

Inspection area 5: leadership and management

Reviewing how we communicate with pupils, parents/carers, staff, governors etc.

Meeting the requirements of the new General Data Protection Regulations (GDPR).

Reviewing our planning, preparation and assessment (PPA) time for teachers.

Working with Caerphilly to further Develop our specialist provision.

Enhancing staff wellbeing.

Staff training in:

- “Successful Futures”,
 - “Additional Learning Needs and Education Tribunal (Wales) Act”,
 - Forest Schools,
 - Touch Trust,
 - Person Centred Planning (PCP),
 - MIDAS (minibus driving),
 - Adverse Childhood Experiences (ACE’s),
 - Equity and wellbeing,
- (See EIG/PDG plans for further details).

Parent/carer training in:

- Music therapy,
- Better out than in (BOTI),
- Positive Eye,
- Touch Trust.

Trinity Fields is a Rights Respecting School and a Healthy School

Trinity Fields is a Rights Respecting School and 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 also a Healthy School and 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 but by enabling our pupils and staff to take control over aspects of the school environment which influence their health.

As a Rights Respecting School we are committed to the principles and values of the United Nations Conventions for the Rights of the Pupil (UNCRC). This approach enables all pupils to access and enjoy the following articles of the convention:

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

Article 28:
Every pupil has the right to an education.

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

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

Further information

If you would like to have more information about our SDP then please contact Mr. Elliott or any of the senior leaders who will be happy to give you the information that you need.

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

Parent/Carers’ Guide to our



School Development Plan Priorities 2018-2019

SDP Priorities 2018-2019

Every year we ask pupils, parents/carers, staff, governors and wider the community 2 important questions:

1. **What is working well?**
2. **What do we need to do to make things even better?**

The information from these questions tells us what priorities we need to work on over the coming year.

Our SDP priorities are grouped under 5 headings; these heading come from Estyn's Common Inspection Framework (September 2017).

Below is a summary of our key SDP priorities for 2018-2019.

Full details of our SDP priorities will be found on the full SDP available on the school web-site.

Inspection area 1: standards

Developing pupils' communication, Welsh, ICT, literacy and numeracy skills.

Developing pupils' personal, social, life and independence skills.

Ensuring all pupils achieve their termly IEP targets.

Ensuring all pupils in the 14-19 learning pathways classes achieve a wide range of external accreditation.

Inspection area 2: wellbeing and attitudes to learning

Further developing pupils' involvement in all aspects of school life.

Enhancing pupils' health, wellbeing and confidence.

Working with school council to develop pupil friendly policies and documents.

Enhancing pupils' leadership skills through roles such as playground buddies, digital leaders etc.

Inspection area 3: teaching and learning experiences

Extending outdoor learning to support pupils' life skills, health and wellbeing.

Providing more opportunities for staff to share effective working practices and strategies.

Enhancing links with local FE colleges and Careers Wales.

Extending access to Caffi Oren for younger pupils.

Reviewing all of our planning documents such as thematic plans, IEPs etc.

Providing a wider range of whole school theme days.

Inspection area 4: care, support and guidance

Extending work experience opportunities for pupils in 14-19 learning pathways classes.

Developing a buddy system to support pupils' personal development.

Working with the school council and catering team to improve school dinner choices.

Improving pupil transition into Trinity Fields and between classes.

Supporting pupils to take a full role in their annual reviews.

Reviewing whole school assessment, recording and reporting arrangements.

Reviewing IEPs, linked to person centred planning and the "Additional Learning Needs and Education Tribunal (Wales) Act"

See Parents' Guide to

"Additional Learning Needs and Education Tribunal (Wales) Act".