



Assessor's Evaluation for the IQM Flagship Project



School Trinity Fields School and Resource Centre
Caerphilly Road
Ystrad Mynach
Caerphilly
CF82 7XW

Head/Principal David Jenkins

IQM Lead Ms Hannah Pearse

Date of Review 29th February 2024

Assessor Dr Julia Coop

IQM Cluster Programme

Cluster Group IDEA

Ambassador Mrs Angela Farrell

Next Meeting 19 March 2024 remote

Meeting Focus:

To discuss research being undertaken in collaboration with Newcastle University

Cluster Attendance

Term	Date	Attendance
Spring 2023	15 th March 2023	Yes Led by Trinity/online.
Summer 2023	21 st June 2023	Yes
Autumn 2023	5 th December 2023	No, Staff absence prevented this.
Spring 2024	19 th March 2023	

The Impact of the Cluster Group

Sharing best practice

Trinity Fields has led training to the IQM cluster focussed on ASD provisions including the use of TEACCH and Attention Autism. Cluster participants greatly valued the experience and insight provided by the training which helped support mainstream schools in developing their practice.

The School greatly values the work with the IQM cluster, which mainly consists of mainstream schools that are located across a wide Geographical region. It is therefore very difficult to physically meet. Trinity Fields found a presentation on Dyslexia



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interesting but not applicable to them. They look forward to an opportunity to meet with other special schools and to learn from and make contributions to this group.

Evidence

- An analysis of documents held on the school website and presented on the review day.

Additional Activities

- Discussions with HT and senior leaders.
- Discussions with staff and pupils.
- Meeting and document review re Behaviour and Structured teaching.

Evaluation of Annual Progress towards the Flagship Project

Project Title: Developing staff knowledge and resilience around slow and fast triggers to enhance pupils' quality of life.

This review was focused on the first year of this new Flagship project which is in the implementation phase. The aim is to establish a longitudinal study focusing on taking forward the work undertaken so far that brings the pupils themselves into the centre of a new proactive approach to understanding and meeting the behaviour challenges posed; researching how this might be adjusted to meet different environments, and over time evaluating the impact of this work. The ultimate aim is to share more widely within Wales and beyond.

This project also sits alongside the changes that are required by the Wales new ALN strategy with the required gradual introduction of the new Individual Development Plans (IDP) process and the work of the school to enhance pupil advocacy.

The school is currently undergoing a multimillion-pound extension. Trinity Fields is one of the first projects to benefit from capital investment as part of the Band B 21st Century Schools developments. Building work is currently ongoing to develop a state-of-the-art, 10-classroom extension with associated facilities. Further work is also planned to upgrade the current school facilities. This, combined with the changing cohort of pupils attending the school, is the reason the school have chosen to focus on this project.

Since the start of this project, the Individual Behaviour Plans (IBP) introduced last year have been fully rolled out. Pupil voice is central to the IBP's; therefore, a vital component this year has been the upskilling staff skills by exploring different communication strategies to engage pupils, especially pupils new to the school who are not used to this type of approach. Staff surveys and pupil voice confirm that this has played a vital part in its successful rollout. Despite all the challenges and disruption presented by the building work, there has been a 56% reduction in behaviour incidents following the carousel of training staff undertook. This is an incredible achievement and



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due to the dedication of leaders and staff to ensure pupils have a greater understanding of how their 'challenging behaviour, is triggered and strategies they can take to help calm themselves down and return to learning.

This first stage of the project has seen a revision in the format of the IBPs, which are easier to use, and will now be rolled out across the school. The targets set last year have been met successfully.

Next Steps

The next phase of the project aims to ensure that the school continues to embed the ALN ET (Wales) Act and will consider how the IBPs become more embedded in the Positive Behaviour Support (PBS) approach as part of their universal provision offer. This sits as a central theme in the school development plan over the next 3 years.

Part of this work will continue to focus on staff training such as on systems within TEACCH to increase children's independence.

The school has 36 Sensory Practitioners who have recently attained sensory practitioner status. The plan now is to use these skills to assess the pupils' sensory processing needs and implement an appropriate sensory diet throughout the day to help children regulate their sensory systems. This will include the development of an enabling environment ensuring that the school environment meets the children's needs rather than the child needing to adapt to the environment.

In addition, the school now aims to embed the nurture and ready-to-learn provisions just started and evaluate the impact of that on pupils' readiness to learn and their emotional well-being.



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Overview

Since the last IQM review the school is now part way through the planned significant expansion, which includes the construction of a new school, refurbishing the old building and rapidly expanding provisions and associated facilities. This has caused significant disruption, but it is to the credit of the staff and organisation that the impact on pupils has been minimised.

The new Headteacher recognises that this Flagship project is central to the well-being, equity and inclusion standard and the revised vision for the school. He is determined that the school remains fully committed to developing and enhancing pupil-centred and inclusive approaches. Pupils continue to remain at the heart of everything that is done at Trinity Fields. Their needs and views are central to the whole school's planning for improvement processes.

There is a clear, well-articulated recognition that the Flagship project is not just about promoting positive behaviour but also the recognition that the 'core and additional curriculum', needs to adapt to better meet the changing needs of the pupils. Therefore, increasing the breadth of the curriculum to expand the range of experiences offered, while also focusing on understanding the functions of the environment and how behaviour and staffing can be impacted by these factors, is vital for effective person-centred practice. Each aspect of the SIMP plan and Flagship project is therefore linked to research and an enquiry approach to change and school improvement.

With the increase of new staff, focused training and the delivery of a consistent message have been imperative to ensure all new and existing staff understand and use the approaches to improve communication for pupils with ASD, at the same time, ensuring staff understand the functions of behaviour and the importance of accurately recording incidents.

All new staff have had training in Team Teach and targeted staff have undergone training for Sensory Processing difficulties and now hold Sensory Practitioner status. These training sessions are successfully increasing staff's confidence in looking for behaviour antecedents and providing capable learning environments for pupils' well-being.

Work is also being undertaken on an intervention-based, trauma-informed school and nurture approach as part of the Positive Behaviour Strategy, (PBS) with the leader now holding the highest level 5 award with several other staff entering this from level 4. This successfully demonstrates the commitment of the school to ensure that all staff have the opportunities to develop skills for the benefit of the pupils. Feedback from the training sessions is entirely positive with many staff expressing a desire to continue onto higher level training based on their interests. Staff therefore have, or are effectively developing, the skills to identify sensory strategies to ensure pupils have quality experiences within a sensory-appropriate environment.

IBPs, introduced last year and rolled out this year, are well thought out pupil-centred purposeful documents that are used effectively as working documents that feed into IDPs. Consequently, pupils are becoming more self-regulated and increasingly ready to learn.



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Pupil representatives, who shared their IBPs and their understanding of their individual triggers and strategies to calm down, were impressive. It was very evident that the support staff had an excellent understanding and positive supportive relationships with the pupils and had worked hard to build up their trust. One pupil, who started at Trinity Fields in September, for example, having had very negative experiences in a mainstream secondary school, initially presented many challenges to staff. He has not only settled very well but he felt the IBP and staff had helped him to become a 'better person, who is much calmer'. Although nervous, he was able to explain, with sensitive support, what made him unhappy or what would wind him up and how he now understands how to stay calmer. The co-production of the IBPs with pupils and staff serves as an 'unspoken contract which has increased pupil self-awareness and development of positive relationships which will serve the pupils well as they transition to the next stage of their education or life.

The school has a Positive Behaviour Support (PBS) approach. All pupils, without exception, liked the new vending machine, which is used to celebrate positive learning and behaviour, by awarding tokens to purchase and select meaningful rewards such as a book or small games etc.

Also built into the PBS that underpins the IBPs is a post-incident debrief, meaning active professional learning can take place. This empowers staff to gain a deeper understanding of 'slow and fast triggers and thus they become better able to prevent incidents from occurring.

A member of staff also works very closely with the home support worker to gain a clearer understanding of potential triggers from home that lead to an improved approach to the school transition period thus empowering pupils to have more confidence and strategies to take ownership of their behaviour. Parents are involved and supported via workshops etc, and plans reviewed in pupil-centred planning meetings.

The school recognises there is still more work to do in embedding the PBS in the school, especially as the new school opens over the next 2 years, there will be a resulting increase in pupils and staff. Leaders recognise the need to ensure that the training provided for new and existing staff translates into sustaining and further developing effective practice. They are working to ensure that effective practice is embedded and enhanced by focussed monitoring, using a spiral of enquiry approach to identify best practices and to support the development of reflective practitioners through modelling, coaching and mentoring staff. As part of this approach, next week staff are for the first time participating in an instructional monitoring round in small groups to visit several classes. They will look at best practices in teaching, learning and the environment, observing what they see in 'description mode' relating to student engagement and progression. The resulting 192 lesson observation data will inform teaching and learning targets.

It is clear that the school remains ambitious and determined to enhance effective inclusive practice and to ensure that the high quality of education provided continues to



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develop as the school expands and the needs of pupils become more complex and challenging.

Having discussed the progress since the last IQM review and the school's plans for the future, I am of the opinion that the school should continue to hold Flagship status and be reviewed in 12 months. The next review will look at how the school has interacted with its Inclusion Cluster and the work on the agreed new Flagship Project targets. Evidence of cluster working will underpin the capacity for the school to maintain its Flagship status.

Assessor: Dr Julia Coop

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd