <li>• Develop and implement an action plan to secure further improvements in ALN provision across satellites and other ALN provision.</li> <li>• To develop approaches to the growth and diversity of total communication and other specialist teaching strategies across the school.</li> <li>• Implement a training plan and work with staff to develop skills in specific strategies and learning tools that support pupils understanding across the curriculum.</li> </ul>	April 2023- March 2024	<p>On costs April 2022- March 2024: <b>£7,534.00</b></p> <p><b>Total: £7,534.00</b></p>	<p>Pupils will benefit from more targeted and individualised provision to meet their changing and highly complex learning and social needs.</p> <p>Outcomes shared with colleagues in the other EAS special schools through our well-established and highly effective Special School Cluster, that includes HTs and DHTs.</p>

**EIG Plan Total: £31,691.90 (Grant total: £31,665.00)**

## Pupil Development Grant (PDG 5 - 15 year olds): £78,200.00

PDG Activity	SDP link	<p align="center"><b>Activity</b></p> <p align="center"><i>How are you going to achieve your targets? What will you actually do?</i></p>	<p align="center"><b>Success Criteria</b></p> <p align="center"><i>Include numerical data and targets</i></p>	Timeline	<p align="center"><b>Cost Breakdown</b></p> <p align="center"><i>Cost of Staffing and Resources</i></p>	<p align="center"><b>Developmental</b></p> <p align="center"><i>How does the activity enhance the capacity of the school</i></p> <p align="center"><b>Collaborative</b></p> <p align="center"><i>Nature of the collaboration and the benefits to the school</i></p> <p align="center"><b>Sustainable</b></p> <p align="center"><i>How will the activity be developed/ embedded?</i></p>
P1	1/2	<p><b>Expressive Arts</b></p> <p>Workshops led by external professionals and focusing on Phase 2 &amp; 3 pupils will extend provision for Expressive Arts throughout the school.</p> <p><b>Lead: Anthony Rhys/Rebecca Gerrish</b></p>	<p>Target groups of FSM in Phase 2 &amp; 3 will have BSquared data baselined in summer 2024.</p>	<p align="center">April 2023 - March 2024</p>	<p>Upbeat Music Glockenspiel Summer 2023: £660.00 Summer 2 2023: £660.00 DJ workshops: £1,500 Dance: Autumn 1 2023. £720.00 Music: Spring 1 2024. £660.00 Podcasting Summer 2: £660.00</p> <p>Drumming for end of term assembly £660.00 Tai Kwando- 9 weeks: £450.00</p> <p><b>Total: £5,970.00</b></p>	<p>Raise levels of engagement and interaction which will support additional progress in other areas of learning and experience.</p> <p>These sessions will also support further staff development- staff will be working alongside the music therapists so they will be able to see first-hand a range of additional strategies to support pupil engagement and progress.</p>



PDG Activity	SDP link	<p align="center"><b>Activity</b></p> <p align="center"><i>How are you going to achieve your targets? What will you actually do?</i></p>	<p align="center"><b>Success Criteria</b></p> <p align="center"><i>Include numerical data and targets</i></p>	Timeline	<p align="center"><b>Cost Breakdown</b></p> <p align="center"><i>Cost of Staffing and Resources</i></p>	<p align="center"><b>Developmental</b></p> <p align="center"><i>How does the activity enhance the capacity of the school</i></p> <p align="center"><b>Collaborative</b></p> <p align="center"><i>Nature of the collaboration and the benefits to the school</i></p> <p align="center"><b>Sustainable</b></p> <p align="center"><i>How will the activity be developed/ embedded?</i></p>
P2	1/2	<p><b>Open Orchestra</b></p> <p>Continue Open Orchestra in school for second year. Train up a second School Orchestra Lead. Perform a concert at the end of the year and record pupil progress with Sounds of Intent Framework and self-evaluation of performance.</p> <p><b>Lead: Rebecca Gerrish/Anthony Rhys</b></p>	<p>The target group for Open Orchestra will be a small group of FSM pupils and will culminate in a recording or live concert of their Orchestra together with pupil commentary on what they have achieved.</p> <p>Second School Orchestra Lead attends the two training days and supports session delivery.</p>	April 2023 - March 2024	<p>Open Orchestra Registration and organisational support: £495.00</p> <p>Online Training for second Orchestra Leader: 2 days Summer - Autumn 2022. £180.00</p> <p>Backfill for Orchestra Leader: 30 days @90.00: £2,700.00</p> <p>Music Leader: 15 days @200 plus costs £3,375.00</p> <p>Assistive Technology Music Resources: £600.00</p> <p><b>Total: £7,350.00</b></p>	<p>Raise levels of engagement and interaction with Performing Arts at Trinity Fields. Share process and concert outcome widely on website and social media.</p> <p>Continue Open Orchestra in 2023-2024 with mainly internal support.</p> <p>Train second School leader. Staff working with Orchestra will also support further staff development-sharing a range of additional strategies to support pupil engagement and progress.</p>

PDG Activity	SDP link	<p align="center"><b>Activity</b></p> <p align="center"><i>How are you going to achieve your targets? What will you actually do?</i></p>	<p align="center"><b>Success Criteria</b></p> <p align="center"><i>Include numerical data and targets</i></p>	Timeline	<p align="center"><b>Cost Breakdown</b></p> <p align="center"><i>Cost of Staffing and Resources</i></p>	<p align="center"><b>Developmental</b></p> <p align="center"><i>How does the activity enhance the capacity of the school</i></p> <p align="center"><b>Collaborative</b></p> <p align="center"><i>Nature of the collaboration and the benefits to the school</i></p> <p align="center"><b>Sustainable</b></p> <p align="center"><i>How will the activity be developed/ embedded?</i></p>
P3		<p><b>Speech and Language interventions to support whole school Total Communication approach.</b></p> <p>To audit and assess Communication approaches across all classes including satellite classes. To identify training and resources required and support in the classroom to orchestrate initiatives. Identify, plan and deliver in house training, to develop and embed a total communication approach in all classes.</p> <p>Specialised TA's to complete Audit / Assessment across school during Autumn term over. To provide training and support in classes for two weeks during Autumn, Spring and Summer term.</p> <p>To identify communication training need and book external courses for example in PEC's, Signalong, Intensive interaction, Elklan.</p> <p><b>Lead: Laura Thorpe</b></p>	<ul style="list-style-type: none"> <li>• To develop approaches to the growth and diversity of total communication and other specialist teaching strategies across the school.</li> <li>• Following audit implement a training plan and work with staff to develop skills in specific strategies and learning tools that support pupils understanding across the curriculum.</li> </ul>	<p align="center"><b>April 2023 - March 2024</b></p>	<p>2 x TA specialists taken out of class for 2 weeks each term. 60 days Total cost <b>£7,200</b></p> <p><b>Training:</b> Pec's level 1 2 day Training course £310 x 6 - <b>£1,860</b> Intensive Interaction PMLD £200 x 3 - <b>£600</b> Intensive Interaction Autism £200 x 6 - <b>£1,200</b> ELKLAN Speech &amp; Language Support for SLD online 12 weeks (non-accredited course) £250 x 3 - <b>£750</b> In house signalong training (cover) <b>£2,000</b></p> <p><b>Total: £13,610</b></p>	<p>Raise levels of engagement and interaction which will support additional progress in other areas of learning and experience.</p> <p>Feedback on approach to Communication Matters Conference in 2024.</p> <p>Outcomes shared with colleagues in the other EAS special schools through our well-established HT and DHT networks.</p>

PDG Activity	SDP link	<p align="center"><b>Activity</b></p> <p><i>How are you going to achieve your targets? What will you actually do?</i></p>	<p align="center"><b>Success Criteria</b></p> <p><i>Include numerical data and targets</i></p>	Timeline	<p align="center"><b>Cost Breakdown</b></p> <p><i>Cost of Staffing and Resources</i></p>	<p align="center"><b>Developmental</b></p> <p><i>How does the activity enhance the capacity of the school</i></p> <p align="center"><b>Collaborative</b></p> <p><i>Nature of the collaboration and the benefits to the school</i></p> <p align="center"><b>Sustainable</b></p> <p><i>How will the activity be developed/ embedded?</i></p>
P4	2/4	<p><b>Mental Health and Emotional/Physical Well-Being</b></p> <p>The Brick-by-Brick programme supports social and emotional wellbeing for young people, aged from preschool to adulthood who enjoy building LEGO models.</p> <p>Engage with cycling proficiency provider to enable pupils to cycle out in community and achieve their relevant proficiency certificates. Pedal Power to engage with less confident pupils to enable them to cycle for the first time.</p> <p><b>Lead: Jo Daniels/ Charlene Smith</b></p>	<p>Fully Train 5 staff in Lego Therapy utilising Brick by Brick programme.</p> <p>Set up and run Brick Club for 36 sessions in school.</p> <p>24 FSM pupils to attend Brick Club.</p> <p>NPEP case study completed on success of initial roll out.</p>	April 2023- March 2024	<p>Motional App subscription: <b>£385.00</b></p> <p>5 staff on Brick-by-Brick Programme: Initiate £240.00 <b>£1,200.00</b></p> <p>5 staff on Brick by Brick Programme: Facilitator £250.00 <b>£1,250.00</b></p> <p>Fast Track for 2 <b>£450.00</b></p> <p>Only L2 TA's or above</p> <p>10 days cover for attendees <b>£1,360.00</b></p> <p>Cycling Proficiency 10 days <b>£5,000.00</b></p> <p>Pedal Power <b>£1,750.00</b></p> <p><b>Total: £9,335</b></p>	<p>Pupils will benefit from more targeted and individualised provision to meet their changing and highly complex learning and social needs.</p> <p>Raise levels of engagement and interaction which will support additional progress in other areas of learning and experience.</p> <p>Case study shared with PL cluster during PL meeting in 2024.</p>

PDG Activity	SDP link	<p align="center"><b>Activity</b></p> <p align="center"><i>How are you going to achieve your targets? What will you actually do?</i></p>	<p align="center"><b>Success Criteria</b></p> <p align="center"><i>Include numerical data and targets</i></p>	Timeline	<p align="center"><b>Cost Breakdown</b></p> <p align="center"><i>Cost of Staffing and Resources</i></p>	<p align="center"><b>Developmental</b></p> <p align="center"><i>How does the activity enhance the capacity of the school</i></p> <p align="center"><b>Collaborative</b></p> <p align="center"><i>Nature of the collaboration and the benefits to the school</i></p> <p align="center"><b>Sustainable</b></p> <p align="center"><i>How will the activity be developed/ embedded?</i></p>
P5	4	<p><b>Enhancing family engagement to support pupil progress</b></p> <p>This area will continue to build upon our successful family engagement activities as part of our ongoing commitment to Investors in Families Award.</p> <p>Training and support provided to our parents/carers will include: Touch Trust, Signalong, Dental Care, MSI support and sensory support.</p> <p>Develop monthly family local walking group.</p> <p>Work closely with PTA to develop family activities programme throughout year.</p> <p><b>Lead: Leanne Boardman</b></p>	<p>Increased partnership working with targeted families; all parents taking a more active role in the life of the school and in their own child's work and progress.</p> <p>Increased parent attendance at annual review meetings, parents' evenings and other whole school events (attendance at termly parents' evenings is already over 70% and attendance at annual reviews exceeds 90%).</p>	April 2023 - March 2024	<p>Signalong workshops: 3 days TA3 cover: <b>£360.00</b> Workbooks: <b>£300.00</b></p> <p>Richard Hirstwood Family sessions x 2: <b>£1,600</b></p> <p>2 members of staff to attend liF workshops and annual conference, 6 days cover: <b>£840.00</b></p> <p>10 x 0.5 days TA3 cover to develop family walking group: <b>£600.00</b></p> <p><b>Total: £3,700.00</b></p>	<p>Increased parental attendance at termly consultation evenings, annual review meetings, whole school events, particularly by parents of FSM pupils.</p> <p>Outcomes shared with colleagues in the other EAS special schools through our well-established HT and DHT networks.</p> <p>Also collaboration with our satellite class schools- Cwm Ifor Primary School, Deri, Pontllanfraith, Ty Isaf, Heolddu and St. Cenydd Community School.</p> <p>Family walking group will be set up with staff support with the aim for it to eventually be led by families</p>

PDG Activity	SDP link	<p align="center"><b>Activity</b></p> <p align="center"><i>How are you going to achieve your targets? What will you actually do?</i></p>	<p align="center"><b>Success Criteria</b></p> <p align="center"><i>Include numerical data and targets</i></p>	Timeline	<p align="center"><b>Cost Breakdown</b></p> <p align="center"><i>Cost of Staffing and Resources</i></p>	<p align="center"><b>Developmental</b></p> <p align="center"><i>How does the activity enhance the capacity of the school</i></p> <p align="center"><b>Collaborative</b></p> <p align="center"><i>Nature of the collaboration and the benefits to the school</i></p> <p align="center"><b>Sustainable</b></p> <p align="center"><i>How will the activity be developed/ embedded?</i></p>
P6	1/3	<p><b>Digital Leaders</b></p> <p>Continue our pupil Digital Leaders group with Radio station, variety of coding projects, drone programming, VR and Robot Club.</p> <p>Trial eSports gaming with our MAT pupils- initially internally and then linking with other schools.</p> <p>Develop and extend the programming and computing skills of teaching and support staff including block coding and robotics.</p> <p><b>See Digital plan for 2023-4 for more detailed information on the individual projects.</b></p> <p><b>Lead: Anthony Rhys with Steve Gunter</b></p>	<p>Pupil voice and engagement will be increased by the Digital Leaders programme.</p> <p>Staff will continue to develop a wider range of IT skills including the use of new and emerging technology to plan and deliver bespoke learning opportunities for the increasing number of pupils with highly complex needs.</p>	April 2023 - March 2024	<p>Phase 1 robots - <b>£3083.27</b></p> <p>Sphero Fundamental online training for 8 support staff: <b>£800.00</b></p> <p>Course fees <b>£1,040.00</b></p> <p>Cover</p> <p>Indi Fundamentals online training for 10 support staff: <b>£200.00</b></p> <p><b>£650.00</b> (10 half day cover)</p> <p>MakeCode Arcade training bespoke day for 6 teachers and TA's: <b>£960.00</b></p> <p>Maintenance resources <b>£250.00</b></p> <p><b>Total: £6,983.27.00</b></p>	<p>Digital and coding skills enhanced throughout school. Pupil curriculum offer increased.</p> <p>Digital support will engage with other special schools in EAS and beyond to share approaches and successes- share eSports case study.</p> <p>Pupils' individual progress is systematically tracked to ensure they make the progress commensurate with their learning needs and abilities.</p>

PDG Activity	SDP link	<p align="center"><b>Activity</b></p> <p align="center"><i>How are you going to achieve your targets? What will you actually do?</i></p>	<p align="center"><b>Success Criteria</b></p> <p align="center"><i>Include numerical data and targets</i></p>	Timeline	<p align="center"><b>Cost Breakdown</b></p> <p align="center"><i>Cost of Staffing and Resources</i></p>	<p align="center"><b>Developmental</b></p> <p align="center"><i>How does the activity enhance the capacity of the school</i></p> <p align="center"><b>Collaborative</b></p> <p align="center"><i>Nature of the collaboration and the benefits to the school</i></p> <p align="center"><b>Sustainable</b></p> <p align="center"><i>How will the activity be developed/ embedded?</i></p>
P7	2/4	<p><b>Supported careers and work related experience</b></p> <p>This will continue work focusing on developing careers and work related accredited skills for pupils within our 14-19 learning pathways classes.</p> <p>Pupils will access weekly in-house TA support to source, develop, implement and evaluate work experience placements for individual pupils.</p> <p>The TA support will develop enterprise opportunities, industry day events and will work in partnership with Michelle Govier Careers Wales Business Exchange Advisor, Carol Wheelwright and all staff in the 14-19 LP classes to develop bespoke arrangements for senior pupils.</p> <p><b>Lead: Laura Thorpe</b></p>	<p>Targeted pupils will access weekly supported work experience sessions including travel training for two new staff.</p> <p>Pupils will achieve accreditation for their work experience and work related learning as part of the 14-19 LP ASDAN and AQA modules.</p> <p>Pupils' scores in PSD might increase commensurate with their ages, abilities and needs.</p>	April 2023 - March 2024	<p>3 days a week; 90 days @ £130.00 per day: <b>£11,700.00</b></p> <p>Resources: <b>£500.00</b></p> <p><b>Total: £12,200.00</b></p>	<p>Raise levels of pupil engagement and interaction which will support progress in other areas of learning and experience.</p> <p>Assessment score increases: PIVATS and Thrive- this depends very much upon the complexity of pupils' learning needs, their ages and abilities.</p> <p>Outcomes shared with colleagues in the other EAS special schools through our well-established HT and DHT networks.</p> <p>Outcomes also shared at termly SWASSH meetings.</p>

PDG Activity	SDP link	<p align="center"><b>Activity</b></p> <p><i>How are you going to achieve your targets? What will you actually do?</i></p>	<p align="center"><b>Success Criteria</b></p> <p><i>Include numerical data and targets</i></p>	Timeline	<p align="center"><b>Cost Breakdown</b></p> <p><i>Cost of Staffing and Resources</i></p>	<p align="center"><b>Developmental</b></p> <p><i>How does the activity enhance the capacity of the school</i></p> <p align="center"><b>Collaborative</b></p> <p><i>Nature of the collaboration and the benefits to the school</i></p> <p align="center"><b>Sustainable</b></p> <p><i>How will the activity be developed/ embedded?</i></p>
P8		<p><b>Development of physical literacy and sporting opportunities across the school</b></p> <p>Offset costs of Liam Richards to release him to take up a sport/PE timetable.</p> <p>Liam to lead PE sessions across the school and develop PE teaching and learning activities which support context for learning.</p> <p>Liam to work closely with WRU education to ensure Rugby is used as an effective teaching tool, develop a small sport committee of interested staff within school and join the SWASSH sporting network to play a role in providing inter school competitions in</p> <ul style="list-style-type: none"> <li>○ Football</li> <li>○ Rugby</li> <li>○ Swimming</li> <li>○ Athletics</li> <li>○ Boccia.</li> </ul> <p>Liam to work closely with physio to evaluate the effectiveness of daily mile and provide staff with additional opportunities to ensure pupils are physically active more often.</p> <p><b>Lead: Dave Jenkins</b></p>	<p>16 classes to benefit from fortnightly PE sessions as part of the fortnightly main school timetable.</p> <p>PE schemes of work and lesson plans developed to each context for learning.</p> <p>Increased number of pupils engaging in participative sport.</p> <p>Increased number of pupils representing the school at inter school competitions. Trophies and kit to be purchased to indicate their success.</p> <p>TF playing an instrumental role in developing special school tournaments.</p> <p>Staff provided with additional research to support daily mile and other physical literacy activities in everyday teaching.</p>	April 2023 – March 2024	<p>Wages for December-March: £18,500 inc on costs</p> <p>Sports kits and equipment: £1,500</p> <p>Total: £20,000</p>	<p>Scheme of work developed for all staff to use linked to context for learning.</p> <p>Increased staff confidence to teach more physical literacy and a sustainable approach to PE/Sport within school.</p> <p>New interschool tournaments developed with strong links to DSW which will help shape pupils' pathways when they leave school.</p> <p>New links developed with Governing Bodies.</p> <p>Enquiry undertaken to add evidence to the importance of physical literacy.</p>

PDG Activity	SDP link	<p align="center"><b>Activity</b></p> <p><i>How are you going to achieve your targets? What will you actually do?</i></p>	<p align="center"><b>Success Criteria</b></p> <p><i>Include numerical data and targets</i></p>	Timeline	<p align="center"><b>Cost Breakdown</b></p> <p><i>Cost of Staffing and Resources</i></p>	<p align="center"><b>Developmental</b></p> <p><i>How does the activity enhance the capacity of the school</i></p> <p align="center"><b>Collaborative</b></p> <p><i>Nature of the collaboration and the benefits to the school</i></p> <p align="center"><b>Sustainable</b></p> <p><i>How will the activity be developed/ embedded?</i></p>
<p><b>PDG Total: £79,148.27</b></p>						
<p><b>Pupil Development Grant (EYPDG: 3 - 5 year olds): £4,600.00</b></p>						
P1	1	<p><b>Expressive Arts Development: Increasing Music engagement and confidence in Foundation Phase.</b></p> <p>Alex Lupo, a special needs music therapist, will run sessions for each class in Foundation Phase including satellite classes and advise teachers and support staff on music engagement techniques and methodologies both informally and formally at a training session.</p> <p><b>Lead: Lucy Crimmins</b></p>	<p>Increased pupil offer in Expressive Arts AoLE for early years classes.</p> <p>All FP pupils will be baselined in Sounds of Intent in September 2023, these updated in March 2024. 70% of pupils will show increased progress.</p>	<p align="center">April 2023 - March 2024</p>	<p>15 full days @£320.00  <b>£4,800.00</b></p> <p>4 half days @180.00  <b>£720.00</b></p> <p><b>Total: £5,520.00</b></p>	<p>Raise levels of pupil engagement and interaction which will support progress in other areas of learning and experience.</p> <p>Share results of intervention with Expressive Arts AoLE leads in Cluster Schools.</p>





## Professional Learning Plan: Trinity Fields School and Resource Centre



April 2023- March 2024

No.	National Mission Link	Planned Activity	Success Criteria	Funding Source	Type of Spend/Funding Source	Cost
1	Developing a high-quality education profession.  Inspirational leaders working collaboratively to raise standards.	<ul style="list-style-type: none"> <li>Engagement with <b>professional standards for teaching and learning</b> programme.</li> <li>Engage all staff in Professional Learning to meet National Professional Learning Entitlement.</li> <li>Touchtrust Training.</li> <li>Elklan for two teachers.</li> <li>Attention Autism.</li> <li>Creative Education Subscription for teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Performance management reflects development against new PTLS.</li> <li>Class teachers access a variety of Professional Learning, including external courses, WG and EAS Learning programmes, Professional Learning Communities and internal and external Triads to support their development in line with National Professional Learning Entitlement (Sept 2022).</li> </ul>	Professional learning to raise the quality of our teachers.	Professional Learning for Teachers	<ul style="list-style-type: none"> <li>Touchtrust £650.00</li> <li>ELKLAN £250.00</li> <li>Creative Education £650.00</li> </ul> <p><b>£1,550.00</b></p>
2	Developing a high-quality education profession.  Inspirational	<ul style="list-style-type: none"> <li><b>Aspiring Headteachers Programme</b> for Assistant Headteachers</li> <li>Chrysalis Conference for Senior Leaders</li> <li><b>Senior Leaders Development Programme (SLDP)</b> for AHT's and TLR's.</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Headteacher begin Aspiring Headteachers Programme in Autumn 2023</li> <li>TLR to complete SLDP in Spring 2023.</li> <li>Headteacher development against the new Professional Teaching and Leadership Standards (PTLS).</li> </ul>	Professional learning grant to raise the quality of our leadership team.	Release.  Training.  Professional Learning for Teachers	TLR to attend SLDP programme cover: 10 days cover for TLR's:

No.	National Mission Link	Planned Activity	Success Criteria	Funding Source	Type of Spend/Funding Source	Cost
	leaders working collaboratively to raise standards.					<b>£1,400.00</b>
3	Developing a high-quality education profession.  Inspirational leaders working collaboratively to raise standards.	<ul style="list-style-type: none"> <li>• <b>Middle Leaders Development Programme (MLDP):</b></li> <li>• PL Lead to co-deliver 5 day programme in conjunction with EAS.</li> <li>• 2 TLR postholders to complete MLDP</li> <li>• 3 new TLR's to complete Colourworks profile.</li> </ul>	<ul style="list-style-type: none"> <li>• 2 TLR postholders attend and complete MLDP Spring- Autumn Term 2023.</li> <li>• PL leads Days 1-5 modules in MLDP for 2023/4.</li> <li>• 3 new TLR's to complete Colourworks profile, 1-1 meeting with coach and group session.</li> <li>•</li> </ul>	Professional learning to raise the quality of our aspiring and emerging leaders.  PL Partner here	Release.  Training.  Professional Learning Partner School  Professional Learning for Teachers	5 days release PL Lead: <b>£1,400</b>  2 TLR's on MLDP-6 days <b>£1,680.00</b>  Colourworks: <b>£1,000</b>  <b>£4,080.00</b>
4	Developing a high-quality education profession.  Inspirational leaders working	<ul style="list-style-type: none"> <li>• <b>Professional Learning Lead</b> for Support Staff and Satellites- new TLR post at Trinity Fields Jan 2023-Aug 2024.</li> <li>• Trinity Fields continues as <b>Regional PL Lead</b> for the Special School and PRU Cluster then a Partner Professional Learning School after July 2023.</li> </ul>	<ul style="list-style-type: none"> <li>• The PL lead will:</li> <li>• Attend EAS Professional Learning meetings.</li> <li>• Work collaboratively with the Cluster schools and alongside the Curriculum Cluster Lead (Andrew Osmond at Crownbridge) to drive professional learning and Curriculum for Wales changes across the cluster.</li> <li>• Disseminate resources and information from Welsh Government and EAS to all Cluster schools, set gap tasks and provide support.</li> <li>• Disseminate resources and information to</li> </ul>	Professional learning to raise the quality of our teachers and support staff.  PL Partner here	Release.  Professional Learning Partner School	6 days PL release to lead Cluster meetings <b>£2,100.00</b>  2 Days PL release to implement PL

No.	National Mission Link	Planned Activity	Success Criteria	Funding Source	Type of Spend/Funding Source	Cost
	collaboratively to raise standards.		Trinity Fields staff.			Plan: <b>£700.00</b>  <b>£2,800.00</b>
5	Developing a high-quality education profession.  Inspirational leaders working collaboratively to raise standards.	<ul style="list-style-type: none"> <li>School to engage with <b>Talent Management Framework (TMF)</b>.</li> </ul>	<ul style="list-style-type: none"> <li>LT to engage with TMF- two sessions from EAS on TMF process.</li> <li>LT to complete <i>Identify Phase</i> for the TMF through <i>Nomination Review</i> process.</li> <li>Lead Mentor to write and implement development and support plans for <i>High Potentials</i>.</li> </ul>	Professional learning to raise the quality of our aspiring and emerging leaders.	Release & Training	N/A at this stage- see individual development plan when written for any cost implications.
6	Developing a high-quality education profession.	<ul style="list-style-type: none"> <li><b>National Professional Enquiry Programme.</b></li> </ul>	<ul style="list-style-type: none"> <li>Three teachers/TLR's to engage with NPEP to complete an Action Based Research Project supported by Lead NPEP school and University of Wales.</li> </ul>	Professional learning to raise the quality of our support staff.	Release Resources	12 days teacher release attend initial meeting and conduct research project at Trinity Fields  <b>£2,400.00</b>
7	Developing a	<ul style="list-style-type: none"> <li>Developing a <b>Coaching and Mentoring culture</b> at</li> </ul>	<ul style="list-style-type: none"> <li>Train the Trainer programme for SLT on coaching and mentoring practice (delivered by</li> </ul>	Professional	Release	ILM Level 3

No.	National Mission Link	Planned Activity	Success Criteria	Funding Source	Type of Spend/Funding Source	Cost
	high-quality education profession.	school.	TLR's). <ul style="list-style-type: none"> <li>Whole school introduction to coaching twilight session in 2023.</li> </ul>	learning to raise the quality of our support staff.	Training.	fees: £400  Release 36 days: £2,880.00  <b>£3,280.00</b>
8	Developing a high-quality education profession.  Level 1 & 2.	<ul style="list-style-type: none"> <li><b>Support Staff PL.</b></li> <li>Support newly appointed TA's to engage with the TALP CPD online learning from the EAS.</li> <li>Continue to offer TALP and Level 3 qualification to Level 1 TAs and EAS TA PL Offer to TA1's.</li> <li>Online training package from Creative Education offered to all TA's.</li> </ul>	<ul style="list-style-type: none"> <li>Level 1 TA's to attend Newly Appointed TA training online.</li> <li>Experienced TA's to engage in PL Days based on the Practising Teaching Assistant Programme (PTAP) but amended for ALN.</li> <li>Bespoke specialised PL opportunities based around ALN, Art Therapy, VI and ASD.</li> </ul>	Professional learning to raise the quality of our support staff.	Release.  Training.	Newly Appointed TA's 31 sessions: £3,600.00  PTAP day for 15 staff £1,800  Creative Education Organisational Membership: £744  PL for TA1's: £6,000  <b>£12,144.00</b>
9	Developing a high-quality education profession.  Level 3 and	<ul style="list-style-type: none"> <li>Continue to offer aspiring HLTA programme to Level 3 TAs.</li> <li>Hold Level 3 TA Professional Learning meetings once per term.</li> </ul>	<ul style="list-style-type: none"> <li>Level 3 TAs engage with aspiring HLTA EAS CPD opportunity.</li> <li>All level 3 TAs to continue to engage with the Professional Standards for Assisting Teaching and Curriculum for Wales.</li> <li>Level 3 TAs engage with appropriate EAS CPD opportunities.</li> <li>Level 3 completing ITT via Open University.</li> </ul>	Professional learning to raise the quality of our support staff.	Release.  Training.	Aspiring HLTA programme 6 staff. 36 days  £4,320.00

No.	National Mission Link	Planned Activity	Success Criteria	Funding Source	Type of Spend/Funding Source	Cost
	HLTA.	<ul style="list-style-type: none"> <li>All Level 3 TAs to be involved in Curriculum for Wales AoLE groups and Teachmeets.</li> <li>Individualised Professional Learning offer to L3's throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>Touchtrust training.</li> <li>Bespoke specialised PL opportunities based around ALN, VI and ASD.</li> </ul>			OU Fees: £1,035  Touchtrust £1,100.00  PL for L3's: £3,000.00  <b>£9,455.00</b>
10	Developing a high-quality education profession.  Inspirational leaders work collaboratively to raise standards-	<ul style="list-style-type: none"> <li>Continuing engagement with the <b>Schools as Learning Organisations</b> (SLO) Survey at school and Cluster level to support the understanding of the framework.</li> </ul>	<ul style="list-style-type: none"> <li>Disseminate 2022/2023 plan to governors, LT and all staff.</li> <li>All staff to complete 2023/2024 SLO Survey.</li> </ul>	Professional learning to raise the quality of our teachers.	Release.  Professional Learning Partner School	N/A

No.	National Mission Link	Planned Activity	Success Criteria	Funding Source	Type of Spend/Funding Source	Cost
	SLO.					
11	Developing a high-quality profession	<ul style="list-style-type: none"> <li>• <b>Teacher Professional Learning meetings</b> once per term.</li> <li>• Teachmeets once per term.</li> <li>• AoLE Leads to attend Cluster AoLE meetings in Autumn and Spring terms.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers engage effectively with PSTL.</li> <li>• Teachers work on embedding and assessing effectiveness of Curriculum for Wales at Trinity Fields.</li> <li>• AoLE Leads to set up and attend Cluster AoLE Meetings.</li> </ul>	Professional learning to raise the quality of our teachers.	Release.  Professional Learning Partner School	10 days teacher release:          <b>£2,300.00</b>
12	Developing a high-quality education profession.  Curriculum for Wales.  Excellence, Equity and Wellbeing	<ul style="list-style-type: none"> <li>• Two TLR3 posts beginning 1/1/22.</li> <li>• One to coordinate ALN transformation in Trinity Fields.</li> <li>• One to lead in coordinating communication and other specialist strategies in Trinity Fields and satellites.</li> </ul>	<ul style="list-style-type: none"> <li>• To further develop innovative approaches to teaching and learning that support the ALN transformation across the school and satellite classes.</li> <li>• To further develop innovative approaches develop approaches to total communication and other specialist teaching strategies across the school and satellite bases.</li> </ul>	Professional learning to raise the quality of our leadership team.	Release & on costs.  Professional Learning for Teachers	New TLR3  Release time: 36 days          <b>£8,280.00</b>
13	Excellence, Equity and	<ul style="list-style-type: none"> <li>• PL Lead and PDG administrator will attend the regional PDG workshops as</li> </ul>	<ul style="list-style-type: none"> <li>• PDG allocation is based upon evidence of impact.</li> <li>• The progress of vulnerable learners is tracked</li> </ul>	Professional learning to raise	Release.	N/A.



## Whole school staff professional learning days September 2022 – July 2023

Date	Training	Participants
Friday 1 <sup>st</sup> September	<p style="text-align: center;"><b>Converted into 6 twilight sessions:</b></p> <p><b>Tuesday 7<sup>th</sup> November</b> (Staff updates/safeguarding/vision/aims/values)  <b>Tuesday 14<sup>th</sup> November</b> (Speech and Language)  <b>Tuesday 21<sup>st</sup> November</b> (Intensive Interaction)  <b>Tuesday 28<sup>th</sup> November</b> (Functions of Behaviour)  <b>Tuesday 5<sup>th</sup> December</b> (Signalong)  <b>Tuesday 12<sup>th</sup> December</b> (TEACCH)</p>	All class based staff
Monday 4 <sup>th</sup> September 2023	<p style="text-align: center;">Welcome from New Headteacher</p> <p style="text-align: center;">Fire Awareness Training</p> <p style="text-align: center;">Medical Training</p>	<p style="text-align: center;">Targeted staff</p> <p style="text-align: center;">Targeted staff</p>
Tuesday 5 <sup>th</sup> September 2023	<p style="text-align: center;">Safeguarding Level 1 Training</p> <p style="text-align: center;">Classroom Preparation in Light of Building works</p>	<p style="text-align: center;">Targeted staff</p> <p style="text-align: center;">Targeted staff</p>
Monday 8 <sup>th</sup> January 2024		All class based staff
Tuesday 9 <sup>th</sup> January 2024		All class based staff
Monday 8 <sup>th</sup> April 2024		All class based staff



## Glossary of terms used

You will find below a helpful and ever increasing glossary of the terms and abbreviations used within education.

14-19 LP: 14-19 learning pathways department (or department 3)

AAC: Augmentative and alternative communication

ACE: Adverse childhood experience

AET

AfL: Assessment for learning

AHT: Assistant Headteacher

ALN: Additional learning needs (previously SEN [special educational needs])

ALNCO: Additional Learning Needs Coordinator

ALNET (Wales): Additional Learning Needs and Education Tribunal (Wales) Act

ALP: Alternative Learning Provision

AoLE: Area of learning and experience (Curriculum for Wales, Professor Graham Donaldson)

ARR: Assessment, recording and reporting

ASD: Autistic spectrum disorder

ASDAN: Award scheme development and accreditation network

BOTI: Better out than in (outdoor learning)

BSL: British Sign Language

BW: Behaviour Watch

CAMHS: Child and Adolescent Mental Health Services

CASS: Caerphilly Autistic Spectrum Service

CBT: Cognitive Behaviour Therapy

CCBC: Caerphilly County Borough Council

CfW: Curriculum for Wales

CIF: Common inspection framework

CLA: Child Looked After (formally LAC, Looked After Child)

CONTINUA: Commercial package which identifies strengths and weaknesses for individuals and the whole school

CPD: Continuing professional development

CYC: Coleg y Cymoedd

D of E: Duke of Edinburgh Award

DCF: Digital competence framework

DHT: Deputy Headteacher

DSW: Disability Sport Wales

EAS: Education and achievement service (consortium)

EIG: Education Improvement Grant

ELSA: Emotional literacy support assistant

ESTYN: Inspection Body for Welsh schools

ETLF: Excellence in Teaching and Leadership Framework

EV: Educational Visits

EVC: Education Visits Coordinator

EWC: Education Workforce Council

EYPDG: Early Years Pupil Development Grant

FE: Further Education

FP: Foundation phase (3-7 year olds)

FSM: Free school meals

GB: Governing body

GIG: Good Inclusion Game

H&S: Health and safety

HLTA: Higher Level Teaching Assistant

HR: Human Resources

HT: Headteacher

IA: Inspection area (Estyn)

IBP: Individual behaviour plan

ICT: Information communications technology

IDP: Individual development plan (previously IEP [individual education plan])

IEP: Individual Education Plan

ILR: Individual leadership review (linked to Welsh government's leadership standards)

INSET: In-service Education and Training

IQM: Inclusion Quality Mark

ISCAN: Integrated Service for Children with Additional Needs

ITE: Initial Teacher Education

KS: Key stage

L&T: Learning and teaching

LA: Local Authority

LAC: Looked after children

LLC: Language, literacy and communication

LNf: Literacy and numeracy framework

MAT: More Able and Talented

MER: Monitoring, evaluating and reviewing

MFL: Modern foreign language

MiDAS: Minibus Driver Awareness Scheme

MLDP: Middle Leaders Development Programme

MOTIONAL: Resources to measure and impact on emotional health

MOVE: A programme to enable children to learn independent movement

MSI: Multi-Sensory Impairment

NAS: National Autistic Society

NEIR: National Evaluation and Improvement Resource

NEIR: National Evaluation and Improvement Resource

NPEP: National Professional Learning Enquiry

NQT: Newly qualified teacher

OECD: Organisation for Economic Co-operation and Development

OOR: Objects of Reference (objects used to represent a person, activity or event to help children understand what is happening in their environment)

OPP: One Page Profiles

OT: Occupational Therapist

PBS: Positive Behaviour Support

PCP: Person centred planning

PDA: Pathological demand avoidance

PDG: Pupil Development Grant (previously Pupil Deprivation Grant)

PE: Physical education

PECS: Picture Exchange Communication System

PGCE: Post Graduate Certificate of Education (teaching qualification)

PHP: Positive behaviour plan

PIVATS: Performance indicators and value added target setting (our assessment package)

PL: Professional learning

PLC: Physical Literacy Champions

PLL: Professional Learning Lead

PM: Performance management

PMLD: Profound and multiple learning difficulties

POPAT: Programme of Phoneme Awareness Training (programme to teach children to speak, write, read and spell)

PPA: Planning, preparation and assessment (statutory time given to teachers for PPA activities)

PRU: Pupil Referral Unit (for pupils with a range of social, emotional and behavioural difficulties)

PSD: Personal and social development

PTA: Parent Teacher Association

PTAP: Practising Teaching Assistant Programme

PTLS: Professional Teaching and Learning Standards

QA: Quality Assurance

QTHI: Qualified Teacher of Hearing Impairment

QTMSI: Qualified Teacher of Multi-Sensory Impairment

QTVI: Qualified Teacher of Visual Impairment

RAG: Red, amber, green

RE: Religious education

RfL: Routes for learning (for pupils working between P1 and P8)

RRS: Rights Respecting School

RSE: Relationships and Sex Education

SALT: Speech and Language Therapist

SDP: School development plan

SL: Senior leaders (Ian, Tracey, Leanne, Michelle, Christine and Anthony)

SLA: Service Level Agreement

SLD: Severe learning difficulties

SLDP: Senior Leaders Development Programme

SLO: Schools as learning organisations

SLT: School leadership team (HT/DHT/AHTs/TLRs/School Business Manager/specialist TAs)

SMART: Specific, Measurable, Achievable, Relevant, and Time-Bound Targets

SRB: Specialist resource base

SSPAN: School Sport & Physical Activity Network

SWASSH: South Wales Association of Special School Headteachers

SWSSCCMN: South Wales Special Schools Cross Consortium Moderation Network

T & L: Teaching and Learning

TA: Teaching assistant

TALP: Teaching Assistants' Learning Pathway

TEACCH: Treatment and Education of Autistic and Related Communication Handicapped Children

THRIVE: A trauma informed approach to improve children's mental health and well being

TIS: Trauma Informed School

TLR: Teaching and learning responsibility

TT: Team Teach (teaches positive behaviour management strategies emphasising de-escalation)

UNCRC: United Nations Convention on the Rights of the Child

UNESCO: United Nations Educational, Scientific and Cultural Organization.

UNICEF United Nations Children's Fund

USW: University of South Wales

WG: Welsh Government

WLT: