

School Development Plan

September 2024 – July 2025



*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

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

During September 2024 – July 2025 SDP cycle staff will continue to:

- ✓ Focus on the pupils' language, literacy and communication skill development
- ✓ Focus on pupils' health and wellbeing; alongside developing their resilience.
- ✓ Focus on developing a curriculum that is fun, interesting and specialist in nature
- ✓ Provide a wide range of opportunities to play, learn, socialise and interact with others.
- ✓ Use their specialist skills and knowledge to develop and implement learning experiences to support pupils' progress and their ability to achieve their next steps.
- ✓ Ensure all pupils have quality time and support to help them to re-adjust and re-build their confidence and motivation for learning again.
- ✓ Ensure the exciting new building development proceeds on time and create additional resources for pupils

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

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

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

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

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

Maintaining effective contact with pupils and parents/carers

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

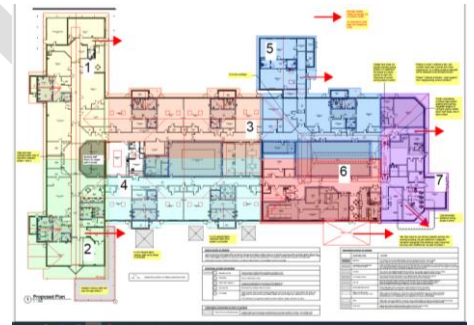
In some rare cases, school-based class teams will deliver live online sessions. In accordance with Welsh Government guidelines, these will take place through Hwb resources and involve two members of staff. Pupils who are also unable to attend school due to medical reasons or those who are isolating can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

Planning for the future

Since September 2012, (when the number on roll was 123) there continues to be a year-on-year growth in pupil numbers. In September 2024 the number on roll is expected to be in the region of 270 and rising; with approximately 190 being on the main school site and the remaining pupils based in our nine satellite classes, attached to mainstream schools. In September 2024, a 10th satellite class was opened in Heolddu comprehensive school.

The LA are fully aware of the ongoing pressures for places at Trinity Fields and to address this they have included Trinity Fields in an ambitious and large scale extension and redevelopment. The extension is due for completion in January 2025 with the refurbishment of the existing building scheduled for January 2026.

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



School context

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

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

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

Trinity Fields School has held the IQM Centre of Excellence status for the past 4 years and attained Flagship School status for the first time in **April 2018 which was last reaccruited in February 2024**. 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 developing classroom-based research.

The school started its journey towards becoming a MOVE school in 2019; successfully accredited at Silver level in **December 2021 and Gold Level in 2024**. 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.

In July 2024, the school gained the **Silver level Vision Friendly School** quality mark.

Our overarching philosophy is summarised in the following statement:

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

Introduction

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

It will fully address the one Estyn recommendation through a new 5 year strategic action plan which was developed in 2023.

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

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

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

We will continue to enhance our partnerships with all stakeholders: pupils, parents/carers, LA, EAS, other special schools, social services, Aneurin Bevan University Health Board, voluntary sector organisations etc. to ensure we provide all pupils with the very best learning experiences. We remain committed to pupil participation, personalising learning, joint working approaches and developing effective leadership at all levels.

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

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

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

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

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

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

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

Key purposes of our SDP

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

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

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

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

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

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Key objectives for Caerphilly County Borough Council (CCBC)

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

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

KEY OBJECTIVE 1

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

KEY OBJECTIVE 2

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

KEY OBJECTIVE 3

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

KEY OBJECTIVE 4

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

KEY OBJECTIVE 5

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

Key objectives for EAS

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

KEY OBJECTIVE 1

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

KEY OBJECTIVE 2

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

KEY OBJECTIVE 3

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

KEY OBJECTIVE 4

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

KEY OBJECTIVE 5

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

KEY OBJECTIVE 6

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



Vision Statement

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

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

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

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

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

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

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

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

School Organisational Plan

Executive Headteacher
David Jenkins

Deputy Headteacher
Tracey McGuirk

Assistant Headteacher Leanne Boardman	Assistant Headteacher Christine Thomas	Assistant Headteacher Anthony Rhys	Assistant Headteacher (CASS) Michelle Meredith		
Associate Assistant Headteacher (Primary) Lucy Crimmins		Associate Assistant Headteacher (Secondary) Kate Thomas			
Explorers Rachel Westren	Adventurers Siam James	Investigators Jo Daniels	Researchers & Aspire Libby Harman		
N-Gage Team – Hannah Pearse					
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> Aimee Meredith – Positive Behaviour Support Donna Pugh – Home Support Jenny Evans – Comms and Literacy Helen Muscatt – Comms and Literacy Sue Williams – Sensory Steve Gunter – Digital Competence </td> <td style="width: 50%; vertical-align: top;"> Liam Richards – PE Rebecca Gerrish – Expressive Arts Ruth Powell – Nurture Kelly France – Forest School Jenna Collins – Travel Training/Careers </td> </tr> </table>				Aimee Meredith – Positive Behaviour Support Donna Pugh – Home Support Jenny Evans – Comms and Literacy Helen Muscatt – Comms and Literacy Sue Williams – Sensory Steve Gunter – Digital Competence	Liam Richards – PE Rebecca Gerrish – Expressive Arts Ruth Powell – Nurture Kelly France – Forest School Jenna Collins – Travel Training/Careers
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School Business Manager Leanne Gibbs					
Youth and Leisure Manager Geraldine Smallman					
Site staff Dave Chard Stephen Cross	IT Technician Matthew Gurmin	PCP Coordinator Cath Farmer	Finance Assistant Heather Scherptong		
Receptionist Carolyn Wall	Admin Assistant Louise Caroll	PCP Assistant Rhian Davies	Projects Assistant Angela Williams		

Senior leadership roles and responsibilities

**Executive Headteacher:
Dave Jenkins**

Leadership

**Deputy Headteacher:
Tracey McGuirk**

Care, Support & Guidance

Whole school/LA responsibilities

- Deputy Designate lead: safeguarding
- Accountability
 - Challenge and support
 - Monitoring and evaluation
 - Quality assurance and scrutiny
- Finance
- Community links
- Equalities and accessibility
- Health and Safety
- Building Extension
- Governing body coordination
- Inclusion, outreach and satellite development
- CASS strategic link
- Leadership development
- Liaison with LA, EAS, schools and Welsh Government
- Performance management
- Professional networking
- Resource management
- School vision, aims and values
- Strategic planning, leadership and direction of the school
- Whole school target setting
- GDPR
- School organisation

- Designated Senior Person for Safeguarding
- Pupil Wellbeing lead
- ASD Strategic Lead
- Positive Behaviour Support lead
- TEACCH/structured teaching
- Pupil Voice
- Total Communication
- Sensory processing
- Wellbeing progression
- Embedding a Whole School Approach to Wellbeing
- Manual handling
- School rewards/rules
- Healthy schools
- Pupil IBP, PHP and risk assessments
- Wellbeing questionnaire coordination and analysis
- Transport liaison
- Governors – quality of life committee coordination
- Cross cutting themes – e-safety, SRE,RRS etc
- Bespoke learning packages
- Funding matrix
- Transition Coordination
- CLA lead
- Cleanliness and Infection control
- Team Teach lead tutor
- Timetabling
- Aspire Link - Careers
- College satellite link

Shared responsibilities

- Day to day running of school
- Policy Development and review
- School Development plan
- School Self-evaluation
- Staff recruitment & retention

- Day to day running of school
- School Development plan
- School Self-evaluation
- Staff recruitment and retention
- School organisation

Senior leadership roles and responsibilities

Assistant Headteacher: Leanne Boardman	Assistant Headteacher: Michelle Meredith	Assistant Headteacher: Christine Thomas	Assistant Headteacher: Anthony Rhys
Curriculum and Assessment	CASS	ALN reform & Satellites	Teaching and Professional Learning
Whole school/LA responsibilities			
<ul style="list-style-type: none"> • Deputy Designate lead: safeguarding • Curriculum and progression – new curriculum implementation • 4 purposes articulation • Curriculum policy development • Literacy and Numeracy scheme • Assessment, target setting, recording and reporting. • GB: (teaching and learning committee) • Healthcare plans and medical provision • Line management Primary Associate lead • Investors in Families • PTA • Team Teach tutor • Therapies Liaison • Educational Visits – Head’s approval • MOVE Coordinator • Cwm Ifor, Pontllanfraith satellite link • Diary dates and school calendar • Strategic links with SRBs and other Caerphilly schools • SRB Assessment and QA project 	<ul style="list-style-type: none"> • Deputy Designate lead: safeguarding • Assessment and data analysis: CASS • Development plan: CASS • Home support - CASS • Managing staff attendance- CASS • Operational running of CASS • Policy development and review: CASS • Self-evaluation: CASS • Staff cover- CASS • Staff recruitment: CASS • Standards: CASS • Strategic links with SRBs and other Caerphilly schools: ASD provision • Team Teach Tutor • Financial Management – CASS • Performance Management - CASS 	<ul style="list-style-type: none"> • Deputy Designate lead: safeguarding • Satellite provision strategic lead • Line management secondary lead • N-Gage strategic lead • ALN Strategic Lead • ALNCO • Annual Reviews • IDP Conversion • PCP Champion LA • Provision mapping • Staff wellbeing strategic lead • Managing staff attendance • Occupational Health referrals • Extra-curricular activities • Whole school events linked to curriculum • Collective worship • Internal and external moderation and quality assurance of IDPs • SRB strategic lead • PTA • Home Support including impact of specialist staff • Pupil attendance & EWO link • Strategic links with SRBs and other Caerphilly schools • EVC – delegated heads approval • Heolddu and St Cenydd strategic link • TEAM TEACH Tutor • TIS Rollout 	<ul style="list-style-type: none"> • Deputy Designate lead: safeguarding • School based professional learning lead (PLL). Regional PLL for special schools and PRUs • Develop and maintain AOLE staff structure • Develop and maintain wider school staff roles/responsibilities • Development of a fully inclusive and evaluated professional learning (PL) strategy, linked to curriculum reform • Develop systems for tracking all professional learning across the school • Oversee all PDR arrangements ensuring compliance • Lead for digital competence and e-safety including impact of specialist staff • Student/volunteer placements • Ensure school learning environment is conducive to promote effective PL • Ensure that all Welsh Government grant conditions are met and evaluated • MER Coordination including moderation • Lead for coaching and mentoring methodology • Manage arrangements to ensure robust links with the professional teaching and leadership standards. • Collaborate with colleagues to support PL for curriculum and ALN reform across the cluster • Staff cover- shared role with other AAHTs • School as Learning organisation lead (SLO) including NPEP • Developing a culture of enquiry • NQT Mentor • Induction • VI/Hi/MSI quality mark

Senior leadership roles and responsibilities

Assistant Headteacher: Leanne Boardman	Assistant Headteacher: Michelle Meredith	Assistant Headteacher: Christine Thomas	Assistant Headteacher: Anthony Rhys
Curriculum and Assessment	CASS	ALN reform & Satellites	Teaching and Professional Learning
Shared responsibilities			
<ul style="list-style-type: none"> • Day to day running of school • School Development plan • School Self-evaluation • Staff recruitment and retention • School organisation 	<ul style="list-style-type: none"> • Day to day running of school • School Development plan • School Self-evaluation • Staff recruitment & retention 	<ul style="list-style-type: none"> • Day to day running of school • School Development plan – • School Self-evaluation • Staff recruitment & retention 	<ul style="list-style-type: none"> • Day to day running of school • School Development plan – • School Self-evaluation • Staff recruitment & retention

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Senior leadership roles and responsibilities

Associate Assistant Headteacher Lucy Crimmins <i>Primary</i>	Associate Assistant Headteacher Kate Thomas <i>Secondary</i>
<ul style="list-style-type: none"> • Line management Explorers, Adventurers, n-gage • Self-evaluate the phase, including assessment, data, work scrutiny, moderation, questionnaires, enquiry, learning walks, lesson observations. • Drive improvement planning for the phase – working with department leads to set meaningful phase priorities. • Undertake important monitoring roles relating to ‘All about Me’ folders, individual plans & targets, moderation of assessments. • Undertaken operational leadership of satellites including regular QA visits. • Drive curriculum development – work with all staff to develop and refine the school’s curriculum to ensure even coverage, exciting, relevant and progressive learning opportunities. • Undertake budget management for the phase including delegation to departments. • Chair IDP meetings – chair an increasing number of IDP meetings under the supervision of the Assistant Headteacher (ALN). • Undertake transition work with the DHT to ensure effective transition into school, between classes and when leaving school. • Undertake performance management for all members of staff under the supervision of the Assistant Headteacher (PL). • Provide coaching and mentoring structures and systems within the phase under the supervision of the Assistant Headteacher (PL). • Coordinate cover within the department under the new staffing strategy 	<ul style="list-style-type: none"> • Line management Investigators, Researchers, Aspire • Self-evaluate the phase, including assessment, data, work scrutiny, moderation, questionnaires, enquiry, learning walks, lesson observations. • Drive improvement planning for the phase – working with department leads to set meaningful phase priorities. • Undertake important monitoring roles relating to ‘All about Me’ folders, individual plans & targets, moderation of assessments. • Undertaken operational leadership of satellites including regular QA visits. • Drive curriculum development – work with all staff to develop and refine the school’s curriculum to ensure even coverage, exciting, relevant and progressive learning opportunities. • Undertake budget management for the phase including delegation to departments. • Chair IDP meetings – chair an increasing number of IDP meetings under the supervision of the Assistant Headteacher (ALN). • Undertake transition work with the DHT to ensure effective transition into school, between classes and when leaving school. • Undertake performance management for all members of staff under the supervision of the Assistant Headteacher (PL). • Provide coaching and mentoring structures and systems within the phase under the supervision of the Assistant Headteacher (PL). • Coordinate cover within the department under the new staffing strategy

TLR Rachel Westren Explorers	TLR Sian James Adventurers	TLR Hannah Pearse N-Gage	TLR Jo Daniels Investigators	TLR Libby Harman Researchers	TLR Libby Harman Aspire
<ul style="list-style-type: none"> • Provide operational leadership for a smaller number of classes associated with the phase. • Assist the primary/secondary leads to design, implement and review the curriculum within the department taking accountability for the phase. • Assist the primary/secondary leads to monitor and improve the quality of teaching taking accountability for the phase. • Assist the primary/secondary leads to monitor and improve the outcomes of learners taking accountability for the phase. • Assist the primary/secondary leads to undertake routine and real time quality assurance procedures taking accountability for the phase. • Manage the timetable of the phase. • Performance management for staff within the department and ensure this information feeds into whole school priorities 	<ul style="list-style-type: none"> • Provide operational leadership for a smaller number of classes associated with the phase. • Assist the primary/secondary leads to design, implement and review the curriculum within the department taking accountability for the phase. • Assist the primary/secondary leads to monitor and improve the quality of teaching taking accountability for the phase. • Assist the primary/secondary leads to monitor and improve the outcomes of learners taking accountability for the phase. • Assist the primary/secondary leads to undertake routine and real time quality assurance procedures taking accountability for the phase. • Manage the timetable of the phase. • Performance management for staff within the department and ensure this information feeds into whole school priorities 	<ul style="list-style-type: none"> • Provide operational leadership for a smaller number of classes associated with the phase. • Assist the primary/secondary leads to design, implement and review the curriculum within the department taking accountability for the phase. • Assist the primary/secondary leads to monitor and improve the quality of teaching taking accountability for the phase. • Assist the primary/secondary leads to monitor and improve the outcomes of learners taking accountability for the phase. • Assist the primary/secondary leads to undertake routine and real time quality assurance procedures taking accountability for the phase. • Manage the timetable of the phase. • Performance management for staff within the department and ensure this information feeds into whole school priorities 	<ul style="list-style-type: none"> • Provide operational leadership for a smaller number of classes associated with the phase. • Assist the primary/secondary leads to design, implement and review the curriculum within the department taking accountability for the phase. • Assist the primary/secondary leads to monitor and improve the quality of teaching taking accountability for the phase. • Assist the primary/secondary leads to monitor and improve the outcomes of learners taking accountability for the phase. • Assist the primary/secondary leads to undertake routine and real time quality assurance procedures taking accountability for the phase. • Manage the timetable of the phase. • Performance management for staff within the department and ensure this information feeds into whole school priorities 	<ul style="list-style-type: none"> • Provide operational leadership for a smaller number of classes associated with the phase. • Assist the primary/secondary leads to design, implement and review the curriculum within the department taking accountability for the phase. • Assist the primary/secondary leads to monitor and improve the quality of teaching taking accountability for the phase. • Assist the primary/secondary leads to monitor and improve the outcomes of learners taking accountability for the phase. • Assist the primary/secondary leads to undertake routine and real time quality assurance procedures taking accountability for the phase. • Manage the timetable of the phase. • Performance management for staff within the department and ensure this information feeds into whole school priorities 	<ul style="list-style-type: none"> • Provide operational leadership for a smaller number of classes associated with the phase. • Assist the primary/secondary leads to design, implement and review the curriculum within the department taking accountability for the phase. • Assist the primary/secondary leads to monitor and improve the quality of teaching taking accountability for the phase. • Assist the primary/secondary leads to monitor and improve the outcomes of learners taking accountability for the phase. • Assist the primary/secondary leads to undertake routine and real time quality assurance procedures taking accountability for the phase. • Manage the timetable of the phase. • Performance management for staff within the department and ensure this information feeds into whole school priorities



Areas of Learning and Experience (AoLE) Leads

AoLE	AoLE Leads
	Sian James and Claire Went
	Mark Evans and Rachel Western
	Elizabeth Neal and Libby Harman
	Katie Rupnik, Liam Richards and Fran Reddy
	Vicky Chiplin and Rebecca Gerrish
	Aimee Phillips

Additional leadership roles

Curriculum and skills

Leanne Boardman/Anthony Rhys/Kate Thomas/Lucy Crimmins

RVE

Sian James

Careers and the World of Work

Libby Harman, Zoe Lewis, Jenna Collins, Mandy Gibbon,

Sensory curriculum including MSI/HI/VI

Anthony Rhys/ /Sue Williams

Travel training

Jenna Collins

Behaviour support

Aimee Meredith

Relationships and Sexuality Education

David Evans

Trauma Informed Schools

Ruth Powell

Human Rights/RRS

Sian James

Trinity Fields Learning Organisation

'Learning Together in a Changing World, Creating Success for All - A strategy for Local, Regional, National and International Excellence



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

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

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

Summary SDP targets: September 2024 – July 2027

2024-2025	2025-2026	2026-2027
<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Further develop the curriculum ensuring relevance and coherence of the planned learning activities in each of the new phases e.g. explorers/adventurers • Continue to develop the pre-formal, semi-formal and formal context booklets to ensure coverage, relevance and engagement • Embed an enrichment programme into curriculum design which links to authentic, topical events and creates a sense of awe and wonder • Further embed and Improve the consistency and relevance of target setting by embedding the new whole school approach which uses a range of specialist frameworks and guidance • Embed the new approach of evidencing learning and use this information systematically to advance learning • Improve the provision and progress pupils make with their reading, writing & communication skills through implementation of a consistent new literacy strategy • Further develop Work related/Enterprise in the Researchers and Aspire phase of learning. e.g. Café Oren, salon and horticulture 	<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Fully implement year 2 of the school's new curriculum by adding further content and coherence to the context booklets • Improve engagement with other special schools to ensure approaches to teaching and learning remain abreast of latest developments • Improve outcomes in numeracy for MAT pupils with a focus on number • Improve the provision and progress pupils make with their functional numeracy skills by implementing a numeracy strategy • Further engagement with therapy staff to ensure OT, Physio and SALT advice fully embedded in curriculum design • Further develop the accreditation offer which stretches more able learners in the Aspire and Researchers phase of learning • Improve assessment and progression arrangements which focus on life skills for pupils in the Researchers and Aspire Phase of learning 	<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Fully implement year 3 of the school's new curriculum resulting in robust coverage and continuity review • Fully review the literacy strategy and make necessary improvements • Fully review the numeracy strategy and make necessary improvements • Fully review the impact of the school's assessment, progressing and evidencing learning policy • Fully review the provision for cross cutting themes and its impact on learning
<p>Leadership</p> <ul style="list-style-type: none"> • Embed the new staffing structure resulting in improved clarity of roles, autonomy and distributed accountability which drives school improvement • Fully develop the rationale, branding and purpose of the new phases of learning • Continue with the strategic recruitment and induction process to ensure the school keeps abreast of growth and reduces reliance on agency staff 	<p>Leadership</p> <ul style="list-style-type: none"> • Train all members of the leadership team in robust leadership models including situational leadership and The Colour Works • University links well established to support the corporate high quality professional learning offer at all levels from induction to headship • Achieve full compliance with SLO leading to first publication of the Trinity Learning Journal which is a 	<p>Leadership</p> <ul style="list-style-type: none"> • Create in house, leadership programmes for all staff which improve their knowledge of school leadership and signposts them to formal leadership training • Continue to work with HEI to establish mechanisms for staff to achieve teaching qualifications

<ul style="list-style-type: none"> • Formalise a professional learning offer which makes increasing links with Higher Educational Institutions • Continue to refine the funding mechanism for the school to ensure it remains fit for the future • Formalise a wellbeing offer for staff. Leading to sustained reduced sickness absence rates 	<p>quality assured suite of enquiry case studies</p> <ul style="list-style-type: none"> • In collaboration with other EAS special schools, develop Governor Improvement Groups which seeks to share and replicate effective governance • Further develop a range of high quality professional learning which improves teaching • Fully implement changes to Performance Management/PDR processes 	<ul style="list-style-type: none"> • Formally review CASS provision with the LA to ensure it remains fit for purpose
<p>Wellbeing, Equity and Inclusion</p> <ul style="list-style-type: none"> • Embed a whole school approach to wellbeing • Finalise ALN Provision map to ensure learners have robust universal and enhanced provision - Develop an N-Gage team of specialist intervention staff to enhance the provision for ALN • Reduce the number of behaviours that challenge leading to improved engagement in learning and reduced disruption • Roll out PBS methodology across the school resulting in improved understanding of behaviours that challenge • Re-design the school rules and reward system • Further develop a range of formal extra-curricular lunch time club provision • Fully embed TIS approaches across the school • Training in Structured teaching and ASD awareness to be rolled out across all schools • Training which results in improved provision and outcomes in play development • Improve opportunities and outcomes for RSE and e-safety • Continue to improve attendance across the school 	<p>Wellbeing, Equity and Inclusion</p> <ul style="list-style-type: none"> • Introduce Lego Therapy as in important tool to improve engagement and wellbeing • Forest School provision fully established in 2 areas of the school to support effective intervention • Further engagement with the local community to promote authentic learning experiences through educational visits • House System to be implemented to support positive behaviour and school culture • Gain ASD Centre of Excellence status and all that is associated with this award e.g. staff training • N-Gage Intervention strategy to be fully developed using all therapeutic provision and skilled staff as a hub of best practice • Achieve MOVE Centre of Excellence Status • Further develop provision for pupils to engage in sport and expressive arts on a regional level • Improve the provision and progress learners make with their use of Assistive Technology • Continue to develop a robust range of family support services with a focus on sibling support • To achieve Rights Respecting Schools reaccreditation 	<p>Wellbeing, Equity and Inclusion</p> <ul style="list-style-type: none"> • Further improve the provision and impact of The International Schools programme e.g. international pupil visits and staff professional learning • Ensure student councils have representation on local, regional and national decision making processes • Ensure assistive technology keeps abreast of latest developments to break down barriers to learning • Further experiences developed for pupils to engage in sport and expressive arts on a regional and national level • Fully review the school's approach to embedding wellbeing

<p>Quality Assurance</p> <ul style="list-style-type: none"> • Embed 3 tiered (Self reflection, collaboration and SLT verification) approach MER to be embedded • Formally review the LLC and MD AOLE across all phases • Develop the role of Teacher Progress meetings through coaching to add further sophistication to quality assurance/self-evaluation and improvement planning • Establish a Culture of Enquiry embedded as an effective mechanism to share best practice and improve evaluation • Further develop the moderation of teaching and pupil's work across satellites & SRBs and encourage collaboration with mainstream • Enhance the use of performance data to add further rigour to the school's evaluative procedures • Further develop the role of the Governing Body in Quality Assurance 	<p>Quality Assurance</p> <ul style="list-style-type: none"> • Formally review the Health and Wellbeing and Science and Tech AOLE across all phases • Continued engagement with wider system to seek further external quality assurance • Teach meets to be re-invigorated to further support collaboration and evaluation • Embedded and robust MER cycle to ensure consistency and equal weighting on accountability, development and knowledge • Fully developed evaluation and improvement cycle implemented across the school • Work closely with LA to improve consistency across the school, its satellites and specialist LA provision 	<p>Quality Assurance</p> <ul style="list-style-type: none"> • Formally review the Humanities and Expressive Arts AOLE across all phases • Maintain mutually beneficial relationships with LA schools to quality assure provision
<p>Learning Environment</p> <ul style="list-style-type: none"> • Fully develop 2 x Forest School areas and develop a timetable that ensure equitable access to high quality forest school provision/learning • In collaboration with the Local Authority, open an additional satellite provision to expand the LA's ALN provision • Fully complete phase 1 of the school's redevelopment and begin implementation of phase 2 • Further develop links with college provision to expand the offer for pupils 	<p>Learning environment</p> <ul style="list-style-type: none"> • Ensure the move into the new extension is systematic and child centred which reduces as much anxiety as possible • Achieve full refurbishment of the existing school site by January 2026 • Explore Flying Start Provision within Trinity Fields • Replace playground equipment which is old and replace with purpose built equipment which meets the needs of learners • Remove the old MUGA and replace with equipment which meets the increasingly complex needs of learners • Re-develop horticulture provision which creates additional vocational learning opportunities for pupils 	<p>Learning environment</p> <ul style="list-style-type: none"> • Establish a clear refurbishment plan for any areas not refurbished in recent re-development programme • Work closely with CCBC to future proof the LAs provision for ALN • Develop playground refurbishment plan to ensure facilities continue to meet needs of learners

Summary SDP targets: September 2024 – July 2027

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

Targeted and Anticipated Outcome	National Mission Link	Action	Lead enquiry Group/ Person	Date	Cost and Resources	Evaluation and Monitoring	RAG
<p>Further develop the curriculum ensuring relevance and coherence of the planned learning activities in each of the new phases e.g. explorers/adventurers</p>	CfW	Continue to develop the pre-formal, semi-formal and formal context booklets to ensure coverage, relevance and engagement	LB	Ongoing	Increased release time for associate Ass Heads and TLR Holders	Enquiry – ‘Our curriculum Journey this far and towards 2025 – the impact of enrichment, staff professional learning, specialist intervention and ALN reform on Curriculum Design	
	EST A1	Develop AVATARS which define the purpose of the curriculum in each of the 5 phases	KT LC	XMAS	£3000 enrichment	Year 1 of new curriculum is successfully mapped into context booklets	
	IA2	Embed an enrichment programme into curriculum design which links to authentic, topical events and creates a sense of awe and wonder	TLR	XMAS	AOLE leads to receive 3 days release time to quality assure context booklets	Pupils indicate high levels of satisfaction with learning	
		Further embed and Improve the consistency and relevance of target setting by embedding the new whole school approach which uses a range of specialist frameworks and guidance:	AOLE Leads	XMAS	£3000 = tech	High levels of staff satisfaction	
		B-squared			External Support Needed:	High levels of parental satisfaction	
		AET			Visits to other schools	Nearly all identified pupils make good or better progress within all areas of learning.	
		MOVE			EAS Special School Network SWASSH Challenge advisor SSPAN EAS	School assessments are robust and holistic in nature and personalised to nearly all pupils according to their needs.	
		Nursery curriculum/developmental pathways			Welsh Government materials	Electronic systems used well and heavily populated with well annotated work across all AOLES	
		Motional				Development of new curriculum & Assessment, progress policy	
		Embed the new approach of evidencing learning and use this information systematically to advance learning					
	Fully consult with parents/carers to ascertain their views, aspirations and wishes for the curriculum						
	Improve the provision and progress pupils make with their reading, writing & communication skills through implementation of a consistent new literacy strategy						
	Link with other special and mainstream schools to review their provision and practice						

<p>Improve the progress pupils make with their reading, writing and communication</p>	<p>CfW EST A1 IA2</p>	<p>Audit current school provision and identify strengths and areas for improvement</p> <p>Identify an appropriate way forward and articulate/purchase a new strategy along with staff training and high level N-GAGE team intervention support</p>	<p>LB KT LC TLR LLC AOLE Leads</p>	<p>XMAS</p>	<p>£4000 – Purchase of a new scheme</p> <p>Release days for training</p>	<p>New Literacy strategy researched and implemented across the school</p> <p>New strategy to ensure provision for pre, semi formal and formal learners</p> <p>All teaching staff trained and training to be cascaded to Teaching Assistants</p> <p>Class/school timetable changed to reflect implementation</p> <p>Support from N-GAGE staff identified to speed up implementation</p>	
<p>Improve the progress older pupils make with their work related education</p>	<p>CfW EST A1 IA2</p>	<p>Further develop Work related/Enterprise in the Researchers and Aspire phase of learning. e.g. Café Oren, salon and horticulture</p> <p>Complete works to a new salon and horticulture area and re-open the Café Oren</p> <p>Link with N-GAGE team to implement work related education linked to accreditation within these facilities</p> <p>Link with careers Wales and the Local community to research external work experience providers</p>	<p>LH TMcG KT</p>	<p>EASTER XMAS XMAS EASTER</p>	<p>Release days for TLR built into structure</p> <p>N-Gage team timetable developed to support intervention</p>	<p>Enquiry – Co-constructing an approach to learning journeys. How effective are they in celebrating progress and planning for next steps</p>	
<p>Refresh and embed the School's strategies for total communication with a focus on provision for pupils with complex ASD and those with PMLD/MSI</p>	<p>CfW EST A1 IA2</p>	<p>All pupils to have their communication needs re-assessed</p> <p>All pupils to be set meaningful SMART communication targets and make good progress achieving them</p> <p>Communication profile to be used in target setting and teacher planning to improve consistency</p> <p>Key curriculum planning documentation updated to include key vocabulary</p> <p>Teachers & staff equipped with more skills to improve the progress pupils make</p> <p>Appoint 2 x new Assistive Tech leads</p> <p>Seek expertise from neighbouring schools to improve provision</p>	<p>TMcG N-GAGE LLC AOLE</p>	<p>TMcG LB KT LC LLC AOLE N-GAGE</p>	<p>5 x Twilight sessions</p> <p>See Professional Learning plan</p> <p>External support Needed</p> <p>Richard Hurstwood</p> <p>UHB staff</p>	<p>Enquiry – Keeping up with increasing pupil numbers, the challenges of professional learning in relation to communication for complex pupils</p>	

	<p>Design and implement a robust professional learning package which makes use of significant staff expertise:</p> <p>PECS/OOR INTENSIVE INTERACTION SIGNALONG & BSL AAC Consider implementing the communication profile Colourful Semantics Enhance the role of the specialist communication staff to ensure there is a renewed drive on developing pupils' communication skills</p> <p>Ensure strategic curriculum planning documents are populated with key vocabulary to support teaching and learning</p>					
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Priority 2 – Developing Inspirational Leadership at all levels to drive Improvement

Targeted and Anticipated Outcome	National Mission Link	Action	Lead enquiry Group/Person	Date	Cost and Resources	Evaluation and Monitoring	RAG
Embed the new staffing structure resulting in improved clarity of roles, autonomy and distributed accountability which drives school improvement	IA 3 NEIR	<p>Work closely with members of the SLT and ensure all members have a full ColourWorks profile. Produce a set of Leadership principles to underpin high quality leadership at all levels</p> <p>Re-visit roles and responsibilities for all staff at all levels to ensure strategic alignment with skills, experiences and professional styles</p> <p>Fully develop the rationale, branding and purpose of the new phases of learning e.g. Explorers/Adventures etc</p> <p>Continue with the strategic recruitment and induction process to ensure the school keeps abreast of growth and reduces reliance on agency staff</p> <p>Re-form AOLE groups linked to enrichment planning</p> <p>Ensure school wide communication strategy is streamlined and linked to leadership roles to improve efficiency</p>	DJ SLT Governing Body	<p>Implementation – Sept 2024</p> <p>Fully embedded July 2025</p>	<p>5 x days SLT time</p> <p>£2000 – colourworks profile</p>	<p>Implementation of new staffing structure in place September 2024.</p> <p>Staff briefing and communication with Governors undertaken by October 2024</p> <p>New rationale and purpose documents written for each new phase in October 2024</p> <p>Feedback from staff should confirm more intimate contact with leadership members providing effective performance and emotional coaching</p> <p>Leadership roles at all levels underpinned by ColourWorks methodology leading to high performance</p>	
Formalise a professional learning offer which makes increasing links with Higher Education Institutions	CfW EST IA1 IA2 IA3	<p>Finalise and implement the internal staff induction/development programme using coaching methodology at all levels</p> <p>Ensure arrangements for PDR meet requirements</p> <p>Encourage collaboration which shares areas of internal excellence practice</p> <p>Revisit engagement and make progress using SLO surveys which promote a clear culture of enquiry</p> <p>Continued engagement with the wider school system to learn from good practice</p>	AR SLT	October half term 2024	<p>Visits to other schools to see a cross section of PL offers</p> <p>Links with EAS to ensure school offer covers regional offer</p>	<p>Enquiry – ‘developing a professional learning offer which caters for all members of the school community and which creates a culture of enquiry leading to improved outcomes</p> <p>Finalised and corporately produced professional learning plan which focusses on improving teaching and pupil progression</p>	

		<p>Improved range of specialist professional learning opportunities</p> <p>Generate more release time for staff to engage in high quality learning which keeps them abreast of developments in high quality teaching.</p> <p><u>External support Needed</u></p> <ul style="list-style-type: none"> - EAS Professional Learning Lead - Welsh Government Professional Learning <p>https://hwb.gov.wales/professional-learning</p>			<p>Time for AHT to produce document</p> <p>Publication costs</p>	<ul style="list-style-type: none"> - Sharing internal excellence - Collaboration - Enquiry - ASD awareness/sensory integration - QTVI, QTHI, QTMSI - Assessment, LNF moderation - Coaching and Mentoring - Intervener, Assistive Technology - MOVE Practitioner - Signalong, PECS, Intensive Interaction, colourful semantics - Rebound, TEAM TEACH, Pool Responder, Forest School - Manual Handling, MIDAS, 	
<p>Formalise a wellbeing offer for staff, leading to sustained reduced sickness absence rates</p>	<p>CfW</p> <p>EST</p> <p>IA1</p> <p>IA2</p> <p>IA3</p>	<p>Continue to engage with the methodology associated with 'embedding a whole school approach to wellbeing'</p> <p>Continue to invest in SAS and VIVUP</p> <p>Invest in time for coaching and mentoring leading to professional learning which helps staff perform better</p> <p>Work systematically through questionnaire results to effect change/improvements</p>	<p>TmG</p> <p>KR</p> <p>LR</p> <p>RP</p> <p>JD</p>	<p>Easter 2025</p>	<p>SAS insurance to continue approx £60k</p> <p>Staff training in the use of SAS and VIVUP</p>	<p>Improved staff satisfaction questionnaires</p> <p>Staff sickness rates to remain below 6.5% for the academic year</p> <p>High levels of engagement with SAS service at individual and whole school level</p>	
<p>Further develop the mutually beneficial work with the local authority through development of satellite provision and support for learners/staff across the authority</p>	<p>IA3</p>	<p>ALN grant to be used in collaboration with Ed Pysch service to continue the roll out of assessment guidance with SRBs</p> <p>Re-engage in quality assurance and mutually beneficially activities such as lesson obs and work scrutiny to improve the consistency of provision</p> <p>Work closely with Governing Body and LA to continue to refine the funding mechanism for the school to ensure it remains fit for the future</p>	<p>LB</p> <p>CT</p>	<p>Termly review</p>	<p>Release time for 2 x AHT x 10 days</p>	<p>Programme of support written and implemented to encourage consistency and sharing of best practice</p> <p>Assessment package implemented and joint QA sessions arranged</p> <p>New satellite provision opened in Heolddu</p>	

Priority 3 - Wellbeing, Equity and Inclusion

Targeted and Anticipated Outcome	National Mission Link	Action	Lead enquiry Group/Person	Date	Cost and Resources	Evaluation and Monitoring	RAG
Finalise ALN Provision map to ensure learners have robust universal and enhanced provision - Develop an N-Gage team of specialist intervention staff to enhance the provision for ALN	IA2	<p>Continue to convert all remaining statements to IDPs through the annual review process</p> <ul style="list-style-type: none"> - Effectively manage conflict and anxiety during the process - Ensure OPP and target setting documents continue to sit at the heart of the curriculum offer and annual reviews effectively showcase progress using Seesaw - Ensure roles and responsibilities of N-Gage are well defined and the purpose of N-Gage is clear - Ensure the specialist staff associated with N-Gage have flexibility within their timetable to: <ul style="list-style-type: none"> - Respond to children in crisis - Respond to requests from IDPs - Proactively contribute to universal and targeted offer - Assist with the upskilling/training of staff - 	CT HP N-Gage	Xmas 2024 Reviewed termly	N-Gage team costs AHT time Restructure costs	<p>Enquiry – An analysis of the lessons learned during conversion from Statements to IDPs. How do we ensure IDPs sit at the heart of curriculum planning?</p> <p>Provision map finalised which makes clear provision for universal and targeted provision</p> <p>N-Gage team fully operational with clear referral system in place</p> <p>Clear value for money seen in increased reading rates, increased work experience opportunity, parent satisfaction results, forest school, improved sport, improved expressive arts</p>	
Reduce the number of behaviours that challenge by 10% leading to improved engagement in learning and reduced disruption	IA2	<p>5 x staff to complete the graduate diploma in PBS</p> <p>Improve data collection and analysis to identify causes of challenging behaviour better</p> <p>Roll out PBS methodology across school resulting in improved understanding of behaviours that challenge</p> <p>Re-design the school rules and reward system</p> <p>Further develop a range of formal extra-curricular lunch time club provision to reduce incidents at break time</p> <p>Fully embed TIS approaches across the school</p>	TMcG AM N-Gage SLT	July 2025 but monitored monthly for comparison	Course fees for PBS Engage with PBS consultant = £10k - PDG Release time for N-Gage staff member	<p>10% reduction in behaviour per pupil</p> <p>Improved relevance of learning resulting in improved engagement</p> <p>Improved understanding of pupil need resulting in improved provision and engagement</p> <p>Improved analysis of behaviour and understanding of reasons for challenging behaviour</p> <p>Provision for lunch time significantly improved by the implementation of</p>	

		<p>Improve professional learning through training and modelling in Structured teaching and ASD awareness</p> <p>Improve professional learning through training and modelling in sensory integration</p> <p>Improve professional learning through training and modelling in relation to play development</p> <p>Continue to ensure class sizes are kept to a minimum</p> <p>Ensure robust systems to de-brief and analyse incidents of challenging behaviour</p>				<p>robust and formal clubs e.g: ICT, reading, communication groups, play, film making, animation, rugby leaders, sport teams, music</p>	
<p>Improve opportunities and outcomes for RSE and e-safety</p>	<p>IA1</p> <p>IA2</p>	<p>Fully implement the new SRE and e-safety scheme of work and ensure this is fully linked and mapped against the whole school curriculum</p> <p>Monitor lessons for their quality in relation to SRE and e-safety</p> <p>Ensure N-Gage ICT technician develops a timetable to specifically teach e-safety in the investigators, researchers and aspire phases of learning</p> <p>Develop workshops for parents and publish schemes of work on the school website to ensure consistency between home and school</p>	<p>TMcG</p> <p>DE</p>	<p>Termly review</p>	<p>3 x release days for RSE lead</p>	<p>RSE Scheme of work fully embedded into curriculum and teacher planning</p> <p>Work produced by pupils subjected to scrutiny to ensure appropriate coverage and knowledge acquisition</p> <p>Workshops held with parents to ensure parents are aware of the scheme of work</p>	
<p>Continue to improve attendance across the school</p>	<p>IA2</p> <p>IA3</p>	<p>Ensure attendance is discussed at every leadership team meeting</p> <p>Conduct mini-review as part of safeguarding MER to ensure processes are robust</p> <p>Ensure pupils causing concern are flagged with N-Gage team and fall under the remit of the family liaison officer</p> <p>Ensure EWO and Social Services/Health colleagues are informed of anyone causing concern through the MDT structure</p> <p>Review the reduced timetable provision currently made within school to ensure it is still relevant</p>	<p>CT</p> <p>TMcG</p> <p>N-Gage</p>	<p>Termly review</p>		<p>Attendance referral mechanism to N-Gage to ensure parental support is robust</p> <p>Reduced timetable provision fully reviewed with incremental changes made</p> <p>Target attendance is 86.2%</p>	

Priority 4 – Collaborative Quality Assurance that Drives Continuous Improvement

Targeted and Anticipated Outcome	National Mission Link	Action	Lead enquiry Group/Person	Date	Cost and Resources	Evaluation and Monitoring	RAG
<p>Embed the MER cycle to improve the quality of teaching and the progression pupils make.</p>	<p>IA2 IA3</p>	<p>Ensure there is a relentless and practical approach to improving the quality of teaching through collaboration and connecting best practice</p> <p>Build on the feedback from year one, continue to embed 3 tiered (Self-reflection, collaboration and SLT verification) approach to 'real time' MER. Activities to include:</p> <ul style="list-style-type: none"> - Formal lesson observations - Termly work scrutiny with a moderation focus - Peer Observations using instructional rounds - Scrutiny and feedback re: planning - Scrutiny and feedback re: target setting and completion - Analysis of stakeholder questionnaire - Curriculum context evaluation - Analysis of performance data - Learning walks with specific focus - Link Governors - Enquiry - Continuing to update the online self-evaluation tracker - Departmental reviews/progress presentations - Professional learning evaluation - Referencing the NEIR <p>Develop the role of Teacher Progress meetings through coaching methodology to add further sophistication to quality assurance/self-evaluation and improvement planning</p> <p>Establish a Culture of Enquiry embedded as an effective mechanism to share best practice and improve evaluation</p> <p>Enhance the use of performance data to add further rigour to the school's evaluative procedures</p>	<p>DJ SLT</p>	<p>Oct half term 2024</p>	<p>External Support</p> <p>WG resources - https://hwb.gov.wales/evaluation-improvement-and-accountability/the-national-resource-evaluation-and-improvement/</p> <p>EAS professional learning lead</p> <p>Improvement Partner - EAS Special Schools</p>	<p>Enquiry – Holding the school to account in the brave new world! – lessons learned and impact of improved MER through self-assessment</p>	

		<p>Robust system of senior leadership meetings which include regular evaluative progress updates from members of the SLT</p> <p>Formally review the LLC and MD AOLE across all phases leading to a development plan for future improvement</p>					
<p>Further develop the moderation of teaching and pupil's work across satellites & SRBs and encourage collaboration with mainstream</p>	<p>IA1</p> <p>IA2</p> <p>IA2</p>	<p>Use the LA's ALN grant to continue the work with SRBs in the LA</p> <p>Visit all SRBs covered by the grant and assist them with their continued roll out of b-squared</p> <p>Continue to arrange mutually beneficial quality assurance/collaboration sessions between SRB and Trinity staff. This could include:</p> <ul style="list-style-type: none"> - Moderation of b-squared - Peer lesson observations - Work scrutiny - Learning walks - Professional learning opportunities - Use of specialist resources 	<p>AR</p> <p>LB</p> <p>CT</p>	<p>Xmas 2024</p>	<p>Release time for AHT = 10 days</p>	<p>MER dates published and shared with SRB</p> <p>3 x joint moderation sessions in line with Ed Pysch project</p> <p>B-squared implemented in all partner SRBs</p> <p>Opportunities discussed for staff to engage in peer observations/learning walks</p>	
<p>Further develop the role of the Governing Body in Quality Assurance</p>	<p>IA3</p>	<p>Build on the work undertaken last year to ensure the Governing Body are active stakeholders in quality assuring the work of the school by:</p> <ul style="list-style-type: none"> - Further developing the role of AOLE link governors by ensuring they are invited to enrichment activities - Ensuring Governors are involved in first hand quality assurance including work scrutiny and learning walks - Ensuring regular presentations to teaching and learning committee in relation to progress against the school improvement plan - Ensuring Governors receive important updates in relation to the progress pupils are making - Ensuring Governors have a good understanding of curriculum design and the way pupils are assessed 	<p>DJ</p> <p>GB</p>	<p>On-going</p>		<p>SLT members linked to sub-committees of the governing body</p> <p>AOLE link governors established with regular meetings with AOLE school leads</p> <p>Programme of targeted learning walks implemented</p>	

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

Targeted and Anticipated Outcome	National Mission Link	Action	Lead enquiry Group/Person	Date	Cost and Resources	Evaluation and Monitoring	RAG
In collaboration with the Local Authority, open an additional satellite provision to expand the LAs ALN provision	IA3	<p>In collaboration with LA, identify a further satellite base in Heolddu school</p> <p>Ensure staffing and resourcing of the satellite over the summer 2024</p> <p>Open satellite in Sept 2024</p>	DJ TMcG	Sept 2024	<p>Staffing costs</p> <p>Resourcing costs</p>	<p>Further capacity for 8 pupils added to the school</p> <p>Satellite to be fully open in Sept 2024</p>	
Further develop links with college provision to expand the offer for pupils	IA3	<p>Ensure partnership agreement is signed in addition to the SLA</p> <p>Arrange meetings with college link staff to identify further resources and spaces that pupils could use</p> <p>Further meetings to discuss possibility of pupils joining wider range of courses available at college where appropriate</p>	DJ TMcG	Easter 2025	<p>Meeting release time</p> <p>Course entry fees</p>	<p>Improved communication channels with college leading to pupils using more of college resources e.g flat, gym etc...</p> <p>Improved likelihood of college being a suitable destination for school leavers</p> <p>Emerging discussions relating to additional programmes of study</p>	
Review and update partnership agreements with satellites to ensure clear entry/exit strategy and clear purpose/rationale	IA3	<p>Work closely with LA and all satellites to review purpose and remit of satellites</p> <p>Re-visit partnership agreements to clearly identify entry and exit criteria of each department</p> <p>Work with partner schools to ensure clarity of resourcing of satellites</p> <p>Improve communications with satellites to ensure they are fully supported by TF. Ensure SLT are evenly allocated and highly visible in satellites</p> <p>External Support</p> <ul style="list-style-type: none"> - CCBC officers - Partner schools 	DJ CCBC		<p>October half term 2024</p>	<p>All partnership agreements re-signed</p> <p>Clarity over partners role in securing effective provision</p> <p>Agreed mechanisms for joint quality assurance and collaboration in place</p> <p>Increased rates of integration</p>	

<p>Embrace the 'Team around the school' approach to support school improvement</p>	<p>IA3</p>	<p>Coordinate monthly team around the school meetings with CCBC</p> <p>Focus areas to ensure:</p> <ul style="list-style-type: none"> - Funding matrix fit for purpose - Clear strategy for recruitment and work force development - Clear strategy to accommodate growth and building work - TF's role as a specialist hub in CCBC 	<p>DJ CCBC</p>	<p>On-going</p>		<p>Further developments in relation to funding arrangements for the school</p> <p>Systematic plans to support growth in the school roll</p> <p>Systematic plans to facilitate phase 2 of the refurbishment whilst keeping disruption to a minimum</p>	
<p>Fully develop 2 x Forest School areas and develop a timetable that ensure equitable access to high quality forest school provision/learning</p>	<p>IA2 IA3</p>	<p>Work closely with student council and eco committee to implement designs agreed in 23-24</p> <p>Work closely with CCBC and Willmott Dixon to redevelop the forest school provisions</p> <p>Work closely with the PTA to Site a new outdoor classroom and high-quality forest school resources</p> <p>Multiple staff to attend training. Trained staff to undertake practical and fun INSET with all other staff</p> <p>Staff to encourage play resulting from their professional learning</p>	<p>TMcG</p>	<p>Jan 2025</p>	<p>Approx £15k – to be paid from Private fund</p>	<p>Improved play skills</p> <p>Improved social communication/social interaction</p> <p>Improved awareness of the environment</p> <p>Improved understanding of being an ethically informed citizen</p> <p>Improved HWB progression</p> <p>Improvement in behaviour and happiness</p>	
<p>Completion of the 10 classroom extension and first draft of the 'increasing capacity' strategic plan</p>	<p>IA2 IA3</p>	<p>Manage all operational implications of managing a live school site at the same time as a building site e.g.</p> <ul style="list-style-type: none"> - Traffic management - Noise - Operational decisions <p>Work closely and more strategically with CCBC to consider the recruitment strategy for the new extension. This should consider funding, professional learning and being careful not to rely on agency staffing</p> <p>Systematically and collaboratively determine the new capacity figure of the school</p> <p>Revisit transition arrangements to ensure the school grows safely and sustainably</p> <p>Fully consider the plans for phase 2 and implement internal arrangements to limit disruption</p>	<p>DJ TMcG GB</p>	<p>Jan 2025</p>	<p>Resourcing costs</p>	<p>2 x classrooms handed over in September 2024 to accommodate Cedar and Chestnut</p> <p>Remaining 8 classrooms to be handed over in January 2025 to accommodate Rose, Snowdrop, Pine, Magnolia, Oak, Beech and Nurture</p>	

Equity Standards and Reform Plan April 2024 - March 2025

School	Trinity Fields School and Resource Centre
Headteacher	Dave Jenkins
PL Lead	Anthony Rhys
Date Submitted	05/24

Standards	£80,423
Cymraeg 2050	£1,876
Equity: 5-15	£95,450
Equity: 3-4	£4,600
Reform PL	£40,319
Professional Learning Partner	£6,650
Cluster Children Looked After (CLA) PDG	£9,069

Standards	SDP link	<p align="center">Activity</p> <p><i>How are you going to achieve your targets? What will you actually do?</i></p>	<p align="center">Success Criteria</p> <p><i>Include numerical data and targets</i></p>	Timeline	<p align="center">Cost Breakdown</p> <p><i>Cost of Staffing and Resources</i></p>	<p align="center">Developmental</p> <p><i>How does the activity enhance the capacity of the school</i></p> <p align="center">Collaborative</p> <p><i>Nature of the collaboration and the benefits to the school</i></p> <p align="center">Sustainable</p> <p><i>How will the activity be developed/embedded?</i></p>
S1		<p>MOVE</p> <p>The Move trained practitioner will lead on both the MOVE and the Mini Move programme throughout main base and satellites.</p> <p>The MOVE program will teach through routine activities, select functional long-term goals and enable teaching of the skills in varied situations.</p> <p>The Move practitioner will work with the class team to arrange initial assessment meetings, develop individual programmes and monitor and review them.</p> <p>Lead: Leanne Boardman</p>	<p>40 pupils will be engaged with the MOVE or Mini-MOVE programs at Trinity Fields-completing all six steps of the program.</p> <p>Progress will be measured via the Move assessments. Move targets will be built into new IDP targets system.</p> <p>This recorded progress will enable pupils to make choices, be more included in school and family life, improve personal dignity and self-esteem and function as independently as possible in society.</p> <p>Evidence gathered of impact on home life through parent testimonials.</p> <p>Move will continue to be visible and valued in school through the Mighty Movers board, weekly and yearly award system.</p>	April 2024 - March 2025	<p>Wages for Catherine Jenkins April 2024 -March 2025 including on costs: £33,749</p> <p>Total: £33,749</p>	<p>This work will coordinate the 34 staff that are currently trained at practitioner level.</p> <p>The Move lead and practitioner will continue to link with other Special Schools to share good practice through the All Wales MOVE network.</p> <p>Continued collaborative practice between parents, pupils, staff and multi therapy team.</p> <p>Move practitioner will contribute to the MOVE website and conference as part of commitment to Move Gold quality mark.</p> <p>Pupils will benefit from more targeted and individualised provision to meet their changing and highly complex learning and social needs.</p>

Standards	SDP link	<p style="text-align: center;">Activity</p> <p style="text-align: center;"><i>How are you going to achieve your targets? What will you actually do?</i></p>	<p style="text-align: center;">Success Criteria</p> <p style="text-align: center;"><i>Include numerical data and targets</i></p>	Timeline	<p style="text-align: center;">Cost Breakdown</p> <p style="text-align: center;"><i>Cost of Staffing and Resources</i></p>	<p style="text-align: center;">Developmental</p> <p style="text-align: center;"><i>How does the activity enhance the capacity of the school</i></p> <p style="text-align: center;">Collaborative</p> <p style="text-align: center;"><i>Nature of the collaboration and the benefits to the school</i></p> <p style="text-align: center;">Sustainable</p> <p style="text-align: center;"><i>How will the activity be developed/embedded?</i></p>
S2		<p>PBS John Hull</p> <p>John will support the behaviour lead and intervention teams for the school to analyse some complex behaviours of concern of specific pupils. The aim will be to work through how PBS would look for some pupils causing concern at present. From this we can then develop this way of analysing behaviour patterns across the school. In the longer term this would support the intervention team in identifying support for pupils and staff when dealing with behaviours of concern.</p> <p>John will also support the team as an external mentor to those leading in developing our PBS culture and training package across the school.</p> <p>Lead: Tracey McGuirk</p>	<p>Reduction over time of significant behaviour incidents with some pupils.</p> <p>Clear IBPs for specific pupils in target group.</p> <p>Clear protocol around analysing behaviours to support positive change.</p> <p>Mentoring support for those leading in behaviour across the school.</p> <p>More appropriate training package for staff to encompass a wider range of holistic strategies.</p>	<p>April 2024 - March 2024</p>	<p>John Hull 20 days: £10,000</p> <p>Total: £10,000</p>	<p>Greater understanding of behaviour empowers class staff to understand and respond more appropriately.</p> <p>All staff will have increased awareness and knowledge of PBS and school approach to analysing behaviours of concern.</p> <p>Behaviour lead / intervention team will look at other specialist settings and wider approaches across a MDT to enhance learning within school and develop best practice.</p> <p>Training package for behaviour support will be increased with the offer for all staff of a more holistic approach rather than the specifics of TT.</p>

Standards	SDP link	<p align="center">Activity</p> <p align="center"><i>How are you going to achieve your targets? What will you actually do?</i></p>	<p align="center">Success Criteria</p> <p align="center"><i>Include numerical data and targets</i></p>	Timeline	<p align="center">Cost Breakdown</p> <p align="center"><i>Cost of Staffing and Resources</i></p>	<p align="center">Developmental</p> <p align="center"><i>How does the activity enhance the capacity of the school</i></p> <p align="center">Collaborative</p> <p align="center"><i>Nature of the collaboration and the benefits to the school</i></p> <p align="center">Sustainable</p> <p align="center"><i>How will the activity be developed/embedded?</i></p>
S3		<p>Positive Behaviour Support</p> <p>Support and model positive behaviour support strategies across the school. Including analysing behaviours of concern.</p> <p>Teaching and modelling appropriate strategies to support developing understanding of why behaviours can become challenging.</p> <p>Develop a training package and culture of reflective practice. Looking at a holistic and multi-professional approach to work with pupils across the school.</p> <p>Direct support work with pupils and staff to model strategies for some pupils having behaviours of concern.</p> <p>Lead: Tracey McGuirk</p>	<p>Staff will develop a wider range of specialist skills and knowledge to plan and deliver bespoke learning opportunities for the increasing number of pupils with highly complex needs.</p> <p>Training and coaching support for new leaders will meet the professional standards for teaching and leadership.</p> <p>Pupil behaviour will continue to improve over time, as demonstrated through Behaviour Watch.</p>	April 2024- March 2025	<p>Wages for Aimee Meredith April 2024 -March 2025 including on costs:</p> <p align="right">Total: £40,463.00</p>	<p>Pupils' individual progress and behaviour is systematically tracked to ensure they make the progress commensurate with their learning needs, ages and abilities. Pupils achieve their IDP and IBP (where appropriate) targets.</p> <p>Pupils benefit from having daily access to a well led and managed school; one where all staff work relentlessly to improve the outcomes for all pupils. Outcomes shared with colleagues in the other EAS special schools through our well-established HT and DHT networks.</p>
<p>Standards Total: £84,212.90 (Grant total: £80,423.00)</p>						

Equity (5-15 year olds): £95,450.00

Equity Activity	SDP link	<p align="center">Activity</p> <p><i>How are you going to achieve your targets? What will you actually do?</i></p>	<p align="center">Success Criteria</p> <p><i>Include numerical data and targets</i></p>	Timeline	<p align="center">Cost Breakdown</p> <p><i>Cost of Staffing and Resources</i></p>	<p align="center">Developmental</p> <p><i>How does the activity enhance the capacity of the school</i></p> <p align="center">Collaborative</p> <p><i>Nature of the collaboration and the benefits to the school</i></p> <p align="center">Sustainable</p> <p><i>How will the activity be developed/ embedded?</i></p>
EQ1		<p>Development of physical literacy and sporting opportunities across the school</p> <p>Offset costs of Liam Richards to release him to take up a sport/PE timetable.</p> <p>Liam will lead PE sessions across the school and develop PE teaching and learning activities which support context for learning.</p> <p>Liam will work closely with WRU education to ensure Rugby is used as an effective teaching tool. Liam will develop a small sport committee of interested staff within school and join the SWASSH sporting network to play a role in providing inter school competitions in</p> <ul style="list-style-type: none"> ○ Football ○ Rugby ○ Swimming ○ Athletics ○ Boccia. <p>Liam will work closely with physio to evaluate the effectiveness of daily mile and provide staff with additional opportunities to ensure pupils are physically active more often.</p> <p>Liam will work alongside the other specialised staff to ensure enhanced provision throughout the school.</p> <p>Lead: Dave Jenkins</p>	<p>16 classes will benefit from fortnightly PE sessions as part of the fortnightly main school timetable.</p> <p>PE schemes of work and lesson plans will be developed to each context for learning.</p> <p>Increased number of pupils engaging in participative sport.</p> <p>Increased number of pupils representing the school at inter school competitions.</p> <p>TF will play an instrumental role in developing special school tournaments.</p> <p>Staff will be provided with additional research to support daily mile and other physical literacy activities in everyday teaching.</p>	April 2024 - March 2025	<p>Wages for Liam Richards April 2024 -March 2025 including on costs: £47,920.00</p> <p align="right">Total: £47,920.00</p>	<p>Scheme of work developed for all staff to use linked to context for learning.</p> <p>Increased staff confidence to teach more physical literacy and a sustainable approach to PE/Sport within school.</p> <p>New interschool tournaments developed with strong links to DSW which will help shape pupils' pathways when they leave school.</p> <p>New links developed with Governing Bodies.</p> <p>Enquiry undertaken to add evidence to the importance of physical literacy.</p>

Equity Activity	SDP link	<p align="center">Activity</p> <p><i>How are you going to achieve your targets? What will you actually do?</i></p>	<p align="center">Success Criteria</p> <p><i>Include numerical data and targets</i></p>	Timeline	<p align="center">Cost Breakdown</p> <p><i>Cost of Staffing and Resources</i></p>	<p align="center">Developmental</p> <p><i>How does the activity enhance the capacity of the school</i></p> <p align="center">Collaborative</p> <p><i>Nature of the collaboration and the benefits to the school</i></p> <p align="center">Sustainable</p> <p><i>How will the activity be developed/ embedded?</i></p>
EQ2		<p>Development of Expressive Arts through Music</p> <p>Dedicated non-qualified music specialist to work with all classes in school for fortnightly music sessions. These sessions will also further integrate music in teachers' lesson plans and IDPs. Music specialist also to lead on Charanga Cymru to 14-19 department.</p> <p>Music specialist will implement school choir provision and lead on third year of Open Orchestra work and Music Therapy provision funded by EYPDG.</p> <p>Music specialist will support yearly celebrations, assemblies and performing arts shows, and will lead on placement of music therapist student.</p> <p>Music specialist will liaise with outside music providers e.g. Welsh National Opera, local choir etc. to enhance whole school music provision for Expressive Arts.</p> <p>Music specialist will work alongside the other specialised staff to ensure enhanced provision throughout the school.</p> <p>Lead: Anthony Rhys</p>	<p>Raise levels of engagement and interaction with Performing Arts at Trinity Fields.</p> <p>Sounds of Intent assessments completed where appropriate.</p> <p>Open Orchestra baselines, mid- point and end point engagement data to be completed and shared.</p>	April 2024 - March 2025	<p>Wages for Rebecca Gerrish April 2024 to March 2025 including on costs: £36,568.00</p> <p>Total: £36,568.00</p>	<p>Share process and performances widely on website and social media.</p> <p>Continue collaborative work with Caerphilly Music Service, Welsh National Opera and other external music providers in the local community and nationally.</p>

Equity Activity	SDP link	<p align="center">Activity</p> <p><i>How are you going to achieve your targets? What will you actually do?</i></p>	<p align="center">Success Criteria</p> <p><i>Include numerical data and targets</i></p>	Timeline	<p align="center">Cost Breakdown</p> <p><i>Cost of Staffing and Resources</i></p>	<p align="center">Developmental</p> <p><i>How does the activity enhance the capacity of the school</i></p> <p align="center">Collaborative</p> <p><i>Nature of the collaboration and the benefits to the school</i></p> <p align="center">Sustainable</p> <p><i>How will the activity be developed/ embedded?</i></p>
EQ3		<p>Forest Schools</p> <p>HLTA will lead on Forest Schools provision in school for whole classes and on an individual basis for enhanced provision.</p> <p>HLTA will work alongside the other specialised staff to ensure enhanced provision throughout the school.</p> <p>Individual and group work will follow the Six Core Principles of the Forest School approach to facilitate the holistic development of our learners through play, (safe) risk-taking and nature connection. Sessions will take place initially off site and on site when conditions allow.</p> <p>Lead: Kelly France</p>	<p>HLTA will lead regular sessions for both groups and individual pupils.</p> <p>HLTA will lead on designing new Forest Schools area on main site.</p> <p>HLTA will complete an Impact Report on their intervention.</p>	April 2024 - March 2025	<p>Difference between L3 and L4 for Kelly France: £4,561.00</p> <p>Total: £4,561.00</p>	<p>HLTA lead will work alongside other Forest School trained staff in school to lead on and enhance existing provision.</p>

Equity Activity	SDP link	<p align="center">Activity</p> <p align="center"><i>How are you going to achieve your targets? What will you actually do?</i></p>	<p align="center">Success Criteria</p> <p align="center"><i>Include numerical data and targets</i></p>	Timeline	<p align="center">Cost Breakdown</p> <p align="center"><i>Cost of Staffing and Resources</i></p>	<p align="center">Developmental</p> <p align="center"><i>How does the activity enhance the capacity of the school</i></p> <p align="center">Collaborative</p> <p align="center"><i>Nature of the collaboration and the benefits to the school</i></p> <p align="center">Sustainable</p> <p align="center"><i>How will the activity be developed/ embedded?</i></p>
EQ4		<p>Travel Training</p> <p>Develop the confidence and skills of a group of pupils to travel confidently, safely and ultimately independently. Travel Training will help pupils to connect with others in the community, attend further education, seek employment and attend leisure activities.</p> <p>Lead: Libby Harman</p>	<p>Expanding identified pupils personal and social development.</p> <p>Preventing isolation through social inclusion and community participation and attending further educational and training opportunities.</p> <p>HLTA will complete an Impact Report on their intervention.</p>	April 2024- March 2025	<p>Difference between L3 and L4 for Jenna Collins: £4,561.00</p> <p>Total: £4,561.00</p>	<p>Role will embed travel training into school curriculum offer.</p> <p>HLTA will work alongside other teaching, support and specialised staff to ensure enhanced provision throughout the school.</p>

Equity Activity	SDP link	<p align="center">Activity</p> <p><i>How are you going to achieve your targets? What will you actually do?</i></p>	<p align="center">Success Criteria</p> <p><i>Include numerical data and targets</i></p>	Timeline	<p align="center">Cost Breakdown</p> <p><i>Cost of Staffing and Resources</i></p>	<p align="center">Developmental</p> <p><i>How does the activity enhance the capacity of the school</i></p> <p align="center">Collaborative</p> <p><i>Nature of the collaboration and the benefits to the school</i></p> <p align="center">Sustainable</p> <p><i>How will the activity be developed/ embedded?</i></p>
EQ5		<p>Trauma Informed Schools.</p> <p>TIS trained HLTA to lead on Trauma Informed School interventions and Nurture Provision for pupils at Trinity Fields School.</p> <p>Lead a number of group and individual sessions where needed e.g. girls groups, bereavement support, ACE support etc. This will be done via a referral system.</p> <p>HLTA will also use Motional App to record the outcomes of individual interventions and to inform a whole school approach.</p> <p>HLTA will work alongside the other specialised staff to ensure enhanced provision throughout the school.</p> <p>Lead: Tracey McGuirk</p>	<p>Motional data for individual pupils will inform the type of interventions and further data will show the results and evaluations of these interventions.</p> <p>Whole school Motional snapshot will generate a whole school action plan which will be acted upon by the Health and Wellbeing group.</p> <p>HLTA will complete an Impact Report on their intervention.</p>	April 2024 - March 2025	<p>Difference between L3 and L4 for Ruth Powell: £4,561.00</p> <p>Total: £4,561.00</p>	<p>Pupils will benefit from more targeted and individualised provision to meet their changing and highly complex learning and social needs.</p> <p>Raise levels of engagement and interaction which will support additional progress in other areas of learning and experience.</p>
PDG Total: £95,450.00						

Equity (3 - 5 year olds): £4,600.00

Equity Activity	SDP link	<p style="text-align: center;">Activity</p> <p><i>How are you going to achieve your targets? What will you actually do?</i></p>	<p style="text-align: center;">Success Criteria</p> <p><i>Include numerical data and targets</i></p>	Timeline	<p style="text-align: center;">Cost Breakdown</p> <p><i>Cost of Staffing and Resources</i></p>	<p style="text-align: center;">Developmental</p> <p><i>How does the activity enhance the capacity of the school</i></p> <p style="text-align: center;">Collaborative</p> <p><i>Nature of the collaboration and the benefits to the school</i></p> <p style="text-align: center;">Sustainable</p> <p><i>How will the activity be developed/ embedded?</i></p>
EQ EY1		<p>Expressive Arts Development: Music Therapy</p> <p>Alex Lupo, a special needs music therapist, will run Music Therapy for FSM pupils in Foundation Phase including satellite classes.</p> <p>The music therapist will advise teachers and support staff on music engagement techniques and methodologies both informally and formally at a training session.</p> <p>Lead: Lucy Crimmins</p>	<p>Increased pupil offer in Expressive Arts AoLE for FSM early years pupils.</p> <p>Reports from results of interventions with each pupil from music therapist to be shared with class and home.</p>	<p>April 2024 - March 2025</p>	<p>Music Therapy sessions- 6 pupils per day. To include one training day for FP staff. 15 day sessions £300 per day: £4,500.</p> <p>Classroom resources to support sessions: £100.00</p> <p>Total: £4,600.00</p>	<p>Raise levels of pupil engagement and interaction which will support progress in other areas of learning and experience.</p> <p>Share results of intervention with Expressive Arts AoLE leads in Cluster Schools.</p>



Professional Learning Plan: Trinity Fields School and Resource Centre



April 2024- March 2025

No.	National Mission Link	Planned Activity	Success Criteria	Funding Source	Type of Spend/Funding Source	Cost
1	Developing a high-quality education profession. Inspirational leaders working collaboratively to raise standards.	<ul style="list-style-type: none"> Engagement with professional standards for teaching and learning programme. Engage all staff in Professional Learning to meet National Professional Learning Entitlement. Touchtrust Training. Elklan for two teachers. Attention Autism. Creative Education Subscription for teachers. 	<ul style="list-style-type: none"> Professional Development Reviews reflect development against Professional Standards and individuals' professional learning journey. Class teachers access a variety of individual 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). 	Reform PL	Training Release	<ul style="list-style-type: none"> Two Rhythms Membership £990.00 Two Rhythms 5 staff £1950.00 ELKLAN £250.00 Hanen Teacher Talk: £200.00 Therapeutic Forest School £550.00 Arfid training for 3 staff £400.00 MOVE Trainer £250 Other teacher PL: £5,750.00 <p>£9,940.00</p>
2	Developing a high-quality education profession.	<ul style="list-style-type: none"> ILM5 for two Assistant Headteachers Middle Leaders Development Programme (MLDP) for new TLR. Requirements for new Leadership structure in 	<ul style="list-style-type: none"> 2 Assistant Headteacher ILM5 in Leadership and Management. New Phase 3 TLR to complete MLDP in Summer 2024. Headteacher development against the new Professional Teaching and Leadership Standards (PTLS). 	Reform PL	Release Training	TLR to attend MLDP programme cover: 6 days cover for TLR: £1,200.00

No.	National Mission Link	Planned Activity	Success Criteria	Funding Source	Type of Spend/Funding Source	Cost
	Inspirational leaders working collaboratively to raise standards.	<p>2024-2025- TBC</p> <ul style="list-style-type: none"> Leadership of Professional Learning 				Requirements for new leadership structure TBC £2,400.00 £3,600.00
3	Developing a high-quality education profession. Inspirational leaders working collaboratively to raise standards.	<ul style="list-style-type: none"> Professional Learning Lead for Support Staff and Satellites continues as Partner Professional Learning School for the Special School Cluster. 	The PL lead will: <ul style="list-style-type: none"> Attend EAS Professional Learning meetings. Work collaboratively with the Cluster schools and alongside the Curriculum Cluster Lead (Andrew Osmond at Crownbridge) to drive professional learning and Curriculum for Wales changes across the cluster. Disseminate resources and information from Welsh Government and EAS to all Cluster schools, set gap tasks and provide support. Disseminate resources and information to Trinity Fields staff. 	PL Partner School	Release	Partner School plan with EAS: £5,100.00
4	Developing a high-quality education profession.	<ul style="list-style-type: none"> National Professional Enquiry Programme 2024-2025. 	<ul style="list-style-type: none"> Three teachers/TLR's to engage with NPEP to complete an Action Based Research Project supported by Lead NPEP school and University of Wales. 	Reform PL	Release	12 days teacher release attend initial meeting and conduct research project at Trinity Fields £2,400.00
5	Developing a high-quality education profession.	<ul style="list-style-type: none"> Developing a Coaching and Mentoring culture at school. 	<ul style="list-style-type: none"> Coaching support staff group to offer coaching sessions Summer 2024. Trained coaches and mentor volunteers to attend the Mental Health First Aid Wales course for supporting staff. 	Reform PL	Release Training	Release coaching support 14 days: £1,820.00 Release Mental Health First Aid 12 days: £2,405.00

No.	National Mission Link	Planned Activity	Success Criteria	Funding Source	Type of Spend/Funding Source	Cost
6	Developing a high-quality education profession. TA level 1/2.	<ul style="list-style-type: none"> • Support Staff PL. • Support newly appointed TAs to engage with the TALP Induction online training. • Continue to offer TALP and Level 3 qualification to Level 1 TAs and EAS TA PL Offer to TA1's. • Embed a culture of coaching and mentoring in order to improve the quality of teaching. • Staff to engage with professional learning identified in SIP and performance management cycle. 	<ul style="list-style-type: none"> • Level 1 TAs to attend Newly Appointed TA training online. • Experienced TAs to engage in PL Days based on the Practising Teaching Assistant Programme (PTAP) but amended for ALN. • Bespoke specialised PL opportunities based around ALN, Art Therapy, VI and ASD. • All TAs to be aware of the Professional Standards for Assisting Teaching and the CfW. • Allocation of mentors to newly appointed TAs and coaching sessions offered. 	Reform PL	Release Training	PTAP day for 15 staff £1,950.00 PL for TA1s: £6,000.00 Lego Therapy 4 staff 20 days: £3,680.00 £11,630.00
7	Developing a high-quality education profession. TA3 and HLTA.	<ul style="list-style-type: none"> • Continue to offer aspiring HLTA programme to Level 3 TAs. • Hold Level 3 TA Professional Learning meetings once per term. • All Level 3 TAs to be involved in Curriculum for Wales AoLE groups and Teachmeets. • Individualised Professional Learning offer to L3's throughout the year. 	<ul style="list-style-type: none"> • Level 3 TAs engage with aspiring HLTA EAS CPD opportunity. • All level 3 TAs to continue to engage with the Professional Standards for Assisting Teaching and Curriculum for Wales. • Level 3 TAs engage with appropriate EAS CPD opportunities. • Level 3 completing ITT via Open University. • Touchtrust training. • Bespoke specialised PL opportunities based around ALN, VI and ASD. • Performance management reflects development of TA3's and HLTAs. 	Reform PL	Release Training	Aspiring HLTA programme 6 staff. 36 days £4,680.00 OU Fees: £1,035.00 Art Therapy 5 days: £1,175.00 PL for L3s: £3,000.00 £9,890.00

No.	National Mission Link	Planned Activity	Success Criteria	Funding Source	Type of Spend/Funding Source	Cost
8	Developing a high-quality education profession. Inspirational leaders work collaboratively to raise standards-SLO.	<ul style="list-style-type: none"> Continuing engagement with the Schools as Learning Organisations (SLO) Survey at school and Cluster level to support the understanding of the framework. 	<ul style="list-style-type: none"> Disseminate 2024/2025 plan to governors, LT and all staff. All staff to complete 2024/2025 SLO Survey. 	Reform PL	Release Professional Learning Partner School	N/A
9	Developing a high-quality profession	<ul style="list-style-type: none"> Teacher Professional Learning meetings once per term. Teachmeets once per term. AoLE Leads to attend Cluster AoLE meetings in Autumn and Spring terms. 	<ul style="list-style-type: none"> Teachers engage effectively with PSTL. Teachers work on embedding and assessing effectiveness of Curriculum for Wales at Trinity Fields. AoLE Leads to set up and attend Cluster AoLE Meetings. 	Reform PL	Release Professional Learning Partner School	Teacher release covered with existing staff.
10	Excellence, Equity and Wellbeing	<ul style="list-style-type: none"> PL Lead and PDG administrator will attend the regional PDG workshops as and when required. 	<ul style="list-style-type: none"> PDG allocation is based upon evidence of impact. The progress of vulnerable learners is tracked effectively, and individual learners make increased rates of progress from their starting points. The interim impact of the PDG indicates at least 'satisfactory' impact on the progress of learners. 	Reform PL	Release	N/A.
11	Excellence, Equity and Wellbeing Developing a high-quality education profession.	<ul style="list-style-type: none"> The ALN Lead, Christine Thomas, will engage in all regional activity to support the realisation of the revised Code of Practice. All staff and governors will have access to PL to support the introduction of the ALN and ET (Wales) Act. 	<ul style="list-style-type: none"> The school will engage fully in all regional activity with the ALN and ET (Wales) Act. The school will have made at least 'good' progress in meeting the priorities within the ALN priorities within the SDP. The governing body are fully informed about the changes. Parents/carers are fully informed about the changes. 	Reform PL	Release	N/A.

No.	National Mission Link	Planned Activity	Success Criteria	Funding Source	Type of Spend/Funding Source	Cost
12	<p>Excellence, Equity and Wellbeing</p> <p>Developing a high-quality education profession.</p>	<ul style="list-style-type: none"> Trinity Fields to continue to lead NQT ITE development across Cluster schools. EV's continue to monitor ITE process for NQT's across the region. 	<ul style="list-style-type: none"> Successful completion of NQT year for all teachers in cluster. Trinity Fields to deliver the 4 EAS NQT days for the Special School Cluster NQTS in Autumn 2024. 	Reform PL	<p>Release Training</p> <p>Professional Learning Partner School</p>	<p>IM Moderation release: £200.00</p> <p>£200.00</p>
<p>Total PL budget: Reform PL £40,319.00 PL Partner £6,650.00 = £46,969.00</p>						<p>£46,985.00</p>

Glossary of terms used

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

AAC	Augmentative and Alternative Communication
ACE	Adverse Childhood Experience
AET	Autism Education Trust
AfL	Assessment for Learning
AHT	Assistant Headteacher
ALN	Additional Learning Needs (previously SEN [special educational needs])
ALNCO	Additional Learning Needs Coordinator
ALNET (Wales)	Additional Learning Needs and Education Tribunal (Wales) Act
ALP	Alternative Learning Provision
AoLE	Area of Learning and Experience (Curriculum for Wales, Professor Graham Donaldson)
ARR:	Assessment, recording and reporting
ARFID	Avoidant/Restrictive Food Intake Disorder
ASD	Autistic Spectrum Disorder
ASDAN	Award Scheme Development and Accreditation Network
Attention Autism	Programmes focussing on attention, engagement and communication for autistic children
AVATARS	Cartoon figure that represents another thing. For example, cartoon characters are used to help children understand the 4 key purposes of the curriculum.
BOTI	Better Out Than In (outdoor learning)
BSL	British Sign Language
B-squared	Pupil tracking and assessment tool
BW	Behaviour Watch
CAMHS	Child and Adolescent Mental Health Services

CASS	Caerphilly Autistic Spectrum Service
CBT	Cognitive Behaviour Therapy
CCBC	Caerphilly County Borough Council
CfW	Curriculum for Wales
Charanga	Online music teaching and learning support
Chrysalis	A company that provide emotional and performance coaching for staff/leaders
CIF	Common Inspection Framework
CLA	Child Looked After (formally LAC, Looked After Child)
CONTINUA	Commercial package which identifies strengths and weaknesses for individuals and the whole school
CPD	Continuing Professional Development
CYC	Coleg y Cymoedd
D of E	Duke of Edinburgh Award
DCF	Digital Competence Framework
DHT	Deputy Headteacher
DSW	Disability Sport Wales
EAS	Education and Achievement Service (consortium)
EIG	Education Improvement Grant
Elklan	Training to support speech, language and communication needs
ELSA	Emotional Literacy Support Assistant
ESTYN	Inspection Body for Welsh schools
ETLF	Excellence in Teaching and Leadership Framework
ET	Excellent teaching
EV	Educational Visits
EVC	Education Visits Coordinator
EWC	Education Workforce Council

EWO	Education Welfare Officer (deals with school attendance)
EYPDG	Early Years Pupil Development Grant
FE	Further Education
FP	Foundation phase (3-7 year olds)
FSM	Free School Meals
GB	Governing Body
GIG	Good Inclusion Game
H&S	Health and Safety
HI	Hearing Impaired
HLTA	Higher Level Teaching Assistant
HR	Human Resources
HT	Headteacher
IA	Inspection Area (Estyn)
IBP	Individual Behaviour Plan
ICT	Information Communications Technology
IDP	Individual Development Plan (previously IEP)
IEP	Individual Education Plan
ILR	Individual Leadership Review (linked to Welsh Government's leadership standards)
INSET	In-service Education and Training
Instructional Rounds	Sschool improvement tool used to encourage peer observation, critical thinking and improvements in teaching
Intensive Interaction	Teaches pre-speech communication to children at an early developmental level
IQM	Inclusion Quality Mark
ISCAN	Integrated Service for Children with Additional Needs
ITE	Initial Teacher Education

ITT	Initial Teacher Training
KS	Key Stage
L&T	Learning and Teaching
LA	Local Authority
LAC	Looked after Children
LLC	Language, Literacy and Communication
LNF	Literacy and Numeracy Framework
MAT	More Able and Talented
MD	Multi Disciplinary
MDT	Multi-Disciplinary Team
MER	Monitoring, Evaluating and Reviewing
MFL	Modern Foreign Language
MiDAS	Minibus Driver Awareness Scheme
MLDP	Middle Leaders Development Programme
MOTIONAL	Resources to measure and impact on emotional health
MOVE	Programme to enable children to learn independent movement
MSI	Multi-Sensory Impairment
NAS	National Autistic Society
NEIR	National Evaluation and Improvement Resource
NPEP	National Professional Learning Enquiry
NQT	Newly Qualified Teacher
OECD	Organisation for Economic Co-operation and Development
OOR	Objects of Reference (objects used to represent a person, activity or event to help children understand what is happening in their environment)
OPP	One Page Profiles
OT	Occupational Therapist

OU	Open University
PBS	Positive Behaviour Support
PCP	Person Centred Planning
PDA	Pathological Demand Avoidance
PDG	Pupil Development Grant (previously Pupil Deprivation Grant)
PDR	Professional Development Review
PE	Physical Education
PECS	Picture Exchange Communication System
PGCE	Post Graduate Certificate of Education (teaching qualification)
PHP	Positive Behaviour Plan
PIVATS	Performance Indicators and Value Added Target Setting (our assessment package)
PL	Professional Learning
PLC	Physical Literacy Champions
PLL	Professional Learning Lead
PM	Performance Management
PMLD	Profound and Multiple Learning Difficulties
POPAT	Programme of Phoneme Awareness Training (programme to teach children to speak, write, read and spell)
Positive Eye	A unique education and training consultancy for professionals who work to support children and young people with a visual impairment
PPA	Planning, Preparation and Assessment (statutory time given to teachers for PPA activities)
PRU	Pupil Referral Unit (for pupils with a range of social, emotional and behavioural difficulties)
PSD	Personal and Social Development
PSTL	Professional Standards for Teaching and Leadership
PTA	Parent Teacher Association

PTAP	Practising Teaching Assistant Programme
PTLS	Professional Teaching and Learning Standards
QA	Quality Assurance
QTHI	Qualified Teacher of Hearing Impairment
QTMSI	Qualified Teacher of Multi-Sensory Impairment
QTVI	Qualified Teacher of Visual Impairment
RAG	Red, Amber, Green (coding system to evaluate performance)
RE	Religious Education
RfL	Routes for Learning (for pupils working between P1 and P8)
RRS	Rights Respecting School
RSE	Relationships and Sexuality Education
RVE	Religion, Values and Ethics
SALT	Speech and Language Therapist
SAS	School Advisory Service – an insurance company that provides our cover insurance costs and provides a range of wellbeing support for staff
SDP	School Development Plan
Seesaw	Electronic Home School Communication System
SIP	School Improvement Partner
SL	Senior Leaders (Ian, Tracey, Leanne, Michelle, Christine and Anthony)
SLA	Service Level Agreement
SLD	Severe Learning Difficulties
SLDP	Senior Leaders Development Programme
SLO	Schools as Learning Organisations
SLT	School Leadership Team (HT/DHT/AHTs/AAHTs/TLRs/School Business Manager/specialist TAs)
SMART	Specific, Measurable, Achievable, Relevant, and Time-Bound Targets
SRB	Specialist Resource Base

SRE	Sex and Relationships Education (now replaced by RSE – Relationships and sexuality education)
SSPAN	School Sport & Physical Activity Network
SWASSH	South Wales Association of Special School Headteachers
SWSSCCMN	South Wales Special Schools Cross Consortium Moderation Network
T & L	Teaching and Learning
TA	Teaching Assistant
TALP	Teaching Assistants' Learning Pathway
TEACCH	Treatment and Education of Autistic and Related Communication Handicapped Children
THRIVE	A trauma informed approach to improve children's mental health and well being
TIS	Trauma Informed School
TLR	Teaching and Learning Responsibility
Touchtrust	A sensory based teaching tool to encourage purposeful interaction
TT	Team Teach (<i>teaches</i> positive behaviour management strategies emphasising de-escalation)
UHB	University Health Board
UNCRC	United Nations Convention on the Rights of the Child
UNESCO	United Nations Educational, Scientific and Cultural Organisation.
UNICEF	United Nations Children's Fund
USW	University of South Wales
VI	Visually Impaired
VIVUP	The council's wellbeing support package
WG	Welsh Government

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