

Trinity Fields School and Resource Centre



Our Shared Vision and Aims

Trinity Fields School: our shared vision and aims

This policy document sets out the shared vision and overarching aims of Trinity Fields School and Resource Centre in light of our Rights Respecting School, Inclusion Quality Mark Flagship School, Investors in Families School and Healthy School status.

Our whole school approaches have been developed in line with national guidance and some key transformational reforms that include:

- Routes for Learning (2006)
- A Curriculum for all Learners (2010)
- Routes for Literacy (2013)
- Routes for Numeracy (2013)
- Foundation Phase Framework (2015)
- Successful Futures (2015)
- Digital Competence Framework (2016)
- Routes to Digital Competence (2016)
- Education in Wales: Our national mission (2017)
- Additional Learning Needs and Education Tribunal (Wales) Act (2018)
- Teaching: A valued profession (2018)
- Professional Standards for Teaching and Leadership (2018)
- Developing Schools as Learning Organisations in Wales (2018)
- Professional standards for assisting teaching (2019)
- Curriculum for Wales
- National Approach to Professional Learning
- National Resource for Evaluation and Improvement

Staff and governors are firmly committed to ensuring the success and well-being of all our pupils, irrespective of their needs, background or personal circumstances.

We want to ensure that all pupils, wherever possible, access learning experiences that support them in becoming:

- **ambitious**, capable learners, ready to learn throughout their lives.
- **enterprising**, creative contributors, ready to play a full part in life and work.
- **ethical**, informed citizens of Wales and the world, ready to be citizens of Wales and the world.
- **healthy**, confident individuals, ready to lead fulfilling lives as valued members of society.

This is underpinned by a collection of values developed by our school community:

- Innovation
- Celebration
- Enquiry
- Integrity
- Fun
- Aspiration
- Discovery

We are committed to providing fully inclusive learning experiences for all pupils to inspire, enthuse and support them to achieve their full potential. This is achieved when pupils attend school regularly.

See “**Attendance Policy for Pupils**” and whole school “**Pupil Attendance**” policy for details.

We will ensure that every pupil has access to bespoke learning opportunities that foster enjoyment and engagement in their learning. Wherever possible we will encourage our pupils to have high aspirations and provide them with the necessary support to be as independent as possible.

Our staff team is our key resource and the headteacher, in partnership with a highly experienced governing body, will ensure that the whole school team is supported, engaged and remain committed to our well-established system of continuous learning for all. This is further supported by the school being a regional school for professional learning, providing leadership and support to the special schools and PRUs across the consortium.

We remain committed to developing the leadership skills of both pupils and staff, supporting everyone to ensure we deliver high quality learning experiences for all. Trinity Fields has much to be proud of in terms of national awards and recognition, but we are not complacent and recognise that with all of the current transformational changes that are being developed across Wales we can make our provision and pupils’ outcomes even better.

Trinity Fields School is a learning organisation

In order to capture and realise “**Education in Wales: our national mission**” Trinity Fields School and Resource Centre, alongside its regional professional learning role will ensure that the school develops as a learning organisation, in line with OECD principles.

Developing as a learning organisation will ensure that we have the capacity to adapt quickly to Wales’ new approaches so that pupil progress and well-being improve at a rate commensurate with pupils’ individual needs.

We will continue our “learning organisation” journey with a focus on seven key dimensions:

- Developing, sharing and embedding a pupil centred vision, supported by our commitment to UNCRC.
- Creating, supporting and evaluating the impact of professional learning on the whole school team.
- Promoting team learning and collaboration within classes and across the whole school team.
- Establishing and embedding a culture of inquiry, innovation, creativity and exploration.
- Developing and embedding systems that support the collection and sharing of knowledge and learning, such as TeachMeet sessions (See: <https://en.wikipedia.org/wiki/TeachMeet>).

- Learning from within and outside of the school.
- Modelling and growing leadership for learning.

We remain committed to developing innovative, exciting and inclusive learning experiences for all pupils, led and facilitated by knowledgeable and experienced staff.

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

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

- ensure that all learners have access to a learning environment that is child centred, flexible and responsive to individual needs.
- ensure that all learners 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 includes all aspects of Routes for Learning, Foundation Phase, “Successful Futures” and the 14-19 Curriculum.
- acknowledge and respect the individuality of all learners, where everyone is a valued member of the school community.
- ensure that all learners have access to high quality resources, communication systems and expertise which 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 and will celebrate and share all achievements.
- ensure that all learners 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 learners.

Developing all pupils as ambitious, enterprising, ethical and healthy learners.

Trinity Fields is a Rights Respecting 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.

Trinity Fields is a school where pupils are at the heart of everything we do. As part of our aim to promote a happy and successful school, we have successfully been awarded UNICEF's "**Rights Respecting School Award**" (January 2017).

The 'Rights Respecting School' Award (RRSA) helps our pupils become more confident, caring and as independent as possible both in school and within the wider community. By learning about their rights, our pupils, your children, also learn about the importance of respecting the rights of others, that is, their responsibilities.

Our pupils are encouraged wherever possible to reflect on how their behaviour and actions affect those around them, which allows us to build and maintain a positive and safe learning environment for all, both in the classroom and around the school site.

Please see the pupil friendly "**Pupil Participation**" policy and our whole school "**Pupil Participation**" policy for further details.

Trinity Fields is a Healthy School

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 and enabling both pupils and staff to take control over aspects of the school environment that influence their health.

Please see the "**Health and Wellbeing for Pupils**" policy and "**Health and Wellbeing**" policy for further details.

Trinity Fields is an Inclusive School (IQM Flagship School status)

We have held the IQM Centre of Excellence status for the past 4 years and attained Flagship School status for the first time in 2018.

We have demonstrated through 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 publish classroom-based research.

Please see the **“Inclusion”** policy and **IQM assessment reports** for further details.

Trinity Fields is an Investors in Families School

We are committed to developing active and effective relationships with parents, carers and families, and recognise the value of close partnership working to improve outcomes for our pupils.

We were the first special school in Wales to achieve the Investors in Families Quality Mark, and regularly share our excellent practices with other settings.

We demonstrate our commitment to the “Rights to Action” agenda and value and support the important role that families play in the education of their child. We strive to promote social inclusion and a sense of wellbeing for families through encouraging positive participation in their child’s education.

Please see the **“Investors in Families”** action plan for further details.

Trinity Fields is an Eco School

We are fully committed to caring for our school environment by becoming aware of sustainable development issues. Our commitment to “green” issues helps to empower and motivate our pupils to drive change and improve environmental awareness in our school, local community and beyond.

Our Eco Council are currently working towards the Platinum Award.

Our core purpose and values

The core purpose and values that are associated with these prestigious national awards are encapsulated in our vision statement:

“We believe that everyone at Trinity Fields is entitled to have access to the very best learning opportunities. 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”.

Qualified for Life (2014) provides further endorsement of our commitment to being a Rights Respecting School by stating:

“Learners are the heart of all that we do” and further **“every child and young person benefits from personalised learning”.**

Successful Futures (2015) also states that:

“Each child and young person in Wales should be able to benefit from curriculum and assessment arrangements that will best meet their present needs and equip them for their future lives. Our children and young people only have a relatively short time at school. We must use that time

judiciously and productively to help each one of them to grow as a capable, healthy, well-rounded individual who can thrive in the face of unknown future challenges”.

Education in Wales: Our National Mission

Our work with pupils and their families will be developed building upon Wales’ National Mission. This national mission is ambitious, innovative and confident ensuring that we all take responsibility for all of our pupils to have equal opportunities to reach the highest possible standards.

Trinity Fields will continue to develop as a learning organisation to ensure it has the capacity to adapt to and explore a range of new approaches that results in improved outcomes and well-being for all of our pupils.

In order to realise our shared vision and approaches in delivering Wales’ transformational curriculum that will enable all of the pupils at Trinity Fields to make the progress commensurate with their individual needs, we are committed to the 4 key enabling objectives, detailed in “**Education in Wales: Our national mission (2017)**”. These are:

- Developing a high-quality education profession.
- Inspirational leaders working collaboratively to raise standards.
- Strong and inclusive schools committed to excellent, equity and well-being.
- Robust assessment, evaluation and accountability arrangements supporting a self-improving system.

Pupil involvement

As a Rights Respecting School, our pupils are involved in all aspects of school life from supporting whole school improvement to interviewing staff for new appointments.

All staff ensure that pupils have as much involvement in curriculum and individual planning as possible; their involvement in our well-established assessment for learning opportunities ensures that they have an impact on the next phase of planning and learning.

Pupils are also involved in the assessment of their IEP targets; we make effective use of our specialist IT resources such as eye-gaze to ensure that as many pupils as possible are included in making choices about their learning.

Please see the pupil friendly “**Pupil Participation**” policy and whole school “**Pupil Participation**” policy for further details.

Pupil centred planning (PCP)

We follow the principles of pupil centred planning (PCP) which further supports our Rights Respecting approach; PCP is a continuous process of listening and learning about what is important to and for each pupil, both now and in the future.

Pupil centred reviews are being developed across all school phases to explore what is happening from the pupil's perspective and from the perspective of others at the PCP meeting.

Our PCP reviews are currently working alongside our well-established annual review procedures. We are giving the PCP approach high status as we recognise its inclusivity and how it further enhances pupil voice.

Please see the "**Pupil Guide to Annual Reviews**" and "**Parent/Carers' Guide to Annual Reviews**" for further details.

Parent/carer partnerships

We are an Investors in Families School. Our commitment is to ensure all parents/carers receive a warm and friendly welcome at all times. We value parents/carers as partners in their child's education and we will do all that we can to respect the wishes and views of parents/carers, encouraging the sharing of skills, experiences and knowledge.

Our aim is to build a positive 2-way relationship with all of our parents/carers within an atmosphere of honesty, mutual respect and working together towards the same goals.

We have developed a series of "Parent/Carer Guides" on aspects of the school to help support parents/carers' understanding of what we do.

Please see the "**Effective Communication with Parents/Carers**" policy and "**Parent/Carer Guides**" for further details.

Policy review

In light of the ongoing and rapid curriculum and assessment developments as part of Curriculum for Wales and with the additional requirements of the ALNET (Wales) Act, this policy will be reviewed on an annual basis to ensure that it reflects the progress towards the full implementation of the 2023 Curriculum for Wales.

Signed		Headteacher
Signed		Chair of Governors
This policy will be reviewed in line with the school's policy review cycle.		

As a Rights Respecting School, we are committed to embedding the principles and values of the United Nation Conventions for the Rights of the Child (UNCRC).

This policy 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.