

# **School Development Plan**

**April 2022 - July 2023**



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

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

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## School Development Plan and COVID-19

The COVID-19 pandemic has continued to disrupt education around the world. Our planning for the 2022 - 2023 SDP cycle will focus on the challenges that we will face over the next 12 - 18 months as we continue to work with our school team and other partners to build resilience, adaptability and extending our innovative ways of working with our pupils and their families.

Without question, the last 24 months have seen our staff working more creatively and flexibly than ever before in order to develop the skills and tools required for these new ways of working. Senior leaders have worked hard to provide reassurance to the school team and all stakeholders even when at times they also did not know what to do!

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

### **During March 2022 – July 2023 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, whilst being mindful of social distancing requirements.
- ✓ 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** for schools in Wales:

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

The SDP cycle at Trinity Fields School and Resource Centre has been aligned to the financial planning of the school (April to March) for a number of years. This SDP takes account of the current findings from 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. During these uncertain times, pupils and their families will need to access clear communication to ensure they understand the situation that is before us, and 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.

### **Remote/at home learning**

The “Seesaw” App will be used as the key tool to maintain effective 2-way communication with parents/carers as it enables teachers/TAs to send pupils and their parents/carers appropriate learning experiences through guides, photographs, instructional videos, worksheets and links to websites; further supplemented by using Google Classrooms, Teams and Loom to support individual home school learning.

In some 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. Move to September 2022 and the number on roll is expected to be in the region of 220 and rising; with approximately 170 being on the main school site and the remaining pupils based in our five satellite classes, attached to mainstream schools. From September 2022, it is anticipated that a 3<sup>rd</sup> secondary satellite will open at Heolddu Comprehensive; additionally we are expecting the two SRBs at Pontllanfraith Primary School to become satellite classes.

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. The extension will cost in the region of £12 million. Sadly, in spring 2021, the council decided to place the extension on hold for the foreseeable future. The school is waiting for further updates about these developments.

**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**. 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 (April 2022 – March 2023) 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 our aims for continuing to improve learning and teaching, bringing together school, LA, EAS and national initiatives. It will capture the long-term goals for 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 cycle (April 2022 - July 2023), along with outline targets for the 3-year period (currently 2022 - 2025).

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);
- Welsh Government: Operational guidance for schools and settings from the autumn term (2020)
- Curriculum for Wales (2019);
- Additional Learning Needs and Education Tribunal (Wales) Act (2018);
- 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 April 2022 - July 2023 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.

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.

## Structure of the April 2022 - July 2023 SDP

The structure of our March 2022 – April 2023 SDP reflects Estyn's updated Common Inspection Framework (CIF). There are five inspection areas (IA) in the CIF. These are:

### Inspection area 1: Learning

1.1 Standards and progress in learning and skills

### Inspection area 2 Wellbeing and attitudes to learning

2.1 Wellbeing

2.2 Attitudes to learning

### Inspection area 3 Teaching and learning experiences

3.1 The breadth, balance and appropriateness of the curriculum

3.2 Teaching and assessment

### Inspection area 4: Care, support and guidance

4.1 Personal development

4.2 Safeguarding

### Inspection area 5: Leadership and management

5.1 Quality and effectiveness of leaders and managers

5.2 Self-evaluation processes and improvement planning

5.3 Professional learning

## Reviewing progress of the 2020 - 2022 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 details the impact will have upon pupils' learning. We have adopted a RAG rating approach, allowing staff/governors to quickly 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.

See "**Self-Evaluation, Monitoring and Development Planning**" policy for further details.

## Key objectives

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.



# 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

## Headteacher

**Ian Elliott MBE**

## Deputy Headteacher

**Tracey McGuirk**

### Assistant Headteacher

**Leanne Boardman**

### Assistant Headteacher

**Christine Thomas**

### Assistant Headteacher

(fixed term to 31<sup>st</sup> August 2024)

**Anthony Rhys**

### Assistant Headteacher (CASS)

**Michelle Fitton**

### TLR2

(Foundation phase, 3-7)

**Lucy Crimmins**

### TLR2

(School curriculum, 8-13)

**Kate Thomas**

### TLR2

(14-19 learning pathways)

**Carol Wheelwright**

### TLR2

Professional learning: non-teaching staff and all staff in satellite classes  
(fixed term to 31<sup>st</sup> August 2024)

**TBC**

### TLR3 (Total Communication)

**Laura Thorpe**

### TLR3 (ALNET)

**Hannah Pearse**

## Class/subject specialist teachers

## Specialist teaching assistants

## Teaching assistants

## Midday supervisory assistants

## School Business Manager

**Deborah Keenor**

### Site staff

**Dave Chard  
Stephen Cross**

### Admin Assistant

**Cath Farmer**

### IT Technician

**Matthew Gurmin**

### Receptionist

**Branwen Thomas**

### PCP assistant

**Heather Scherptong**

### IT support

**Steve Gunter**

### Admin Assistant

**Aimi Day**

### Finance Assistant

**Leanne Gibbs**

### Projects Assistant

**Angela Williams**







## Senior leadership roles and responsibilities

Headteacher: Ian Elliott MBE	Deputy Headteacher: Tracey McGuirk	Assistant Headteacher: Leanne Boardman	Assistant Headteacher: Michelle Fitton	Assistant Headteacher: Christine Thomas
<b>Whole school/LA responsibilities</b>				
<ul style="list-style-type: none"> <li>Accountability</li> <li>Budget</li> <li>Challenge and support</li> <li>Community links</li> <li>CPD</li> <li>Designate lead: safeguarding</li> <li>Equalities</li> <li>Governing body</li> <li>Inclusion, outreach and satellite development</li> <li>Leadership development</li> <li>Liaison with LA, EAS, schools and Welsh Government</li> <li>Monitoring and evaluation</li> <li>Performance management</li> <li>Professional networking</li> <li>Pupil voice</li> <li>Quality assurance and scrutiny</li> <li>Resource management</li> <li>School vision, aims and values</li> <li>Strategic planning, leadership and direction of the school</li> <li>Values, aims and principles</li> <li>Whole school target setting</li> </ul>	<ul style="list-style-type: none"> <li>ASD</li> <li>Behaviour management</li> <li>Bespoke learning packages</li> <li>CASS: strategic lead</li> <li>Collective Worship</li> <li>Curriculum and skills</li> <li>Deputy designate: safeguarding</li> <li>Funding matrix</li> <li>GB (H&amp;S, Pupil Achievement and Curriculum)</li> <li>Health and Safety</li> <li>LAC lead</li> <li>LLC: strategic lead</li> <li>Monitoring: IEPs, IBPs, PHPs, pupil targets and teaching plans</li> <li>PLCs</li> <li>Staff development: coaching and mentoring</li> <li>Strategic lead: 14-19 LP</li> <li>TEACCH</li> <li>Team Teach lead tutor</li> <li>THRIVE</li> <li>Timetabling</li> <li>Total Communication</li> </ul>	<ul style="list-style-type: none"> <li>Assessment, recording and reporting</li> <li>Foundation Phase: strategic lead</li> <li>GB: (Pupil Achievement and Curriculum)</li> <li>Healthcare plans and medical provision</li> <li>Induction: pupils and staff</li> <li>Investors in Families</li> <li>LNf: internal and external moderator</li> <li>NQT mentor</li> <li>PTA</li> <li>Staff cover- shared role with other AHTs</li> <li>Student/volunteer placements</li> <li>Team Teach tutor</li> <li>Therapies</li> </ul>	<ul style="list-style-type: none"> <li>Assessment and data analysis: CASS</li> <li>Development plan: CASS</li> <li>Home support</li> <li>Managing staff attendance- shared role with Christine Thomas</li> <li>Operational running of CASS</li> <li>Policy development and review: CASS</li> <li>Self-evaluation: CASS</li> <li>Staff cover- shared role with other AHTs</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> </ul>	<ul style="list-style-type: none"> <li>Annual reviews</li> <li>Extra-curricular activities</li> <li>LNf: internal and external moderator</li> <li>Managing staff attendance- shared role with Michelle Fitton</li> <li>PCP Champion</li> <li>PIVATS across the LA</li> <li>Pupil attendance</li> <li>Staff cover- shared role with other AHTs</li> <li>Strategic lead: 8-13 curriculum</li> <li>Strategic links with SRBs and other Caerphilly schools</li> <li>Whole school events</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>Admissions</li> <li>Day to day running of school</li> <li>Looked after Children</li> <li>Partnership links</li> <li>Pastoral care (pupils and staff)</li> <li>Policy development and review</li> <li>School development plan</li> <li>School organisation</li> <li>Self-evaluation: <b>IA: 4, 5</b></li> <li>Staff recruitment, deployment and retention</li> <li>Standards: L&amp;T</li> </ul>	<ul style="list-style-type: none"> <li>Admissions</li> <li>Day to day running of school</li> <li>Looked after Children</li> <li>Partnership links</li> <li>Pastoral care (pupils and staff)</li> <li>Policy development and review</li> <li>School development plan</li> <li>School organisation</li> <li>Self-evaluation: <b>IA: 2, 3, 4</b></li> <li>Staff recruitment, deployment and retention</li> <li>Standards: L&amp;T</li> </ul>	<ul style="list-style-type: none"> <li>Assessment and data analysis</li> <li>Day to day running of school</li> <li>Partnership links</li> <li>Pastoral care (pupils and staff)</li> <li>Policy development and review</li> <li>School development plan</li> <li>School organisation</li> <li>Self-evaluation: <b>IA: 1, 4</b></li> <li>Staff recruitment, deployment and retention</li> <li>Standards: L&amp;T</li> <li>Transition</li> </ul>	<ul style="list-style-type: none"> <li>Day to day running of school</li> <li>Partnership links</li> <li>Pastoral care (pupils and staff)</li> <li>Transition</li> </ul>	<ul style="list-style-type: none"> <li>Assessment and data analysis</li> <li>Day to day running of school</li> <li>Partnership links</li> <li>Pastoral care (pupils and staff)</li> <li>Policy development and review</li> <li>School development plan</li> <li>School organisation</li> <li>Self-evaluation: <b>IA: 1, 4</b></li> <li>Staff recruitment, deployment and retention</li> <li>Standards: L&amp;T</li> </ul>

Cluster and school professional learning lead: Anthony Rhys		
<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</li> <li>Lead for digital competence</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 support staff understanding about how best to record their own PL journey</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> </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> </ul>
<b>Team leader: department 1 Lucy Crimmins</b>	<b>Team leader: department 2 Kate Thomas</b>	<b>Team leader: 14-19 learning pathways Carol Wheelwright</b>
<b>Strategic lead (whole school)</b>		
<ul style="list-style-type: none"> <li>Assessment for Learning</li> <li>Numeracy</li> </ul>	<ul style="list-style-type: none"> <li>RE and collective worship</li> <li>ECO schools</li> </ul>	<ul style="list-style-type: none"> <li>Accreditation and moderation</li> <li>Post school transition</li> </ul>
<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>Standards: outcomes and provision, shared responsibility with SLT</li> <li>Transition</li> <li>Wellbeing: pupils and staff</li> </ul>



<h2 style="text-align: center;">Areas of Learning and Experience (AoLE) Leads</h2>
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AoLE	AoLE Leads
	Tracey McGuirk/Laura Thorpe
	Hannah Pearse/Mark Evans
	Anthony Rhys
	Tracey McGuirk
	Vicky Chiplin
	Charlene Smith

## Additional leadership roles

Curriculum, skills and remote learning	
Tracey McGuirk/Anthony Rhys (Remote/at home learning)	
Whole school assessment	Assessment for Learning
Leanne Boardman	Lucy Crimmins
Collective Worship	
Christine Thomas/Kate Thomas	
14-19 Learning Pathways/Careers and the World of Work	
Carol Wheelwright	
Sensory curriculum	
Anthony Rhys/Charlene Smith/Sue Williams/Liz Jenkins	
Travel training	
Tonia Sparey	
Behaviour support	
Aimee Meredith	

## Whole school maintenance targets: April 2022 - July 2023

### Inspection area 1: learning (standards and progress in learning and skills).

#### Assessment

1. Set individual targets for pupils new to the school using RfL/PIVATS baseline assessments.
2. Ensure all pupils achieve their IEP targets and make progress commensurate with their age, ability and needs.
3. Re-assess, analyse and moderate all pupils' assessment scores. Use this information to set new pupil level targets (**July 2022 and July 2023**).
4. Enhance moderation, standardisation and verification of pupils' work through school-to-school working at both EAS and a whole Wales levels.

#### Routes for Learning (RfL)

1. Collate and analyse video evidence for all new pupils as part of baseline assessments.
2. Analyse and moderate video evidence and include as part of pupils' ongoing assessments.

#### ASDAN

1. All pupils entered for ASDAN Awards successfully achieve their accreditation (**July 2022 and July 2023**).

#### Duke of Edinburgh Award

1. All pupils entered for the Duke of Edinburgh award achieve their accreditation (**July 2022 and July 2023**).

#### AQA

1. All pupils entered for AQA accreditation successfully achieve their accreditation (**July 2022 and July 2023**).
2. Further develop and implement a range of new accredited courses in order to meet pupils' changing and increasingly complex needs.

### Inspection area 2: Wellbeing and attitudes to learning (wellbeing, attitudes to learning)

1. Settle pupils back into school, following the COVID-19 closure and prepare them for learning.
2. Work with parents/carers to achieve an overall attendance rate of: 90% and to reduce our unauthorized absence rate to 0%. (This target will be far more challenging this year as we manage parent/carers and pupils' anxieties surrounding COVID-19).
3. SRBs at Pontllanfraith to become primary satellite classes and a 2<sup>nd</sup> secondary satellite class at Heolddu Comprehensive School.
4. Further embed PIVATS assessment and moderation across the local authority's SRBs.
5. Develop strategies to support effective partnership working with local colleges/day services.
6. Further work with school council and pupil leadership team to enhance pupils' ownership of their learning (including: developing IEP targets, leading (wherever possible) their PCP reviews, learning walks, whole school/departmental theme days etc.).

### Inspection area 3: Teaching and learning experiences (the breadth, balance and appropriateness of the curriculum, teaching and assessment)

1. Work collaboratively with other special schools to review and pilot a range of approaches to remodelling individual/curriculum/thematic planning linked to "Curriculum for Wales" and the "Additional Learning Needs and Education Tribunal (Wales) Act."

#### Other

1. Work with ECO Council to achieve the Platinum Award.
2. To successfully achieve the Gold Vision Friendly Mark.
3. Offer a range of training to support families in line with our liF Diamond Award status.

# Summary SDP targets: April 2022 - July 2023

## Inspection area 1: Learning (standards and progress in learning and skills)

### Estyn recommendation

- Develop further the school's strategies to meet the needs of pupils as it implements the Curriculum for Wales (Estyn recommendation)

### Priority targets

- Ensure all pupils make progress in line with their individual needs and abilities, including full access to our wide range of accredited programmes (ASDAN, DofE, AQA, work experience etc.) for pupils in the 14-19 learning pathways classes.

## Inspection area 2: Wellbeing and attitudes to learning (wellbeing, attitudes to learning)

### Estyn recommendation

- No Estyn recommendation linked to this inspection area.

### Priority targets

- Whole school/departmental training (Thrive, ELSA, TIS, outdoor learning etc.) to support pupils' health and wellbeing.

## Inspection area 3: Teaching and learning experiences (breadth, balance and appropriateness of the curriculum, teaching and assessment)

### Estyn recommendation

- Develop further the school's strategies to meet the needs of pupils as it implements the Curriculum for Wales.

### Priority targets

- Further develop strategies and resources to support full implementation of CfW.
- Re-open specialist rooms (sensory, rebound, soft play etc.) when COVID allows.
- Extend provision for Lifeskills/community learning (COVID permitting).

## Inspection area 4: Care, support and guidance (personal development, safeguarding)

### Estyn recommendation

- No Estyn recommendation linked to this inspection area.

### Priority targets

- Embed MOVE programme in relevant classes; work towards Gold Award.
- Upgrade calming rooms and remaining outdoor areas.
- Full implementation of PIVATS 5 to track pupil progress.

## Inspection area 5: Leadership and management (quality and effectiveness of leaders and managers, self-evaluation processes and improvement planning, professional learning)

### Estyn recommendation

- No Estyn recommendation linked to this inspection area.

### Priority targets

- Enhance links with satellite classes.
- Review current SLT to ensure it meets the demands of increasing numbers and complexity of pupils.
- Work with LA officers to implement ALNET, including staff access to specialist training and support.

## School development plan priorities: 2022 - 2025 overview

April 2022 - July 2023	July 2023 - March 2024	April 2024 - March 2025
<p><b>Inspection area 1: Learning</b></p> <ul style="list-style-type: none"> <li>Develop further the school's strategies to meet the needs of pupils as it implements the Curriculum for Wales (Estyn recommendation).</li> <li>Ensure all pupils make progress in line with their individual needs and abilities, including full access to our wide range of accredited programmes (ASDAN, DofE, AQA, work experience etc.) for pupils in the 14-19 learning pathways classes.</li> </ul> <p><b>Inspection area 2: Wellbeing and attitudes to learning</b></p> <ul style="list-style-type: none"> <li>Whole school and departmental training (Thrive, ELSA, TIS, outdoor learning etc.) to support pupils' health and wellbeing.</li> </ul> <p><b>Inspection area 3: Teaching and learning experiences</b></p> <ul style="list-style-type: none"> <li>Further develop strategies and resources to support full implementation of CfW.</li> <li>Re-open specialist rooms (sensory, rebound, soft play etc.) when COVID allows.</li> <li>Extend provision for Lifeskills/community learning (COVID permitting).</li> </ul> <p><b>Inspection area 4: Care, support and guidance</b></p> <ul style="list-style-type: none"> <li>Embed MOVE programme in relevant classes; work towards Gold Award.</li> <li>Upgrade calming rooms and remaining outdoor areas.</li> <li>Full implementation of PIVATS 5 to track pupil progress.</li> </ul> <p><b>Inspection area 5: Leadership and management</b></p> <ul style="list-style-type: none"> <li>Enhance links with satellite classes.</li> <li>Review current SLT to ensure it meets the demands of increasing numbers and complexity of pupils.</li> <li>Work with LA officers to implement ALNET, including staff access to specialist training and support.</li> </ul>	<p><b>Inspection area 1: Learning</b></p> <ul style="list-style-type: none"> <li>Develop further the school's strategies to meet the needs of pupils as it implements the Curriculum for Wales (Estyn recommendation).</li> </ul> <p><b>Inspection area 2: Wellbeing and attitudes to learning</b></p> <ul style="list-style-type: none"> <li>Pupil centred planning and pupil leadership roles across all areas of our work; linking with CfW and ALNET.</li> </ul> <p><b>Inspection area 3: Teaching and learning experiences</b></p> <ul style="list-style-type: none"> <li>Refine and update all planning/learning experiences to take account of previous learning, linked to CfW and ALNET.</li> </ul> <p><b>Inspection area 4: Care, support and guidance</b></p> <ul style="list-style-type: none"> <li>Review and refine assessment of and for learning, making effective links to CfW and ALNET.</li> <li>Review health provision with nurses, physios, OTs and SaLT.</li> </ul> <p><b>Inspection area 5: Leadership and management</b></p> <ul style="list-style-type: none"> <li>Embed new leadership structure.</li> <li>Review and update partnership agreements with schools hosting satellite class.</li> <li>Review funding matrix in partnership with LA to ensure it continues to be "fit for purpose".</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Other SDP targets will be based upon information gained from the following sources:</b></p> <ul style="list-style-type: none"> <li>Ongoing whole school self-evaluation processes;</li> <li>Local and national priorities relating to CfW;</li> <li>ALNET Act;</li> <li>LA's hub and spoke developments;</li> <li>Education in Wales: Our National Mission (2017).</li> </ul> </div>	<p><b>Inspection area 1: Learning</b></p> <ul style="list-style-type: none"> <li>Develop further the school's strategies to meet the needs of pupils as it implements the Curriculum for Wales (Estyn recommendation).</li> </ul> <p><b>Inspection area 2: Wellbeing and attitudes to learning</b></p> <ul style="list-style-type: none"> <li>Review and update strategies to support pupils' health, wellbeing and confidence.</li> </ul> <p><b>Inspection area 3: Teaching and learning experiences</b></p> <ul style="list-style-type: none"> <li>Refine pedagogy to ensure staff have the skills to support pupils' increasingly complex needs and the demands of CfW and ALNET.</li> </ul> <p><b>Inspection area 4: Care, support and guidance</b></p> <ul style="list-style-type: none"> <li>Review approaches to supporting pupils' rights and values through whole school RRSA approaches.</li> </ul> <p><b>Inspection area 5: Leadership and management</b></p> <ul style="list-style-type: none"> <li>SDP targets based upon the information gained from whole school self-evaluation processes.</li> <li>Consult with stakeholders re: SDP outline priorities for 2025 - 2028 and detailed priorities for 2025 - 2026.</li> </ul>

## Department 1 (Foundation Phase): Development Plan (April 2022 - July

Priority Targets	Impact on pupils' learning	Who	When	Approx. cost
<p>Continue to develop increased access to IT to support communication and DCF.</p> <p>Increase bespoke IT resources to support pupils' learning.</p> <p>Staff training and support to increase their confidence and skills in supporting pupils with bespoke IT resources.</p>	<ul style="list-style-type: none"> <li>Pupils' communication skills developed, supporting behaviours for learning.</li> <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>Dept. 1 Lead (LC)</p> <p>Dept. 1 Staff</p> <p>TC Lead (LT)</p> <p>PL Lead (AR)</p> <p>ICT Support (SG)</p>	<p>Ongoing</p> <p>Spring 2022</p> <p>Autumn 2022</p>	<p>EY PDG (£2200)</p> <p>FPD Budget (£7000)</p>
Implement the Curriculum for Wales.	<ul style="list-style-type: none"> <li>Pupils will have appropriate learning experiences that are more focused on the <b>4 Purposes, What Matters Statements</b> and <b>Progression Steps</b> through the <b>6 Areas of Learning and Experiences</b>.</li> <li>More focused and seamless cross-curricular learning experiences.</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>Dept. 1 staff</p> <p>SLT</p> <p>PL Lead (AR)</p>	Ongoing	PL Budget
<p>Continue to develop transition process within Department 1 for new and existing pupils.</p> <p>Further enhance collaboration with Caerphilly Children's Centre for admission of new pupils.</p>	<ul style="list-style-type: none"> <li>Pupils and their families have reduced anxieties around admission and transition.</li> <li>Pupils are supported by staff who have a more in-depth knowledge of meeting their individual needs.</li> <li>Pupils benefit from a wider range of opportunities through partnership working between local education providers.</li> <li>Increased communication and collaboration between local education providers.</li> </ul>	<p>Dept. 1 Lead (LC)</p> <p>Dep 1 Staff</p> <p>SLT</p> <p>Assessment Nursery (CJ)</p>	<p>Summer 2022</p> <p>Autumn 2022</p> <p>Spring 2023</p>	NA
Expand collaboration with PTA to engage families through departmental events.	<ul style="list-style-type: none"> <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> </ul>	<p>Dept. 1 Lead (LC)</p> <p>PTA</p>	Ongoing	NA

## Department 2 (School curriculum phase): Development Plan (April 2022 - July 2023)

Priority Targets	Impact on pupils' learning	Who	When	Approx. cost
Further develop 'careers' and work-related experiences across department 2.	<ul style="list-style-type: none"> <li>Pupils gain an insight into the purpose of work by exploring meaningful experiences.</li> <li>Pupils access work experience in the Café, developing skills to equip them for their future</li> <li>Pupils access work experience in the allotment, increasing their knowledge in global learning and sustainability.</li> <li>Pupils further develop skills across the curriculum</li> <li>Pupils' progress evident in PIVATS/THRIVE/TIS/Field note assessments</li> </ul>	TLR Dept. 2  PL Lead (AR)  KT/WH/CW  Dept. 2 teachers and support staff	Dept. meetings/ planning sessions 2022-2023	N/A
Integrate fully the digital competence framework into teaching and learning across the curriculum.	<ul style="list-style-type: none"> <li>Pupils access a range of creative digital learning opportunities</li> <li>Pupils make progress in digital competency highlighted in IEP recording booklets and field notes.</li> <li>Pupils' IEP targets include differentiated digital competence skills.</li> <li>Pupils/classes access targeted ICT sessions supported with SG.</li> </ul>	All teaching staff	Ongoing	N/A
Embed the RSE toolkit across the curriculum.  Introduce an ASDAN "Exploring Aspirations" module for a targeted group of pupils.  Develop an RSE programme for pupils in Department 2.  Ensure all classes have access to Alex Kelly 'Social Skills' resources.	<ul style="list-style-type: none"> <li>Pupils develop as 'healthy and confident' individuals.</li> <li>Pupils' behaviours improve, evident for targeted pupils (noted in field notes/THRIVE links/TIS).</li> <li>Pupils develop additional skills within the RSE curriculum through more confident teachers.</li> <li>Pupils develop skills in relationships, independence, and the world of work.</li> <li>Pupils become more confident in making choices for their future.</li> <li>Pupils make progress in their social skills, evident in IEP recording booklets, field notes and PIVAT scores.</li> </ul>	TLR Dept. 2  All Staff	Ongoing/shared discussion with department meetings	£25 per pupil (ASDAN Module and registration x6= £150)
Introduce 'peer' mentoring and across Department 2.  Provide staff with opportunities to share teaching ideas, strategies and initiatives through informal classroom observations and visits.	<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 access highly skilled teachers teaching assistants in delivering initiatives such as, POPAT, Attention Autism, Eye Gaze, TEACCH, RSE, Social Skills etc.</li> <li>Pupils' progress evident in PIVATS, THRIVE, TIS, Field note assessments.</li> <li>Pupils benefit from high quality provision.</li> </ul>	TLR Dept. 2  All teaching staff	Ongoing/shared discussion with department meetings	N/A

## 14-19 Learning Pathways Development plan: (April 2022 - July 2023)

Priority Targets	Impact on pupils' learning	Who	When	Approx. cost
Embed a programme of RSE in all classes using approved resources developed to meet the needs and abilities of the pupils.	<ul style="list-style-type: none"> <li>Pupils engage in a holistic programme of Relationships and Sexuality Education.</li> <li>Pupil's self-esteem and self-confidence boosted.</li> <li>All pupils have the opportunity to gain knowledge, skills and attitudes they need to succeed in life and make appropriate choices.</li> <li>Pupils benefit from our commitment to continuous quality improvement to meet with the Welsh Government's requirements that are set out in the Curriculum for Wales.</li> </ul>	TLR 14-19  Teachers	Ongoing	2 days cover for 1 teacher to develop bank of resources
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	Ongoing	PDG funding
Develop curriculum resources and learning activities for the ASDAN Transforming Aspirations programme to ensure the consistency of delivery and assessment evidence.	<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>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> </ul>	TLR 14-19  Teachers  SLT	By Spring 2022	Centre and pupil registration fees.
Extend and enhance opportunities for pupils to access Caffi Oren.	<ul style="list-style-type: none"> <li>Pupils have access to a safe and supported environment in which to learn and develop work related skills.</li> <li>Pupils access relevant qualifications and accreditation together with systems for recognising and recording learning and achievement.</li> <li>Pupils become more independent and develop life skills that enhances their self-esteem.</li> <li>Pupils develop work-related skills and knowledge.</li> </ul>	TLR 14-19  Teachers  SLT	Ongoing	Caffi Oren budget

## Inspection area 1: Learning (standards and progress in learning and skills)

Estyn Recommendation	Impact on pupils' learning	Lead(s)	When	Budget	MER
➤ Develop further the school's strategies to meet the needs of pupils as it implements the Curriculum for Wales.	<ul style="list-style-type: none"> <li>Pupils' individual progress systematically tracked to ensure they make the progress commensurate with their learning needs and abilities.</li> <li>Pupils achieve their IEP and IBP targets.</li> <li>Pupils make progress commensurate with their age, abilities and needs.</li> </ul>	TMc/AR  SLT	Termly  On-going	School budget  EIG/PDG budgets	SLT/GB
Priority targets	Impact on pupils' learning	Lead(s)	When	Budget	MER
Ensure all pupils make progress in line with their individual needs and abilities, including full access to an increasing range of accredited programmes (ASDAN, DofE, AQA, work experience etc.) for pupils in the 14-19 learning pathways classes.	<ul style="list-style-type: none"> <li>Pupils' individual progress is systematically tracked (RfL/PIVATS) to ensure they make the progress commensurate with their abilities and needs.</li> <li>Pupils' work moderated and standardised in line with the EAS and SWASSH cross consortium groups.</li> <li>Pupils achieve their termly IEP targets.</li> <li>Pupils, wherever possible, take increased ownership of their learning, achieve their individual targets and set their future targets.</li> <li>Pupils develop a range of transferable skills, commensurate with their abilities and needs.</li> <li>All pupils within the 14-19 LP department achieve external accreditation linked to their individual abilities and needs.</li> </ul>	LB/LC/CW	On-going  Reviewed termly	As above	SLT/GB

## Monitoring commentary

## Emerging targets for 2023 - 2024 and 2024 - 2025

## Inspection area 2: Wellbeing and attitudes to learning (wellbeing, attitudes to learning)

Estyn Recommendation	Impact on pupils' learning	Lead(s)	When	Budget	MER
➤ No Estyn recommendation.					
Priority targets	Impact on pupils' learning	Lead(s)	When	Budget	MER
Whole school/departmental training (Thrive, ELSA, TIS, outdoor learning etc.) to support pupils' health and wellbeing, as school, pupils and staff begin to recover from COVID.	<ul style="list-style-type: none"> <li>Pupils have increased opportunities to take enhanced ownership of their learning and school.</li> <li>Pupil voice, at all levels promoted in line with RRS and UNCRC articles.</li> <li>Pupils with complex needs use a range of technology "to have their say".</li> <li>Pupils continue to make sustained and recognisable progress over time by accessing a personalised skills based curriculum.</li> <li>Pupils play a more active/extended role in all aspects of school life.</li> <li>Pupils achieve their IEP and IBP targets.</li> <li>Where relevant, pupils access support from CAMHS, CALDs and other health professionals to support their mental health and wellbeing.</li> <li>Pupils' health and wellbeing improves (against PIVATS scores) through targeted provision and support.</li> </ul>	IE/TMc	Throughout 2022-2023	21 <sup>st</sup> Century Schools funding	All pupils/staff
		KR/TMc Health and wellbeing AoLE	Throughout 2022-2023	School budget EIG/PDG budgets	Pupils/all staff
		SLT	Throughout 2022-2023	School budget EIG/PDG budgets	SLT/GB

## Monitoring commentary

## Emerging targets for 2023 - 2024 and 2024 - 2025

Inspection area 3: Teaching and learning experiences (breadth, balance and appropriateness of the curriculum, teaching and assessment)					
Estyn Recommendation	Impact on pupils' learning	Lead(s)	When	Budget	MER
➤ Develop further the school's strategies to meet the needs of pupils as it implements the Curriculum for Wales.	<ul style="list-style-type: none"> <li>Pupils' individual progress systematically tracked to ensure they make the progress commensurate with their learning needs and abilities.</li> <li>Pupils achieve their IEP and IBP targets.</li> <li>Pupils make progress commensurate with their age, abilities and needs.</li> </ul>	TMC/AR  SLT	Termly  On-going	School budget  EIG/PDG budgets	SLT/GB
Priority targets	Impact on pupils' learning	Lead(s)	When	Budget	MER
1. Further develop strategies and resources to support full implementation of CfW.	<ul style="list-style-type: none"> <li>As above.</li> <li>Pupils access specialist resources to support their learning- sensory rooms, soft, play, rebound therapy etc.</li> <li>Pupils learning and transference of skills supported through access to community resources (COVID permitting)</li> <li>Pupils continue to make sustained and recognisable progress by accessing a skills based curriculum that is personalised to meet their individual abilities/needs</li> <li>Pupils access engaging outside play areas which supports all areas of their development particularly health and wellbeing, interaction and PSD.</li> <li>All pupils access engaging and challenging learning experiences that are carefully matched to their individual abilities and needs</li> <li>Pupils access excellent learning resources, which supports all areas of their development and the 4 core purposes of the Curriculum for Wales.</li> <li>Pupils work with highly qualified, skilled and motivated staff who focus on personalising learning in order to improve outcomes.</li> </ul>	Blended learning group  SLT	Termly  On-going	School budget  EIG/PDG budgets	SLT/GB
2. Re-open specialist rooms (sensory, rebound, soft play etc.) when COVID allows.		AoLE leads	On-going	School budget  EIG/PDG budgets	SLT/staff/GB
3. Extend provision for Lifeskills/community learning (COVID permitting).		CW/GP	Throughout 2022-2023	As above	SLT/staff/GB
		AR	Throughout 2022-2023	As above	Pupils/staff/GB

## Monitoring commentary

## Emerging targets for 2023 - 2024 and 2024 - 2025

## Inspection area 4: Care, support and guidance (personal development, safeguarding)

Estyn Recommendation	Impact on pupils' learning	Lead(s)	When	Budget	MER
➤ No Estyn recommendation.					
Priority targets	Impact on pupils' learning	Lead(s)	When	Budget	MER
1. Embed MOVE programme in relevant classes; work towards Gold Award.	<ul style="list-style-type: none"> <li>Pupils continue to make sustained and recognisable progress over time by accessing a skills based curriculum that is personalised to meet their individual abilities and needs.</li> </ul>	SLT	Spring and summer terms	School budget	SLT/staff/GB
2. Upgrade calming rooms and remaining outdoor areas.	<ul style="list-style-type: none"> <li>Pupils' individual provision meets their individual abilities and needs and is in line with the requirements of the ALNET (Wales) Act.</li> <li>Pupils' individual progress systematically tracked (RfL/PIVATS) to ensure they make the progress commensurate with their abilities and needs.</li> <li>Pupils' work moderated and standardised in line with the EAS and SWASSH cross consortium groups.</li> <li>Pupils' transition is smooth and well-organised taking into account their individual needs.</li> <li>14-19 LP pupils access a range of work experience opportunities commensurate with their learning needs and abilities.</li> <li>All pupils within the 14-19 LP department achieve external accreditation linked to their individual abilities and needs.</li> <li>Pupils have increased opportunities to take enhanced ownership of their learning.</li> <li>Pupil voice, at all levels promoted in line with RRS and UNCRC articles.</li> <li>Pupils' success and achievements widely celebrated and helps to raise pupils' self-esteem and motivation.</li> </ul>	LB	Throughout 2022-2023	School budget EIG/PDG budgets	SLT/staff/GB
3. Full implementation of PIVATS 5 to track pupil progress					

**Monitoring commentary**

**Emerging targets for 2023 - 2024 and 2024 - 2025**

## Inspection area 5: Leadership and management (quality and effectiveness of leaders and managers, self-evaluation processes and improvement planning, professional learning)

Estyn Recommendation	Impact on pupils' learning	Lead(s)	When	Budget	MER
➤ No Estyn recommendation.					
Priority targets	Impact on pupils' learning	Lead(s)	When	Budget	MER
1. Enhance links with satellite classes. Review current SLT to ensure it meets the demands of increasing numbers and complexity of pupils.	<ul style="list-style-type: none"> <li>Pupils make progress in all areas of learning and experience, commensurate with their abilities and needs by accessing high quality provision.</li> </ul>	IE/TMc	Throughout 2022-2023	CCBC Band B 21 <sup>st</sup> Century Schools	Pupils SLT/staff/GB
2. Review current SLT to ensure it meets the demands of increasing numbers and complexity of pupils.	<ul style="list-style-type: none"> <li>Pupils' needs met through a mix of specialist provision that includes SRBs, satellite classes or main school site.</li> </ul>	IE/TMc/DK/MC	Throughout 2022-2023	School budget	SLT/staff/GB
3. Work with LA officers to implement ALNET, including staff access to specialist training and support.	<ul style="list-style-type: none"> <li>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, with resources and staffing tailored to meet their individual abilities and needs.</li> <li>Pupils work with highly qualified, skilled and motivated staff who focus on personalising learning in order to improve outcomes.</li> <li>Pupils access modern and bespoke resources in provision fit for education in the 21<sup>st</sup> Century.</li> <li>Pupils have access to learning experiences provided by highly skilled and well-trained staff who benefit from ongoing training and support targeted to their roles and responsibilities.</li> </ul>	IE/TMc/DK MC/BW/AH IE/TMc/AR	Throughout 2022-2022 Throughout 2020-2023 Throughout 2022-2023	School budget School budget EIG/PL budgets Staff directed time EIG/PDG/PL budgets	SLT/staff/GB SLT/staff/GB SLT/staff/GB SLT/staff/GB

**Monitoring commentary**

**Emerging targets for 2023 - 2024 and 2024 - 2025**



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

Priority Targets April 2022 – July 2023	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
Work collaboratively with other agencies, professionals and special schools to review approaches linked to the "ALNET (Wales) Act.	<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>	Teacher TLR ALN SLT	Ongoing	School budget  EIG

## Curriculum for Wales Development Plan

Priority Targets April 2022 – July 2023	Impact on pupils' learning	Who	When	Approx. cost
Arrange INSET day for Areas of Learning and Experience groups to: <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 2022 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 2022 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>	AoLE Leads  All school staff	25 <sup>th</sup> April 2022	None
Provide further support for cross-cutting skills and cross-curricular themes: <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	INSET 27 <sup>th</sup> September 2022	None
Assess Curriculum for Wales delivery in Autumn Term 2022.  Provide class teams with time to report to AoLE Leads on how they are meeting the Four Purposes and What Matters Statements.	<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>	AoLE Leads  Teachers	Teachers Meeting:  Autumn Term 2022	None
Curriculum for Wales review: <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>	AoLE Leads  Teachers  SLT	AoLE Leads meeting:  Spring Term 2023.	2 days cover for CfW Lead.  6 days cover for AoLE Leads to meet.

## 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 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 as 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>Other targets for development will be based upon the information gained from the following sources:</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>Other targets for development will be based upon the information gained from the following sources:</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 2020 - 2021. 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 2022 - March 2023

<b>School</b>	<b>Trinity Fields School and Resource Centre</b>
<b>Headteacher</b>	<b>Ian Elliott MBE</b>
<b>PL Lead</b>	<b>Anthony Rhys</b>
<b>Date Submitted</b>	<b>July 2022</b>

<b>Education Improvement Grant (EIG)</b>	<b>£31,263.00</b>
<b>Pupil Development Grant (PDG): 5-15</b>	<b>£65,500.00</b>
<b>Early Years Pupil Development Grant (EYPDG): 3-4</b>	<b>£5,750.00</b>
<b>Cluster Children Looked After (CLA) PDG</b>	<b>£ TBA</b>

## Education Improvement Grant (EIG): £31,263.00

EIG priority	SDP link	Activity <i>How are you going to achieve your targets? What will you actually do?</i>	Success Criteria <i>Include numerical data and targets</i>	Timeline	Cost Breakdown <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>
E1	3/4	<b>Whole school training</b>  Whole School INSET 7/11/2022 on Sensory approaches using ICT followed up by class workshops to deepen knowledge.  Attention Autism training to 4 teaching staff.  Seesaw to continue home/school contact with text, photographs and videos and pupils sharing their own work and achievements.  <b>Lead: Ian Elliott</b>	Staff will develop their skills and knowledge of PMLD teaching and use of ICT in class.  4 teachers will be trained in Attention Autism and will use this in their classes.  Continue to engage with parents/carers through Seesaw.  Teachers to have access to high quality online resources to support their teaching and pupils' learning.	April 2022 - March 2023	Whole School INSET for 7th November on Sensory/ICT: <b>£1,135.00</b>  Class workshops for Sensory/ICT in Autumn 2022: <b>£1,135.00</b>  Attention Autism Training (teaching staff): <b>£800.00</b>  Continuing access to full Seesaw platform for 200 pupils: <b>£836.00</b>  One year access for all teaching staff to online Blended Learning resource package: <b>£3,131.70</b>  <b>Total: £7,037.70</b>	The activities will form part of our National Professional Enquiry Project and published on the Hwb platform to share with other EAS and Welsh special schools.  Pupils will benefit from more targeted and individualised provision to meet their changing and highly complex learning and social needs.

E2	2/3	<b>Developing staff pedagogy in behaviour</b>  Enhanced training and support for teachers and TAs in Team Teach (TT).  All staff will access up to date TT training; provide initial TT training for new teachers and TAs.  Provide update training for TT Tutors to ensure their licences are up to date.  <b>Lead: Tracey McGuirk</b>	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.  Training and coaching support for new leaders to meet the professional standards for teaching and leadership.  Pupil behaviour will continue to improve over time, as demonstrated through Behaviour Watch.	<b>April 2022 - March 2023</b>  Training: TT tutor refresher training 9 staff @ £520.00 each. <b>Total: £4,680.00</b>  Staffing: 12 days @ £115.00 per day. <b>Total: £1,320.00</b>  Resources: course books and certificates 8 @ £108.00 <b>Total: £864.00</b>  <b>Total: £6,864.00</b>	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.  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.  Outcomes shared with colleagues in the other EAS special schools through our well-established HT and DHT networks.
E3	2/3	<b>Staff Pedagogy in SEN</b>  School to work with the VI Team towards gaining the Vision Quality Mark.  Key staff to undertake Positive Looking Practitioner course.  <b>Lead: Charlene Smith</b>	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 complex needs.  VQM achieved in 2022.  VQM Lead to obtain formal qualification in VI in July 2023.  Key staff in classes with VI needs identified to have completed Positive Looking 1.	<b>April 2022- March 2023</b>  Cover for Vision Quality Mark lead teacher: 12 days @£115.00: <b>£1,380.00</b>  Birmingham University VI Qualification Fees: <b>£3,620.00</b>  VI Resources: <b>£1,000.00</b>  Positive Looking course fees for 12 key staff £180.00 each: <b>£2,160.00</b>  MSI Intervener Qualification for 1 teacher: <b>£375.00</b>  <b>Total: £8,535.00</b>	School achieves Vision Quality Mark and successfully completes the relevant QM Plan.  Outcomes shared with colleagues in the other EAS special schools through our well-established HT and DHT networks.

E4	1/4	<b>Moderation and standardisation of pupils' work</b>  Work in partnership with the South Wales Special Schools Cross Consortium Moderation Network (SWSSCCMN) to ensure pupils' assessment outcomes are robust and accurate.  Attend All-Network Events with the SWSSCCMN to moderate and standardise pupils' work, following agreed protocols.  <b>Lead: Leanne Boardman</b>	Our lead for ARR will select the pupils' work to be moderated and will work with class teachers to develop files of moderated pupils' work.  Pupils' assessment is accurate and in line with that of similar pupils in other special schools.  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.	April 2022- March 2023	Supply cover for 2 teaching staff to attend 3 moderation and standardisation meetings: 6 days @£115.00 per day: Total: <b>£690.00</b>  Resources: <b>£100.00</b>  SWSSCCMN license: <b>£500.00</b>  <b>Total: £1,290.00</b>	Pupils' individual progress is systematically tracked to ensure they make the progress commensurate with their learning needs and abilities.  ARR Lead to develop and lead on pupil narratives and IDPs in line with the ALN transformation.  ARR Lead to attend the SWSSCCMN All Network Summer Event and share outcomes to the termly SWASSH meetings.
E5	1/3	<b>ALNET Act and Total Communication TLR Roles</b>  Two TLR3 posts beginning 1/1/22.  One to coordinate ALN transformation in Trinity Fields and satellites.  One to lead in coordinating communication and other specialist strategies in Trinity Fields and satellites.  <b>Lead: Christine Thomas</b>	To support the development and implementation of the ALNET (Wales) Act within Trinity Fields School main site and satellite provision. Develop and implement an action plan to secure further improvements in ALN provision across satellites and other ALN provision. To develop approaches to the growth and diversity of total communication and other specialist teaching strategies across the school. Implement a training plan and work with staff to develop skills in specific strategies and learning tools that support pupils understanding across the curriculum.	April 2022- March 2023	On costs April 2022- March 2023: <b>£7,534.00</b>  <b>Total: £7,534.00</b>	Pupils will benefit from more targeted and individualised provision to meet their changing and highly complex learning and social needs.  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.
<b>EIG Plan Total: £31,260.70</b>						

## Pupil Development Grant (PDG 5 - 15 year olds): £65,550.00

PDG Activity	SDP link	Activity <i>How are you going to achieve your targets? What will you actually do?</i>	Success Criteria <i>Include numerical data and targets</i>	Timeline	Cost Breakdown <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>
P1	1/2	<b>Music Therapy</b>  To use weekly, individual music therapy sessions to further increase levels of pupil engagement and interaction in a targeted group of pupils with complex learning and behavioural needs.  Weekly music therapy sessions will be used to develop the interaction and early communication skills of FSM pupils with highly complex needs.  Use the Sounds of Intent Framework to demonstrate pupils' increased levels of engagement and interaction in music therapy sessions.  <b>Lead: Leanne Boardman</b>	The target group will be a small group of FSM pupils with complex needs, who are non-verbal and working within the P2 - P8 range.  We will compare pupils' baseline assessments with Summer 2020 assessments using the Sounds of Intent Framework to demonstrate pupils' progress.  We would expect pupils to show small steps of progress on the Sounds of Intent Framework.	April 2022 - March 2023	39 weekly sessions @ £171.05 per day: <b>£6,670.95</b>  Drumming workshop sessions: <b>£2,882.16</b>  <b>Total: £9,553.11</b>	Raise levels of engagement and interaction which will support additional progress in other areas of learning and experience.  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.

P2	1/2	<p><b>Open Orchestra</b></p> <p>Set up and run an Open Orchestra in school. Perform a concert at the end of the year and also record pupil progress and self-evaluation of performance.</p> <p>To use drumming workshop sessions with our 8-15 aged learners to further increase levels of pupil engagement and interaction.</p> <p><b>Lead: Anthony Rhys with Rebecca Gerrish</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>Drumming workshops will be held with FSM groups in the 7-15 age groups.</p>	<p>April 2022 - March 2023</p>	<p>Drumming workshop sessions summer term 2022: <b>£960.72</b></p> <p>Open Orchestra Registration and organisational support: <b>£495.00</b></p> <p>Online Training for Orchestra Leader: 2 days Summer - Autumn 2022. <b>£180.00</b></p> <p>Backfill for Orchestra Leader: 30 days @90.00: <b>£2,700.00</b></p> <p>Music Leader: 20 days @200 plus costs <b>£4,500.00</b></p> <p>Assistive Technology Music Resources: <b>£300.00</b></p> <p><b>Total: £9,135.72</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 just internal support.</p> <p>These sessions will also support further staff development- staff will be working alongside the Orchestra Leader and Music Leader so they will be able to see first-hand a range of additional strategies to support pupil engagement and progress.</p>
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P3	<p><b>Whole school approaches and strategies to the assessment and development of reading</b></p> <p>Developing skills in assessment of reading, particularly focusing on the more able and talented (MAT) readers across the school.</p> <ul style="list-style-type: none"> <li>Pupils to read books that meet their needs and ability and which challenges them.</li> <li>Re-enforce the benchmarking 'tool' to assess book band levels, particularly for readers that are more able.</li> <li>Continue training teaching staff in using 'running records' as a way of supporting reading and informing teaching and learning.</li> <li>Laura Thorpe and Kate Thomas to support teachers in implementing the reading tools</li> <li>Laura to support staff in trialling Reading Eggs effectively and look at ways it can feed into assessments and 'Next Steps.'</li> </ul> <p><b>Leads: Kate Thomas, with support from Laura Thorpe</b></p>	<p>Pupils to be more engaged in reading. 10% increase in whole school PIVATS.</p> <p>Reading scores for 5-15 year olds.</p> <p>Staff to be more confident in using running records to inform teaching and learning.</p> <p>Teaching staff will be more confident in selecting the corresponding reading books for individual pupils.</p>	April 2022 - March 2023	<p>Backfill cover for Kate Thomas. 10 days @140.00 £1,400.00</p> <p>Laura Reading Eggs support. 10 days @ £140.00 £1,400.00</p> <p>Reading Eggs enrolment for 50 pupils: £550</p> <p>New reading books: £2,200.00</p> <p><b>Total: £5,550.00</b></p>	<p>The benchmarking tool kit will make pupil's reading more focused to their level; enabling them to make progress.</p> <p>Standards in reading to be recognised in PIVAT assessments</p> <p>Teaching staff to use the bench marking tool kit at the end of each term focusing on the more able readers in their cohorts. Running records implemented on a half-termly basis to inform teaching and learning.</p> <p>Laura Thorpe to share assessed effectiveness of Reading Eggs to school and AoLE leads in cluster.</p>
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P4	2/4	<b>Mental Health and Emotional Well-Being</b> <p>Continue with multi-faceted Well Being approaches incorporating Elsa/Thrive and TIS to support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning.</p> <p>PBS System for writing IBP's based on well-being and emotional resilience.</p> <p>Implement a referral system for staff and parents to request pupil access to extra sessions.</p> <p>Regular sessions will be used to develop the personal, social and emotional skills of FSM pupils with highly complex learning and behavioural needs.</p> <p><b>Lead: Tracey McGuirk/Aimee Meredith</b></p>	<p>Wellbeing champion trained and incorporated into each class team.</p> <p>Thrive online assessment tools to be used to create individual/class plans.</p>	<p><b>April 2022- March 2023</b></p>	<p>Cover for Well Being Champions for initial training: 60 days: <b>£7,000.00</b></p> <p>Trainer costs for Well Being</p> <p>Champions: <b>£2,600.00</b></p> <p>Motional App subscription: <b>£385.00</b></p> <p>TIS certified practitioner status £100 for 3 staff: <b>£300.00</b></p> <p>Jigsaw annual subscription <b>£1,000.00</b></p> <p>PBS Train the Trainer Programme: <b>£1,600.00</b></p> <p><b>Total: £12,885.00</b></p>	<p>Raise levels of pupil engagement and interaction which will support progress in other areas of learning and experience. Increased pupil ownership of their learning, improvement in decision making skills and behaviour for learning.</p> <p>Staff to build on existing knowledge and understanding of the aims and principles of Thrive and how to use the online assessment tool.</p> <p>Bereavement training to ensure there are multiple adults who have the knowledge and understanding to work with pupils who have experienced bereavement.</p> <p>Reduction in the number of challenging behaviour incidents, as measured through Behaviour Watch.</p>
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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: Forest Schools and Outdoor Learning, Touch Trust, Sign-a-Long and sensory support.</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>	<p><b>April 2022 - March 2023</b></p>	<p>3 Touch Trust and Signalong parents workshop cover: <b>£1,320.00</b></p> <p>Signalong- 30 manuals £18 each: <b>£540.00</b></p> <p>3 days Forest Schools workshops for parents: <b>£900.00</b></p> <p>3 day sensory and technology workshop for parents (mums and dads groups) Richard Hirstwood: <b>£3,625.00</b></p> <p><b>Total: £6,385.00</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>Collaboration with our satellite class schools- Cwm Ifor Primary School and St. Cenydd Community School.</p>
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P6	1/3	<p><b>Digital Leaders</b></p> <p>Develop our pupil Digital Leaders group with Radio station, variety of coding projects, drone programming, VR and Robot Club.</p> <p>Develop and extend the programming and computing skills of teaching and support staff.</p> <p><b>See Digital plan for 2022-3 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 2022 - March 2023	<p>Radio Trinity: £1,800.00</p> <p>Coding Resources: £2,350.00</p> <p>Robot Club: Class Pack and Accessories: £2,000.00</p> <p>Drones and maintenance: £2,200.00</p> <p>PMLD Instrument Project: £600.00</p> <p>Stop-Motion: £100.00</p> <p>VR Software: £300.00</p> <p>Class workshops for Sensory/ICT in Autumn 2022: £1,135.00</p> <p>Staff Training in Block Coding: 8 Days @145.00 £1,160.00</p> <p>Bett Conference for 3 attendees: £200.00</p> <p><b>Total: £11,845.00</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.</p> <p>Pupils' individual progress is systematically tracked to ensure they make the progress commensurate with their learning needs and abilities.</p>
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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. This will also include the development of the Police Cadets; the post holder will work in partnership with Gwent Police NxtGen Officers.</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>Leads: Carol Wheelwright/Ian Elliott</b></p>	<p>Targeted pupils will access weekly supported work experience sessions.</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 2022 - March 2023	<p>2 days a week; 60 days @ £115.00 per day: <b>£6,900.00</b></p> <p>Resources: <b>£500.00</b></p> <p><b>Total: £7,400.00</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>
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P8		<b>Outdoor Learning</b>  Forest School sessions to be incorporated into classes with the aim to foster a relationship with nature through regular personal experiences, and to promote the holistic development of pupils by fostering resilient, confident, independent and creative learners.  <b>Leads: Kate Thomas/Katie Rupnik</b>	Staff to develop skills in delivering forest schools sessions for a wide variety of learners.  School to gain Platinum Eco Schools flag.  Learners to be more engaged in forest school sessions.	April 2022 – March 2023	TIS/Forest school Resources: <b>£2,000.00</b>  Fire-Pit Training from Forest School tutors for 18 staff: <b>£800.00</b>  <b>Total: £2,800.00</b>	Raise levels of pupil engagement and interaction which will support progress in other areas of learning and experience.  Outcomes shared with colleagues in the other EAS special schools.
<b>PDG Total: £65,553.83</b>						
<b>Pupil Development Grant (EYPDG: 3 - 5 year olds): £5,750.00</b>						
P1	1	<b>Expressive Arts Development: Increasing Music engagement and Song Teaching confidence in Foundation Phase.</b>  Andy Pidcock, a special needs music consultant, will run sessions for each class in Foundation Phase including satellite classes and advise teachers and support staff on music engagement techniques and methodologies.  <b>Lead: Lucy Crimmins</b>	Increased pupil offer in Expressive Arts AoLE for early years classes.  All FP pupils will be baselined in Expressive Arts What Matters Statement 1 in September 2022, these updated in March 2023. 70% of pupils will show increased progress towards Progression Step 1	April 2022 - March 2023	15 full days @£320.00 <b>£4,800.00</b> 4 half days @180.00 <b>£720.00</b>  <b>Total: £5,520.00</b>	Raise levels of pupil engagement and interaction that will support progress in other areas of learning and experience.  Share results of intervention with Expressive Arts AoLE leads in Cluster Schools.



# Professional Learning Plan: Trinity Fields School and Resource Centre



April 2022 - March 2023

No.	National Mission Link	Planned Activity	Success Criteria	Funding Source	Type of Spend	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> </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.	N/A ongoing through school procedures.	N/A Through School training budget.
2	Developing a high-quality education profession.  Inspirational leaders working collaboratively to raise standards.	<ul style="list-style-type: none"> <li><b>Senior Leaders Development Programme (SLDP)</b> for AHT's and TLRs.</li> <li>TLRs to attend Chrysalis training.</li> </ul>	<ul style="list-style-type: none"> <li>Headteacher, DHT, AHTs and TLRs invest in personal development linked to relevant career pathway.</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	2 to attend SLDP programme cover: 10 days cover for TLRs: £1,400.00  Chrysalis Training- 1 TLR:  6 days cover £840.00  <b>£2,240.00</b>

No.	National Mission Link	Planned Activity	Success Criteria	Funding Source	Type of Spend	Cost
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 for Cohort 1 and Cohort 2 for 60 ALNCO and Special School middle leaders in conjunction with EAS.</li> </ul>	<ul style="list-style-type: none"> <li>3 Emerging leaders attend MLDP Cohort 4 (Autumn term 2022).</li> <li>PL leads Days 1-5 modules in MLDP for Cohort 4 (autumn term 2022-Spring 2023).</li> </ul>	Professional learning to raise the quality of our aspiring and emerging leaders.	Release Training	10 days release PL Lead £1,400.00  15 half day days release for 3 Middle Leaders £1,050.00  <b>£2,450.00</b>
4	Developing a high-quality education profession.  Inspirational leaders working collaboratively to raise standards.	<ul style="list-style-type: none"> <li><b>Professional Learning Lead</b> TLR post continues at Trinity Fields.</li> <li>Trinity Fields continues as <b>Regional PL Lead</b> for the Special School and PRU Cluster.</li> </ul>	<ul style="list-style-type: none"> <li>The PL lead, in line with the Professional Learning Lead Handbook, will: <ul style="list-style-type: none"> <li>➤ Attend EAS Professional Learning meetings.</li> <li>➤ Work collaboratively with the Cluster schools and alongside the Curriculum Cluster Lead (Bethan Moore 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 Trinity Fields staff.</li> </ul> </li> </ul>	Professional learning to raise the quality of our teachers and support staff.	Release	6 days PL release to lead Cluster meetings £840.00  6 Days PL release to implement PL Plan:  £840.00  <b>£1,680.00</b>
5	Developing a high-quality	<ul style="list-style-type: none"> <li>School to engage with <b>Talent Management</b></li> </ul>	<ul style="list-style-type: none"> <li>LT to engage with TMF- two sessions from EAS on TMF process.</li> </ul>	Professional learning to raise	Release	N/A at this stage- see

No.	National Mission Link	Planned Activity	Success Criteria	Funding Source	Type of Spend	Cost
	education profession.  Inspirational leaders working collaboratively to raise standards.	<b>Framework (TMF).</b>	<ul style="list-style-type: none"> <li>LT to complete Identify Phase for the TMF through Nomination Review process.</li> <li>Lead Mentor to write and implement development and support plans for High Potentials.</li> </ul>	the quality of our aspiring and emerging leaders.	Training	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/TLRs 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>£1,680.00</b>
7	Developing a high-quality education profession.	<ul style="list-style-type: none"> <li>Developing a <b>Coaching and Mentoring culture</b> at school.</li> </ul>	<ul style="list-style-type: none"> <li>Train the Trainer programme for SLT on coaching and mentoring practice (delivered by TLRs).</li> <li>Whole school introduction to coaching twilight session in 2023.</li> </ul>	Professional learning to raise the quality of our support staff.	Release Training	ILM Level 3 fees: £400  Release 16 days: £1,205  <b>£1,605.00</b>
8	Developing a high-quality education profession.	<ul style="list-style-type: none"> <li><b>Support Staff PL.</b></li> <li>Support newly appointed TAs to engage with the TALP CPD online learning from the EAS.</li> <li>Continue to offer TALP and</li> </ul>	<ul style="list-style-type: none"> <li>Level 1 TAs to attend Newly Appointed TA training online.</li> <li>Experienced TAs to engage with Practising Teaching Assistant Programme (PTAP).</li> </ul>	Professional learning to raise the quality of our support staff.	Release	Newly Appointed TAs 30 sessions: £3,000  PTAP for 30

No.	National Mission Link	Planned Activity	Success Criteria	Funding Source	Type of Spend	Cost
	Level 1, 2, 3 and HLTA.	<p>Level 3 qualification to Level 1 TAs and EAS TA PL Offer to TA1's.</p> <ul style="list-style-type: none"> <li>Online training package from Creative Education offered to all TAs.</li> </ul>				<p>staff £5,400</p> <p>Creative Education Organisational Membership: £395</p> <p><b>£8,795.00</b></p>
9	<p>Developing a high-quality education profession.</p> <p>Level 3 and HLTA.</p>	<ul style="list-style-type: none"> <li>Support Level 3 TAs through the HLTA process.</li> <li>Continue to offer aspiring HLTA programme to Level 3 TAs.</li> <li>Hold Level 3 TA Professional Learning meetings once per term.</li> <li>All Level 3 TAs to be involved in Curriculum for Wales AoLE groups and Teachmeets.</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 opportunity for ITT via Open University.</li> </ul>	Professional learning to raise the quality of our support staff.	Release	<p>Aspiring HLTA programme 2 staff. 12 days</p> <p>£1,080.00</p> <p>OU Fees: £1,035</p> <p><b>£2,115.00</b></p>
10	Developing a high-quality	<ul style="list-style-type: none"> <li>Continuing engagement with the <b>Schools as Learning Organisations</b></li> </ul>	<ul style="list-style-type: none"> <li>All staff to complete 2022/2023 SLO Survey.</li> </ul>	Professional learning to raise	Release	N/A

No.	National Mission Link	Planned Activity	Success Criteria	Funding Source	Type of Spend	Cost
	education profession.  Inspirational leaders work collaboratively to raise standards- SLO.	(SLO) Survey at school and Cluster level to support the understanding of the framework.		the quality of our teachers.		
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>• Continue Curriculum for Wales Curriculum Design via INSET and CfW monitoring Autumn 2022.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers engage effectively with PSTL.</li> <li>• Teachers work on Curriculum for Wales creation at Trinity Fields.</li> <li>• TLRs and AoLE Leads to attend Cluster Meetings.</li> </ul>	Professional learning to raise the quality of our teachers.	Release	24 days teacher release  <b>£3,220.00</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 and satellites.</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 and on costs.	New TLR3  Release time: 36 days  <b>£5,040.00</b>
13	Excellence, Equity and Wellbeing	<ul style="list-style-type: none"> <li>• PL Lead and PDG administrator will attend the regional PDG workshops as and when required.</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 effectively, and individual learners make increased rates of progress from their starting</li> </ul>	Professional learning to raise the quality of our teachers.	Release	N/A.

No.	National Mission Link	Planned Activity	Success Criteria	Funding Source	Type of Spend	Cost
			<p>points.</p> <ul style="list-style-type: none"> <li>The interim impact of the PDG indicates at least 'satisfactory' impact on the progress of learners.</li> </ul>			
14	<p>Excellence, Equity and Wellbeing</p> <p>Developing a high-quality education profession.</p>	<ul style="list-style-type: none"> <li>The <b>ALN Lead</b>, Christine Thomas, will engage in all regional activity to support the realisation of the revised Code of Practice.</li> <li>All staff and governors will have access to PL to support the introduction of the ALN and ET (Wales) Act.</li> </ul>	<ul style="list-style-type: none"> <li>The school will engage fully in all regional activity with the ALN and ET (Wales) Act.</li> <li>The school will have made at least 'good' progress in meeting the priorities within the ALN priorities within the SDP.</li> <li>The governing body are fully informed about the changes.</li> <li>Parents/carers are fully informed about the changes.</li> </ul>	Professional learning to raise the quality of our teachers.	Release	N/A.
15	<p>Excellence, Equity and Wellbeing</p> <p>Developing a high-quality education profession.</p>	<ul style="list-style-type: none"> <li>Trinity Fields to continue to lead <b>NQT</b> ITE development across Cluster schools.</li> <li>EV's continue to monitor ITE process for NQT's across the region.</li> </ul>	<ul style="list-style-type: none"> <li>Successful completion of NQT year for all teachers in cluster.</li> <li>Restart Trinity Fields delivering the 4 EAS NQT days for the Special School Cluster NQTS in Autumn 2022.</li> </ul>	Professional learning to raise the quality of our teachers.	Release Training	<p>EV Moderation release: £140.00</p> <p><b>£140.00</b></p>
<p><b>Total PL budget:</b></p> <ul style="list-style-type: none"> <li><b>PL Lead: £3,000.00</b></li> <li><b>PL for Teachers: £15,984.00</b></li> <li><b>PL Partner School: £10,000.00</b></li> </ul>						<b>£28,965.00</b>

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

Date	Training	Participants
Friday 2 <sup>nd</sup> September 2022	<p><b>Converted into 3 twilight sessions:</b></p> <p>Wednesday 7<sup>th</sup> September 2022 (Staff updates/safeguarding/vision/aims/values)</p> <p>Tuesday 20<sup>th</sup> September 2022 (Departmental developments: Curriculum for Wales)</p> <p>Tuesday 27<sup>th</sup> September 2022 (Departmental developments: Curriculum for Wales)</p>	All class based staff
Monday 5 <sup>th</sup> September 2022	<p>Team Teach update training</p> <p>MOVE training</p>	<p>Targeted staff</p> <p>Targeted staff</p>
Tuesday 6 <sup>th</sup> September 2022	<p>Team Teach update training</p> <p>MOVE training</p>	<p>Targeted staff</p> <p>Targeted staff</p>
Monday 7 <sup>th</sup> November 2022	<p>Curriculum for Wales: Developing specialist pedagogy</p> <p><b>Delivered by Richard Hirstwood</b></p>	All class based staff
Monday 9 <sup>th</sup> January 2023	<p>Developing a whole school approach to behaviour: Positive Behaviour Support</p> <p><b>Delivered by CALDS (Child and Adolescent Learning Disability Service)</b></p>	All class based staff
Monday 5 <sup>th</sup> June 2023	Transition: arrangements for September 2023	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. We have also developed a Parent/Carer Guide to “School Jargon”.

14-19 LP: 14-19 learning pathways

ACE: Adverse childhood experience

AfL: Assessment for learning

AHT: Assistant Headteacher

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

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

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

BW: Behaviour Watch

CASS: Caerphilly Autistic Spectrum Service

CBT: Cognitive Behaviour Therapy

CCBC: Caerphilly County Borough Council

CfW: Curriculum for Wales

CIF: Common inspection framework

CPD: Continuing professional development

DCF: Digital competence framework

DHT: Deputy Headteacher

DofE: Duke of Edinburgh Award

EAS: Education and achievement service (consortium)

EIG: Education Improvement Grant

ELSA: Emotional literacy support assistant

ETLF: Excellence in Teaching and Leadership Framework

EWC: Education Workforce Council (previously GTCW [General Teaching Council for Wales])

EYPDG: Early Years Pupil Development Grant

FP: Foundation phase (3-7 year olds)

FSM: Free school meals

GB: Governing body

H&S: Health and safety

HT: Headteacher

IA: Inspection area (Estyn)

IBP: Individual behaviour plan

ICT: Information communications technology

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

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

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

MER: Monitoring, evaluating and reviewing

MFL: Modern foreign language

MiDAS: Minibus Driver Awareness Scheme

NAS: National Autistic Society

NQT: Newly qualified teacher

PCP: Person centred planning

PDA: Pathological demand avoidance

PDG: Pupil Development Grant (previously Pupil Deprivation Grant)

PE: Physical education

PECS: Picture Exchange Communication System

PHP: Positive behaviour plan

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

PL: Professional learning

PM: Performance management

PMLD: Profound and multiple learning difficulties

POPAT: Programme of Phoneme Awareness Training

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

PSD: Personal and social development

PTA: Parent Teacher Association

RAG: Red, amber, green

RE: Religious education

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

RRS: Rights Respecting School

SDP: school development plan

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

SLD: Severe learning difficulties

SLO: Schools as learning organisations

SLT: School leadership team (HT/DHT/AHTs/TLRs/School business manager/specialist TAs)

SRB: Specialist resource base

SWASSH: South Wales Association of Special School Headteachers

TA: Teaching assistant

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

TIS: Trauma Informed School

TLR: Teaching and learning responsibility

TT: Team Teach

UNCRC: United Nations Convention on the Rights of the Child

WG: Welsh Government