

School Development Plan

September 2025 – July 2026



*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 2025 – July 2026 SDP cycle staff will continue to:

- ✓ Focus on the pupils' language, literacy and communication skill development
- ✓ Focus on the pupils' numeracy 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.
- ✓ Ensure all pupils have quality time and support to help them to re-adjust after a period of extensive change in relation to the learning environment
- ✓ 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, EAS, ESTYN, OECD, UNESCO and UNICEF relating to effective and continuous school improvement.

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.

Maintaining effective communication 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 want to ensure that progress is captured and evidenced in 'real time' so that parents/carers continually know about the progress their children are making.

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.

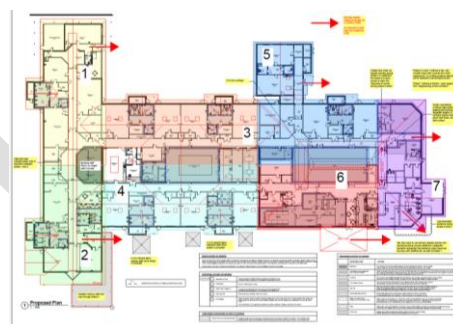
Planning for the future

Since September 2012, (when the number on roll was 123) there continues to be a year-on-year growth in pupil numbers In September 2025 the number on roll is expected to be in the

region of 329 and rising; with approximately 230 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 an ambitious new building was completed in January 2025. Since then, the school has embarked on a roof and partial internal refurbishment within the existing building. This is due for completion in March 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 March 2025**. 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
- Belonging, Engaging and Participating (2023)

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 – There will be a change in relationship with the EAS During the 2025-2026 academic year. Therefore some of these functions may change:

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 Anthony Rhys	Assistant Headteacher Christine Thomas	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 Amy Barrett	Aspire Libby Harman
N-Gage Team – Hannah Pearse <div><div>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 Catherine Jenkins - MOVE</div><div>Liam Richards – PE Rebecca Gerrish – Expressive Arts Ruth Powell – Nurture Kelly France – Forest School Emma Miles – Secondary TIS/RSE Amy Blake - Sensory Processing Geraldine Smallman – Play development</div></div>				
School Business Manager Leanne Gibbs				
Youth and Leisure Manager Geraldine Smallman (until Sept 2025)				
Site staff Stephen Cross David Barge John Sharp	IT Technician Matthew Gurmin	PCP Coordinator Rhian Davies	Finance Assistant Heather Scherptong	
Receptionist Georgia Davies	Admin Assistant Louise Carroll	PCP Assistant Rebecca Rees	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
- Class Timetabling
- Careers and Accreditation strategic link – Researchers & Aspire
- 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 Curriculum and Assessment	Assistant Headteacher: Michelle Meredith CASS	Assistant Headteacher: Christine Thomas ALN reform & Satellites	Assistant Headteacher: Anthony Rhys 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 and assessment policy development Literacy and Numeracy scheme implementation and impact Assessment, GfG target setting, recording and reporting. Moderation – Internal and External Pupil Progress Reviews coordination 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 – EVC 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 TIS Rollout Students and Volunteers 	<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 ND MDT pathway development and liaison 	<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 Develop systems for tracking all professional learning across the school Oversee all PDR arrangements ensuring compliance Lead for digital competence, assistive tech and e-safety including impact of specialist staff 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 SLO lead including NPEP and culture of enquiry Deri and Ty Isaf Satellite links Induction including NQT Mentor VI/HI/MSI provision and quality mark

Senior leadership roles and responsibilities

Assistant Headteacher: Leanne Boardman Curriculum and Assessment	Assistant Headteacher: Michelle Meredith CASS	Assistant Headteacher: Christine Thomas ALN reform & Satellites	Assistant Headteacher: Anthony Rhys 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







Senior leadership roles and responsibilities

Associate Assistant Headteacher Lucy Crimmins Primary	Associate Assistant Headteacher Kate Thomas Secondary
<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 that focus on pupil progression • Undertake important monitoring roles relating to 'All about Me' folders, individual plans & targets, moderation of assessments. • Undertake 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. • Develop effective partnerships for primary phases e.g. parents, local community, governors • 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, accreditation outcomes, work scrutiny, moderation, questionnaires, enquiry, learning walks, lesson observations. • Drive improvement planning for the phase – working with department leads to set meaningful phase priorities that focus on pupil progression • Undertake important monitoring roles relating to 'All about Me' folders, individual plans & targets, moderation of assessments. • Undertake 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. • Develop and maintain effective partnerships for secondary phases e.g. Careers Wales, Local Colleges, Businesses • 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 Amy Barrett 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 & wellbeing 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. • PDR 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 & wellbeing 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. • PDR 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 staff associated with the N-Gage intervention. • Assist the primary/secondary leads to design, implement and review the curriculum within the N-Gage intervention ensuring accountability and value for money • Assist the primary/secondary leads to monitor and improve the quality of teaching taking accountability for N-Gage. • Assist the primary/secondary leads to monitor and improve the outcomes of learners taking accountability for N-Gage. • Assist the primary/secondary leads to undertake routine and real time quality assurance procedures taking accountability for N-Gage. • Manage the timetable of the N-Gage staff. • PDR for staff within N-Gage 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 & wellbeing 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. • PDR 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, assessment, accreditation and careers education provision within 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 & wellbeing 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. • PDR 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, assessment, accreditation and careers education provision within 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 & wellbeing 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. • PDR for staff within the department and ensure this information feeds into whole school priorities



Areas of Learning and Experience (AoLE) Leads

AoLE	AoLE Leads/Teams
	Sian James and Claire Went Elizabeth Neal, Damien Shepherd, Denika Brookes, Jodie Lewis, Leanne Boardman, Kate Thomas
	Mark Evans and Rachel Western Ryan James, Lauren Howard, Billie Jenkins, Will Spence, Catherine Daniels, Christine Thomas
	Elizabeth Neal and Libby Harman Nicola Moss, Carrie Sutton, Zoe Parnell, Jess Johnson, Terri Davies, Catherine Price, Anthony Rhys, Steve Gunter
	Tracey McGuirk, Katie Rupnik, Liam Richards and Fran Reddy Beth Watkins, Emma Whittington, Amy Barrett, Emma Miles, Ruth Powell
	Vicky Chiplin and Rebecca Gerrish Katie Barge, Ruby Gwatkin, Jessica Norris, Lucy Crimmins
	Hannah Roberts and Hannah Pearse Elise Read, Rachel Bickerton, Jake Archer, Simon Daniels, Carly Watkins, Kate Thomas, Hannah Pearse

Additional Workstreams

Curriculum and skills
Leanne Boardman/Anthony Rhys/Kate Thomas/Lucy Crimmins
RVE
Jake Archer
Careers and the World of Work
Amy Barrett, Libby Harman, Gary Powell, Wendy Howls, Mandy Gibbon,
Sensory curriculum including MSI/HI/VI & Assistive Technology
Nicola Moss/Anthony Rhys /Sue Williams Carrie Ann Sutton, Zoe Parnell, Steve Gunter
Forest School and horticulture
Geraldine Smallman, Kelly France, Wendy Howls, Vikki Giles, Steve Gunter, Cerys D Griffiths
Positive Behaviour support
Tracey McGuirk, Aimee Meredith, Geraldine Smallman, Amy Blake Emily Morgan, Emily Thomas, Bethan Collins, Kelly Hughes, Lowri Patterson, Tom Davies
Relationships and Sexuality Education
Fran Reddy, Emma Miles, Ruth Powell
Trauma Informed Schools
Emma Miles, Ruth Powell, Leanne Bishop, Lisa Jones, Natalie Dunn, Jasmine Smith
Human Rights/RRS
Anthony Rhys

Additional Workstreams

MOVE
Catherine Jenkins and Michelle Elliot
Literacy Support
Helen Muscat, Jenny Evans, Sue Williams, Linn Dodd (Braille), Hannah Lawrence, Lucy Bird, Tammy Davies, Lucy McDonald
Sport and Physical Literacy
Matt Parsons, Joel Collins, Natalie James
Manual Handling
Geraldine Smallman, Rachel Lewis, Hannah Davies, Hannah Richards, Lucy McDonald, Sue Williams, Catherine Jenkins, Amy Blake, Ceri Richards
Expressive Arts
Rebecca Gerrish, Lisa Lisak, Hayley John, Tulane Thomas, Charlotte Griffiths, Terri Slee
Health and Safety
Geraldine Smallman, Ceri Richards, Rachel Ashman, KD Mills, Claire Watkins

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

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

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

Summary SDP targets: September 2025 – July 2028

2025-2026	2026-2027	2027-2028
Teaching and Learning <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 the provision and progress pupils make with their functional numeracy skills by implementing a numeracy strategy Improve the provision and progress pupils make with their reading, writing & communication skills through implementation of the consistent new literacy strategy Improve the consistency, knowledge and shared understanding of structured teaching across the school. Improve curriculum and progression arrangements which focus on for pupils in the Researchers and Aspire Phase of learning Further develop pupils' digital competence experiences, skills and knowledge relating to ICT and assistive technology 	Teaching and Learning <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. Consider purchasing additional SALT provision 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 	Teaching and Learning <ul style="list-style-type: none"> Fully implement year 4 (and the final year) of the school's new curriculum Fully map the entire curriculum against the requirements of curriculum for Wales ensuring any gaps are address Utilise all feedback collected over the 4 year cycle to suggest areas for improvement
Leadership <ul style="list-style-type: none"> Train all members of the leadership team in robust leadership models including situational leadership and The Colour Works Continue to refine a robust professional learning offer by utilising professional learning days, podcasts and creative ways to improve time management Achieve full compliance with SLO leading to first publication of the Trinity Learning Journal which is a quality assured suite of enquiry case studies Further develop the AOLE workstream structures to improve distributed leadership Begin to engage with the international community via 	Leadership <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 In collaboration with other SWASSH special schools, develop Governor Improvement Groups which seeks to share and replicate effective governance Formally review CASS provision with the LA to ensure it remains fit for purpose Ensure robust provision community focussed school 	Leadership <ul style="list-style-type: none"> Keep abreast of growth by ensuring recruitment and retention is well planned for Review progress towards SLO and identify further steps to become fully compliant Review the school's strategic plan which will now enter its 5th year and will need a refresh in line with National Priorities Ensure the school's excellent practice is celebrated on a local, regional, national and international scale Corporate re-brand to be undertaken

Taith programme	<ul style="list-style-type: none"> Pupil international visit undertaken 	
Wellbeing, Equity and Inclusion <ul style="list-style-type: none"> Further develop the role of N-GAGE in supporting the school's universal and targeted curriculum offers. Increase the Specific focus on sensory processing, total communication and family engagement Further embed PBS including TIS methodology across the school resulting in improved understanding and further reduction of behaviours that challenge. Ensure MOTIONAL is rolled out to all pupils Continue to improve attendance across the school Introduce Lego Therapy as in important tool to improve engagement and wellbeing Further engagement with the local community to promote authentic learning experiences through educational visits with specific emphasis on PMLD 	Wellbeing, Equity and Inclusion <ul style="list-style-type: none"> Forest School provision fully established in 2 areas of the school to support effective intervention 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 Achieve MOVE Centre of Excellence Status Further develop provision for pupils to engage in sport and expressive arts on a regional level Continue to develop a robust range of family support services with a focus on sibling support 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 	Wellbeing, Equity and Inclusion <ul style="list-style-type: none"> Fully embed the school's whole school approach to wellbeing 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 Well established programme of sporting events to be inclusive of all learners Increasing number of expressive arts celebration events e.g. choir, band, musical performances etc...
Quality Assurance <ul style="list-style-type: none"> Embedded and further develop the rigour and robustness of MER cycle to ensure consistency and equal weighting on accountability, development and knowledge 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 and links well to IDP Formally review the Health and Wellbeing and Science and Tech AOLE across all phases Enhance the use of performance data to add further rigour to the school's evaluative procedures 	Quality Assurance <ul style="list-style-type: none"> Continued engagement with wider system to seek further external quality assurance Teach meets to be re-invigorated to further support collaboration and evaluation through formal enquiry Fully developed evaluation and improvement cycle implemented across the school - Nautilus Formally review the Humanities and Expressive Arts AOLE across all phases Maintain mutually beneficial relationships with LA schools to quality assure provision 	Quality Assurance <ul style="list-style-type: none"> Trinity Learning Journal to be published in a range of academic journals where relevant Ensure robust links with partner agencies in the absence of a formal agreement with EAS. Implement peer review methodology across the school which seeks further external challenge and support from peers

Learning Environment	Learning environment	Learning environment
<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 • Improve the external learning environments in Heolddu and Pont Satellites. • Replace playground equipment which is old and replace with purpose built equipment which meets the needs of learners • Re-develop horticulture provision which creates additional vocational learning opportunities for pupils 	<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 • Ensure adequate external storage is installed when all playgrounds are received back. 	<ul style="list-style-type: none"> • Continue with rolling programme of internal refurbishment • Continue with rolling programme to further develop external play spaces • Continue to work collaboratively with LA to ensure the school keeps abreast of growth

Summary SDP targets: September 2025 – July 2026

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
Further develop the curriculum and assessment procedures to ensure there is a clear and consistent understanding and focus on progression	CfW	Continue to review and refine the phase 'purpose documents' to ensure they keep abreast of changing populations and are relevant to the pupils in each phase. Further develop awareness and progress pupils make with their integral skills	LBoard - lead	Ongoing	Increased release time for associate Ass Heads and TLR Holders to develop their curriculum	Enquiry – 'Our curriculum Journey thus far. Process, Review, improvement....what next?'	
	ESTI A1	Continue to develop the pre-formal, semi-formal and formal context booklets to ensure coverage, relevance and engagement across the new phases of learning. Ensure that where 'enabling pathways' are used in curriculum design, they are clearly articulated against elements of LNF and DCF . Staff to work collaboratively in phases to design teaching and learning activities which are pupil centred, interesting, appeal to learners' strengths and which have clear focus on acquisition of skills, knowledge and experiences Further embed an enrichment programme into curriculum design which links to authentic, topical events and creates a sense of awe and wonder which also promotes a sense of Cynefin. 6 x enrichment (LLC, MD, Science and Tech, Humanities, Expressive Arts, Health and Wellbeing) Refine assessment processes to continue to improve the consistency of effective practices relating to 'Notice, Analyse and Respond' formative assessment procedures supported by the efficient and consistent use of b-squared, as the main summative assessment. Continue to consult with parents/carers to ascertain their views, aspirations and wishes for the curriculum. Link with other special and mainstream schools to continue to learn from innovative practice and to continuously 'test' our approaches. Further engagement with therapy staff to ensure OT, Physio and SALT advice fully embedded in curriculum design	KThom LCrimm TLR AOLE Leads	XMAS XMAS XMAS	£3000 enrichment Regular teachers meetings with an AOLE leadership focus 6 x teachers meeting focusing on effective formative assessment External Support Needed: • SPANN • SWASSH	New Curriculum Policy co-constructed and ratified Building from the ongoing coverage audit and building on pupil interests and strengths, ensure year 2 of new curriculum is successfully developed and mapped into context booklets Improved staff understanding of enabling learning curriculum and pedagogy – tested in questionnaire Pupils indicate high levels of satisfaction with learning 2 x parent workshops arranged to capture parent views Nearly all identified pupils make good or better progress within all areas of learning. School assessments are robust and holistic in nature and personalised to nearly all pupils according to their	
	CfW						

<p>Improve the provision and progress pupils make with their reading & communication skills through implementation of the consistent new literacy strategy</p>	<p>EST IA1</p>	<p>Following the recent LLC audit, implement the literacy strategy across the school making clear reference to pre, semi and formal learners</p> <p>LLC AOLE workstream to further develop their role in implementation of the strategy and should take an increasingly accountable role for monitoring the impact of the strategy and supporting training. Ensure the provision for Welsh language development is further improved and embedded</p> <p>Promote literacy in all classes through the consistent implementation of RWI and POPAT following the successful pilot. LLC and N-GAGE staff to support, monitor and coach. Salford reading test to be used to measure progress against 24-25 baseline. Ensure all teachers receive training</p> <p>Ensure more able pupils are formally identified and stretched in their application of literacy skills</p> <p>Redevelop the library provision and ensure all classes where possible have a reading corner (dependent on building works). Develop more sensory stories to support context booklets</p> <p>Ensure the TOTAL COMMUNICATION approach across the school is well embedded ensuring all new staff are trained in the various aspects and that one page profiles clearly articulate the preferred method of communication for each pupil.</p> <p>Further develop the understanding, consistency and impact of the Communication profile for all pupils as the key document in SMART target setting and teacher planning to improve consistency</p> <ul style="list-style-type: none"> • Purchased enhanced SALT support to implement and support the communication profile • Ensure more pupils advance from core boards into vocabulary books • Ensure vocabulary boards are dotted around key location in school • Ensure vocab boards are used in lessons <p>Support teachers and support staff with their understanding and use of visual support to reinforce meaning and promote communication skills.</p> <p>Key curriculum planning documentation to be continuously</p>	<p>LBoard - lead</p> <p>KThom</p> <p>LCrimm</p> <p>SJame</p> <p>CWent</p> <p>TLR</p> <p>LLC AOLE team</p>	<p>XMAS</p>	<p>Enhanced SALT SLA</p> <p>Welsh Government materials £4000</p> <p>– Purchase of a new scheme and resources = £3500</p> <ul style="list-style-type: none"> • Purchase of resources for improved sensory stories = £2000 <p>Release days for training = £4000</p> <p>External Support Needed:</p> <ul style="list-style-type: none"> • SPANN • SWASSH • Improve me nt partner 	<p>needs</p> <p>Enquiry – Evaluating the pilot and roll out of a literacy strategy. What is the impact on progress...what next?</p> <p>New Literacy strategy implemented across the school leading to sustained progress in all aspects of literacy compared to individual pupil's baseline assessments</p> <p>New strategy implemented to ensure effective and integrated provision for pre, semi formal and formal learners</p> <p>All teaching staff trained and training to be cascaded to Teaching Assistants</p> <p>All teaching staff have improved understanding of communication profile and language acquisition.</p> <p>Class/school timetable changed to reflect implementation</p> <p>Support from N-GAGE staff identified to speed up implementation</p> <p>Pupils demonstrate progress in GfG target completion</p> <p>Pupils demonstrate progress in reading compared to baseline in Salford test</p> <p>Pupils demonstrate progress in literacy compared to last year's b-squared outcomes.</p>
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		updated to include key vocabulary					
<p>Improve the provision and progress pupils make with their functional numeracy skills by implementing a numeracy strategy</p>		<p>Ensure outcome of numeracy review is embedded into curriculum design. This should include the purchase of schemes such as Purple Mash, Maths Seeds and Numicon along with training in these approaches</p> <p>Ensure the enabling learning developmental pathways/areas are linked specifically to numeracy by providing further guidance on the 'exploration' strand and its important link to numeracy. Ensure target titles are changed on all Going for Gold targets to reflect this and that all pupils have a clear numeracy targets</p> <p>Further Embed numeracy into daily routines (e.g., time, routine, transitions, sorting, shopping tasks, time management, budgeting exercises). Ensure staff have improved knowledge about to use these activities to further develop pupils' numeracy skills.</p> <p>Ensure more able pupils are stretched in their application of numeracy skills. Research and implement higher order accredited learning opportunities for pupils in Researchers and Aspire phases of learning</p> <p>During pupil progress meetings, ensure phase leads scrutinise, challenge and support the progress pupils make in their numeracy skills.</p> <p>Use digital tools and real life, authentic learning experiences to improve motivation and engagement with numeracy. Ensure Maths and Numeracy AOLE groups review context booklets and add further exciting and motivating activities</p> <p>Collaborate with local businesses and community groups to provide real-world numeracy experience</p>	<p>LBoard - lead</p> <p>KThom</p> <p>LCrimm</p> <p>RWest</p> <p>MEvan</p> <p>Maths AOLE team</p>	<p>Spring Term</p>	<p>Purple Mash = £2000</p> <p>Maths Seeds = £2000</p> <p>Numicon = £1000</p> <p>AOLE Release time for 5 teachers x 3 days = £3000</p>	<p>Resources purchased and organised effectively. Schemes researched and purchased which link to formality of learning.</p> <p>All teaching staff receive training in effective teaching of numeracy strategies</p> <p>Pupils will demonstrate increased confidence and competence in core numeracy skills (e.g., number recognition, counting, basic operations).</p> <p>Pupils will use numeracy skills in real-life contexts such as telling time, handling money, measuring ingredients, or following schedules.</p> <p>Pupils will develop problem-solving strategies that support independence in daily living.</p> <p>Pupils will engage more consistently in numeracy activities due to the scheme's use of accessible, differentiated, and multisensory approaches.</p> <p>Pupils will express more positive attitudes toward mathematics and learning in general.</p> <p>Pupils will transfer numeracy skills to other curriculum areas such as science, cooking, PE, and enterprise projects.</p>	

<p>Improve the consistency, knowledge and shared understanding of high quality teaching across the school</p>		<p>Implement the new teaching and learning policy as the blueprint for effective practice across the school. Monitor and review this during instructional rounds</p> <ol style="list-style-type: none"> 1. Create a TEACCH Working Group (teachers, TAs, therapists of all appropriate classes). Conduct a TEACCH audit (learning walks, staff survey, pupil voice). Develop a TEACCH Toolkit/good practice guide for all staff (communication strategies, visuals, schedules, attention autism work systems). Ensure new teachers attend TEACCH 2 day training. Consider the use of AET profile in effective target setting/planning 2. Create an 'Developmental Pathway' working group of staff from each phase. They should ensure that best practice relating to the pedagogy associated with the 'enabling learning' pathway is developed within the context of our school and shared more broadly. This should further develop staff knowledge of the 5 areas of the enabling pathway alongside a better understanding of schemas and effective observation at this developmental level <p>Strengthen the purpose and consistency of observations in this stage by focusing on:</p> <ul style="list-style-type: none"> o What the child is doing? o The learning taking place? o How learning can be extended? o Share examples of high-quality observations? <ol style="list-style-type: none"> 3. Create a 'Multi - Sensory learning' working group of staff to refresh the sensory approaches in use across the school, produce more sensory stories to support the broader context booklets, review RAPS for light and dark room, re-emphasise sensology and 2 rhythms across the school and re-launch important smell, taste, colour of the day etc... 4. Create a 'Trauma Informed' working group of staff to further develop TIS strategies in curriculum planning. This group should focus on alternative curriculum delivery models including CAG, Work experience, educational visits, community experiences, sport opportunities 5. Ensure induction continues to be robustly undertaken for staff at all levels. Ensure robust induction and mentoring for new teaching staff 	<p>ARhy - lead</p> <p>TMcG</p> <p>SJame</p> <p>RWest</p> <p>JDan</p> <p>ABarr</p> <p>LHarm</p> <p>NMos</p> <p>SWill</p> <p>ZParn</p> <p>CSutt</p>	<p>OCT</p> <p>DEC</p> <p>FEB</p> <p>APR</p>	<p>TEACCH training = £2000</p> <p>Attention Autism training = £200</p> <p>Release time for teachers to meet and observe = £5000</p> <p>Observation and schema training development – internal. SJ and RW release time x 3 days = £1200</p> <p>External Support</p> <p>Visits to:</p> <p>Bryn Derw</p> <p>Hollies</p> <p>Maes Ebbw</p> <p>Crownbridge</p> <p>Risca</p> <p>Cwm Ifo</p>	<p>Enquiry – creating specialist teaching toolkits to improve consistency of approaches to meet individual needs</p> <p>Increased consistency and quality of structured teaching across the school.</p> <p>Improved pupil engagement, independence, and progress.</p> <p>Improved transitions for pupils with ASD</p> <p>Enhanced staff confidence and collaboration.</p> <p>Each child should have a minimum of two detailed observations recorded per week. These observations may be linked to Going for Gold (G4G) or reflect other areas of emerging learning</p> <p>Staff have an improved understanding of schemas and use this in curriculum planning</p> <p>Improved observation skills by encouraging teachers to observe children's learning in other classrooms. Improved shared understanding of developmental progress which supports moderation, and helps identify effective strategies for supporting play-based learning.</p> <p>Improved sensory resources and understanding of effective pedagogy</p> <p>Staff have improved understanding of ACES, TIS, PACE/WINE and use</p>
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						an increasingly robust methodology to support pupils affected by trauma.	
<p>Improve curriculum and progression arrangements which focus on pupils in the Researchers and Aspire Phase of learning</p>	<p>CfW</p> <p>EST</p> <p>A1</p> <p>IA2</p>	<p>Develop a small working group of staff with Researchers and Aspire TLRs as the lead.</p> <p>Further develop Work related/Enterprise in the Researchers and Aspire phase of learning. e.g. Café Oren, salon, cadets and horticulture.</p> <p>Ensure robust timetables exist for Café Oren, Salon, Horticulture, sports coaching Link with N-GAGE team to implement work related education, police cadets, fire cadets, horticulture linked to accreditation within these facilities e.g café</p> <p>Link with careers Wales and the Local community to research external work experience providers ensuring that all safeguarding checks are undertaken</p> <p>Improve the use of the new and existing life skills flat to focus on important independence skills. Ensure recent baselines on 'skills for life framework' are reviewed and extended. Ensure target setting and IDP reflects this work</p> <p>Coordinate a careers enrichment week where each class takes a profession/job/shop and pupils move around the school experiencing and learning about roles</p> <p>Coordinate a parents/carers careers events with local p19 suppliers</p> <p>Work with the college and nurture relationships to research and implement further accredited options that further stretch more able learners within the phase</p> <ul style="list-style-type: none"> Pilot the new WRU rugby leaders accreditation Entry Levels quals Possible GCSE entries in subjects such as photography/art/sport Hair and beauty qualifications 	<p>Abarr - lead</p> <p>LHarm - lead</p> <p>TMcG</p> <p>KThom</p>	<p>OCT</p> <p>OCT</p> <p>DEC</p> <p>DEC</p> <p>JAN</p> <p>JAN</p> <p>JAN</p>	<p>Release days for TLR built into structure</p> <p>N-Gage team timetable developed to support intervention</p> <p>Hairdresser employed X 2 Days/week = £10,000</p> <p>Release time for 2 x TLR for 2 days = £1600</p> <p>Release time to meet with college = £3200</p> <p>Quals costs = £3000</p>	<p>Evaluation – creating effective opportunities for work experience both internally and externally.</p> <ul style="list-style-type: none"> New and non-negotiable accreditation options menu developed and implemented Pupils to develop an improved understanding of sustainable food production and environmental stewardship. Pupils Learn practical horticultural skills such as planting, weeding, composting, and harvesting. Pupils Improve physical coordination and stamina through manual outdoor work. Pupils Build teamwork and communication skills when collaborating with others. Pupils Enhance customer service and interpersonal communication skills. Pupils improve their Understanding of food hygiene, safety regulations, and basic food preparation. Pupils Observe and assist with basic hairdressing techniques and salon procedures. Pupils Learn about hygiene standards, client care, and professional presentation. Pupils further develop their Understanding of the importance of recycling, waste management, and sustainability. Pupils Learn how to sort and process different types of 	

		<ul style="list-style-type: none"> • Sport and Leisure qualifications • Horticulture qualifications • Hospitality qualifications • Nearly all pupils to gain DofE quals 				<p>recyclable materials.</p> <ul style="list-style-type: none"> • Develop awareness of environmental issues and how individual actions impact the planet. • Pupils achieve more quals commensurate with their ability 	
<p>Further develop pupils experiences, skills and knowledge relating to Digital competence</p>		<p>Continue to embed and develop the DCF scheme of work to ensure systematic coverage of DCF which dovetails with broader context booklets</p> <p>Continue to use specialist staff within the N-Gage team to support innovative and creative use of ICT across the school. Use this methodology to improve staff knowledge and confidence in the following areas:</p> <ul style="list-style-type: none"> - Coding - Drones - Animation and movie making - Music production - Publications - Gaming - Radio/Podcasts/vlogs <p>Ensure curriculum context booklets clearly identify opportunities for cross curricula ICT use which are embedded into design</p> <p>Ensure Going for Gold targets make increasing and clear reference to digital competence in the semi-formal phase of learning</p> <p>Build on the recent work of assistive technology team to further extend this important area of work to ensure all pupils have access to relevant Assistive Tech devices including Eye Gaze, Magic Carpets and switch accessible toys</p>	<p>Arhys - lead</p> <p>SGunt</p> <p>MGurm</p> <p>S&T AOLE Team</p> <p>LBoard</p> <p>NMoss</p> <p>CSutt</p> <p>ZParn</p>	<p>NOV</p> <p>NOV</p>	<p>ICT Hardware = £40,000</p> <p>Release time x 3 days for 3 people = £5400</p> <p>Hardware/Software = £10,000</p>	<p>Enquiry – Thinking creatively. What is the impact of exciting digital experiences on pupil motivation and behaviour</p> <ul style="list-style-type: none"> - DCF scheme of work further developed and built into context booklets - Timetable for ICT N-Gage support developed to ensure coverage - Lunch time club provision in place and well attended - Improved provision and outcomes for pupils using assistive technology <p>Pupils will be able to:</p> <ul style="list-style-type: none"> - Understand and apply basic programming concepts such as loops, conditionals, and variables. - Develop logical thinking and problem-solving strategies. - Create simple programs or applications to solve real-world problems. - Collaborate on coding projects using version control tools (e.g., Git). - Debug and test code to improve functionality and 	

			SGunt			efficiency. - Operate drones safely and responsibly, following legal and ethical guidelines. - Apply visual storytelling techniques to communicate ideas effectively. - Research, write, and edit content for a specific audience and purpose. - Use digital publishing tools to design and format publication	
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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
Train all members of the leadership team in robust leadership models including situational leadership and The Colour Works		<p>Work closely with members of the SLT and ensure all members have a full ColourWorks profile. Reinforce the set of Leadership principles to underpin high quality leadership at all levels</p> <p>Ensure leaders are clear about their roles and accountability systems that underpin their leadership. Ensure high quality training in coaching, situational leadership and general mentoring</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>Continue to nurture and grow the role of AOLE/Other work streams to continue to distribute key functions under an agreed programme of delegations</p>	DJenkins - lead ARhys SLT DJenkins ARhy LBoard	OCT DEC Ongoing	Profiles = £100 each x 5 = £500 Coaching re: profiles = 200 x 5 = £1000 3 Full day leadership development day with Steve Lloyd = £3000	Evaluation – Working collaboratively. How collective understanding of professional styles can lead to greater cohesion and distributed leadership <ul style="list-style-type: none"> - All members of leadership team have a colourworks profile - Profiles are analysed and published to ensure collective understanding of professional styles leading to improved distribution of tasks - All members of leadership to receive internal coaching training - AOLE leads established and 	

		Employ ColourWorks consultant to train all staff in the principles of the ColourWorks with a focus on personal effectiveness, emotional intelligence and high performing teams	CThom DJenkins		Half day whole school training and resources = £1000	<p>coached to lead AOLES according to the brief</p> <ul style="list-style-type: none"> - All members of staff receive overview of colourworks model which supports values and provides methodology for coaching - Staff sickness absence rates to be below 9% in total and below 5.5% short term. 	
Achieve full compliance with SLO leading to first publication of the Trinity Learning Journal which is a quality assured suite of enquiry case studies		<p>Whole school awareness training on the SLO methodology. In depth training for senior leaders which drills down into the effectiveness of SLO methodology when combined with NEIR and current MER procedures</p> <p>Ensure all staff receive effective PDR. Refine PDR to ensure teacher's targets are underpinned by robust and useful enquiry to improve the quality of teaching. Use the staff wellbeing offer to generate more time for teachers to meaningfully commit to this research</p> <p>Quality assure these enquiries to form the first edition of the Trinity Learning Journal to be shared in ternly teach meets</p> <p>Use AI where possible to turn these documents into podcasts to improve accessibility for support staff to learn from</p>	<p>ARhys - lead SLT</p> <p>ARhys SLT</p> <p>ARhys SLT</p>	<p>MAR</p> <p>OCT</p> <p>JUL</p>	<p>Twilight sessions x 2</p> <p>Release time for TLR (built into structure) = £3000</p> <p>Co-pilot through Hwb</p> <p>Release time</p>	<ul style="list-style-type: none"> - All members of staff have a robust PDR experience leading to improved performance, confidence, effectiveness. - All teaching staff have an enquiry which supports planning and evaluation of the impact of PDR on their practice - Effective quality assurance of enquiries ensures that pupil progress at the heart of PDR/Enquiry processes - Enquiries collated to form a collaborative professional learning journal to share best practice across the school 	
Continue to refine a robust professional learning offer by utilising professional learning days, podcasts and creative ways to improve time management	<p>CfW</p> <p>EST</p> <p>IA1</p>	<p>Embed the internal staff induction programme to ensure all new staff receive the basics</p> <p>Ensure robust PDR for all staff which links to the school improvement plan and professional learning needs</p> <p>Create 7 x additional 1 hour twilights to focus on</p> <ul style="list-style-type: none"> - Communication Profile and resources - Core Boards and Total Communication - Reading Strategy 	<p>ARhys - lead SLT</p>	Decemb er 2025	Publication and branding costs = £5000	<p>Enquiry – ‘Keeping up with growth. Addressing national issues with recruitment and retention – how effective is our approach in promoting consistency?’</p> <p>Finalised and corporately produced professional learning plan and release time which focusses on</p>	

	<p>IA2</p> <p>IA3</p>	<ul style="list-style-type: none"> - Effective and consistent target setting, observation, annotation, evidencing learning and effective feedback - ASD awareness and important of visual support and sensory processing - ACES, TIS and MOTIONAL - Routes to progression <p>Generate a Professional Learning repository that utilises a range of technology including podcasts to make PL more readily available</p> <p>Establish a bank of agency staff to create capacity to cover internal training sessions</p> <p>Continue to nurture links with college to provide Level 3 courses for teaching assistants</p> <p>Continue to promote HLTA programmes for staff</p> <p>Continue to nurture leadership potential in all through internal/external opportunities</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>AR</p> <p>DJenkins</p> <p>LCrimm</p> <p>KThomas</p>		<p>Release time for AHT = £1000</p> <p>£350,000</p>	<p>improving teaching and pupil progression:</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>Further develop the AOLE workstream structures to improve distributed leadership</p>		<p>To ensure that all What Matters statements are covered across the departmental rolling programme in an equal way by creating a coverage map</p> <p>To ensure that the curriculum design as detailed in the context booklets is audited for being progressive. Add specialist advice to ensure exciting and motivating teaching and learning activities</p> <p>To ensure the school is well resourced for each AOLE and that these resources are deployed and audited effectively</p> <p>To plan whole school enrichment activities across the curriculum which link to topical events e.g. World Book Day, Harry Potter themed science and</p>	<p>LBoard</p> <p>ARhys</p> <p>LCrimm</p> <p>KThomas</p> <p>AOLE team members</p> <p>Workstream members</p>	<p>MAR</p> <p>JUL</p>	<p>2 x AOLE meeting pre half term</p> <p>£10,000 for enrichment activities</p> <p>3 Days release per each AOLE Lead = £600 x 6 = £3600</p>	<p>Confirmation of 2 x AOLE leads per area. Link these to UPS and ALN scale pay scales in line with teacher's pay and conditions</p> <p>6 x AOLE enrichment days planned to galvanise the school and create a sense of awe and wonder</p> <p>Through the enrichment programme, AOLE groups will grow into their roles of AOLE leadership</p> <p>AOLE groups will increasingly scrutinise context booklets and contribute to the audit against CfW</p>	

		<p>tech day, six nations celebration week, Art celebrations, music festivals, children in Need, Maths week, science week</p> <p>Stay abreast of latest developments within each AOLE by linking/visiting with other schools, the Local Authority and Educational Consortia</p> <p>Produce a short report every 3 years which demonstrates:</p> <ul style="list-style-type: none"> - Analysis of activities undertaken - An analysis of pupil progress and identifies Areas for further development - Curriculum developments including enrichment 		<p>DEC</p> <p>ONG OING</p> <p>DEC</p> <p>JUL</p>	<p>3 Days release per AOLE lead = £3600</p> <p>Release time</p>	<p>mandatory requirements</p> <p>Gaps in context booklets filled using AOLE specific knowledge to create effective teaching and learning activities for pupils which link well to formality of leaning and skills, knowledge, experience</p> <p>AOLE groups take an increasing role in moderation of pupils progress in each AOLE using a range of data</p> <p>AOLE team members improve their leadership, evaluation and improvement planning skills.</p>	
<p>Begin to develop the holistic benefits of linking with the international community via Taith programme</p>		<p>Attend Taith information sessions/webinars</p> <p>Conduct staff audit to identify interest and curriculum links</p> <p>Establish an International Working Group</p> <p>Research and initiate contact with potential international partners</p> <p>Draft and submit Taith application</p> <p>Develop risk assessments, safeguarding plans, and visit itinerary</p> <p>Deliver pre-visit Staff workshops on intercultural awareness</p> <p>Conduct international visit</p> <p>Evaluate impact and share outcomes with stakeholders</p>	<p>TMcG - lead</p> <p>LBoard - EVC</p> <p>CThomas - EVC</p> <p>Nominated leads</p>	JAN		<p>1 professional learning exchange planned and delivered</p> <p>1 pupil local overnight visit planned and delivered to get pupils ready for next year</p> <p>Pupils and staff gain exposure to diverse cultures, languages, and global perspectives.</p> <p>Encourages empathy, tolerance, and intercultural understanding—key skills in a globalised world</p> <p>Participation in international exchanges can be transformative, especially for students from disadvantaged backgrounds.</p> <p>Learners often return with increased confidence, motivation, and a broader sense of possibility for their</p>	

						<p>futures.</p> <p>Teachers and school leaders benefit from international collaboration and exposure to innovative teaching practices.</p> <p>Opportunities for co-developing curricula and sharing pedagogical strategies with international peers</p> <p>Schools can integrate international themes into the curriculum, enhancing relevance and engagement.</p> <p>Projects may focus on global challenges (e.g., sustainability, digital literacy), aligning with Curriculum for Wales goals</p>	
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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
<p>Further develop the role and impact of N-GAGE in supporting the school's universal and targeted curriculum offers. Improve the rate at which pupils achieve their Going for Gold/IDP targets</p>		<p>Further improve pupil voice in the PCP process and subsequent IDP</p> <p>Complete recruitment and induction into N-GAGE team and meet with all staff to gain clarity over roles, timetables, reporting requirements referral/triage mechanisms/impact reports</p> <p>Re-set the purpose behind N-GAGE leading to clarity over purpose and expectations in relation to value for money. Improve the analysis of data for its impact on universal and targeted areas of work</p> <p>Improve the knowledge, understanding and</p>	<p>CThomas - lead</p> <p>LCrimmins</p> <p>HPearse</p> <p>N-GAGE Staff</p>	<p>SEP</p> <p>OCT</p> <p>OCT</p>	<p>Staff salary costs + backfill</p>	<p>Increased number of pupils attending PCP meeting</p> <p>Recruitment completed to the team with Clear roles and job descriptions for all</p> <p>Clear rationale and purpose for N-GAGE as a whole and the specific individual disciplines developed and shared across the school</p> <p>Clear referral mechanisms re-emphasised across the school to</p>	

	<p>implementation of referral to N-GAGE which focusses on IDP, teacher referral, SLT referral. Ensure triage systems are further developed</p> <p>Ensure adequate specialist space exists for intervention:</p> <ul style="list-style-type: none"> - Office - ICT Room - LLC room & Library - Nurture rooms/life skills flat <p>Improve the Specific focus on sensory processing</p> <p>Appoint a new sensory processing lead and ensure they have received the B-Sensory training. Ensure clarity of job description, timetable and expectations as an individual but also as part of the N-GAGE team</p> <p>Identify all staff who have received the B-Sensory training and ensure they know their role as sensory processing advocates. Information added to PL Database</p> <p>Purchase appropriate number of licenses for B-Sensory software and use this software to assess and develop initial sensory diets for all pupils who need them</p> <p>Cascade training to all staff through professional learning sessions</p> <p>Purchase additional resources to ensure that sensory diets can be implemented</p> <p>Where relevant, ensure there is a clear 'regulation station' internally/externally within classrooms</p> <p>Establish regular sensory circuits for pupils who need them</p> <p>Re-visit Be-Sensory training with a further group of</p>	<p>TMcG</p> <p>ABlake</p> <p>HPearse</p> <p>AMeredit</p> <p>ARhys</p> <p>ABlake</p> <p>ARhys</p> <p>ABlake</p> <p>AM</p> <p>Class teams</p>	<p>OCT</p> <p>OCT</p> <p>OCT</p> <p>OCT</p> <p>OCT</p> <p>OCT</p> <p>OCT</p>	<p>Salary costs</p> <p>Training costs for next cohort = £5000</p> <p>Subscription = £2500</p> <p>£3500</p> <p>£3000</p>	<p>improve triage</p> <p>Timetables developed to ensure effective provision for extra curricula opportunities via 'clubs'</p> <p>Clear key performance indicators agreed collaboratively and improved use of a range of data to demonstrate impact and value for money</p> <p>Key school improvement priorities further developed through help form N-GAGE</p> <p>Improved IDP and Going for Gold target setting completion data</p> <p>All pupils for whom it is appropriate to have a sensory assessment and subsequent sensory diet</p> <p>For these pupils – reduction in low level behaviour and increase in engagement</p> <p>Improved staff knowledge of sensory processing as evaluated in questionnaires</p>	
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		staff.					
Further embed PBS including TIS methodology across the school resulting in improved understanding and further reduction of behaviours that challenge. Ensure MOTIONAL is rolled out to all pupils	IA2	<p>5 x staff to complete the graduate diploma in PBS and further develop the work of the workstream through internal modules</p> <p>Through the workstream, roll out PBS methodology across school resulting in improved understanding of behaviours that challenge and supporting them to identify functions</p> <p>Continue to embed Improved data collection, training and staff knowledge of effective analysis to empower teams to take a lead role with analysis</p> <p>Fully embed the school rules and reward system along with clear school wide scripts lining to ready, respectful safe, work together</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 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 are shared by workstream</p> <p>Ensure N-GAGE team have a clear remit to assist with the roll out of TIS training and to ensure MOTIONAL is implemented for all pupils across the school</p>	<p>TMcG - lead</p> <p>AMeredith</p> <p>N-Gage</p> <p>SLT</p> <p>TMcG</p> <p>AMeredith</p> <p>TMcG</p> <p>HPearse</p> <p>N-GAGE</p> <p>EMiles</p> <p>RPowell</p> <p>ARhys</p> <p>GSmallman</p> <p>DJ</p> <p>TMcG</p> <p>HPeatse</p>	<p>July 2026 but monitored monthly for comparison</p>	<p>Course fees for PBS</p> <p>Engage with PBS consultant = £10k - PDG</p> <p>Release time for N-Gage staff member</p> <p>N/A</p> <p>Twilight sessions</p> <p>Induction</p> <p>Release time = £200 per day</p>	<p>8% reduction in low level behaviours that challenge on a per pupils basis</p> <p>Improved analysis of behaviour and understanding of the functions for challenging behaviour at classroom level</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>Provision for lunch time significantly improved by the implementation of robust and formal clubs e.g: ICT, reading, communication groups, play, film making, animation, rugby leaders, sport teams, music</p> <p>All pupils have a MOTIONAL assessment and where possible demonstrate progress</p> <p>Improved opportunity for TIS check ins for pupils who need them</p>	

Continue to improve attendance across the school		<p>Internal re-structure in admin team to create additional responsibilities to include weekly attendance data analysis to assist the assistant headteacher. Continue to ensure attendance is discussed at every leadership team meeting using this information</p> <p>Ensure pupils causing concern are flagged immediately 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 and compliant with legislation. Look reduce the number of Reduced timetables in school</p> <p>Develop improved approaches for bespoke and alternative curriculum for hard to reach/disengaged pupils. This should include CAG, Sport, Work experience, enterprise, etc...</p>	<p>CThomas - lead</p> <p>TMcG</p> <p>DPugh</p> <p>LCarroll</p>	Termly review	Admin costs = £7000/year	<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 86.3% which would represent a 1.0% increase from 24-25.</p>	
Introduce Lego Therapy as in important tool to improve engagement and wellbeing		<p>To introduce and embed LEGO®-based therapy as a structured intervention across key stages to support pupils' social, emotional, and communication development.</p> <ol style="list-style-type: none"> 1. Identify and train key staff in LEGO®-based therapy (e.g., via accredited training providers). 2. Select pupils based on social communication needs and readiness for group work. 3. Develop a timetable and allocate resources (LEGO kits, space, time). 4. Monitor and evaluate the impact of the intervention termly. 5. Share outcomes and good practice across the school and with stakeholders. 	ARhys - lead	Feb 2026	<p>PDG Training budget</p> <p>LEGO® therapy kits</p> <p>Staff time allocation</p> <p>Monitoring tools (e.g., assessment frameworks)</p>	<p>At least 3 staff members trained in LEGO®-based therapy by the end of the autumn term.</p> <p>A minimum of 2 therapy groups established and running weekly by the spring term.</p> <p>Pupil progress tracked using baseline and review assessments (e.g., b-squared, Boxall Profile, or MOTIONAL).</p> <p>Positive feedback from staff, pupils, and parents/carers through surveys and observations.</p>	
Further engagement with the local community to		Conduct an audit of existing provision for outdoor and	CSutton -	OCT	Transport costs =	'Trinity Outdoors' conceptualised	

<p>promote authentic learning experiences through educational visits with specific emphasis on PMLD</p>		<p>adventurous educational visits for PMLD learners</p> <p>Develop the 'Trinity Outdoors' learning brand</p> <p>Identify staff and timetable allocations to support the rollout. Ensure they are suitably trained</p> <p>Secure funding for transport</p> <p>Provide CPD on outdoor learning strategies for PMLD (e.g. sensory gardens, nature-based therapy)</p> <p>Engage families and the community</p> <p>Further develop the provision for Police/Fire Cadets</p>	<p>lead</p> <p>Sgunter - lead</p> <p>LBoardman</p>		£7000	<p>Completed audit report with identified gaps and opportunities</p> <p>Key staff trained and compliant with risk management</p> <p>100% of staff receive an overview of the development</p> <p>Every pupil with PMLD will have the opportunity to attend at least one adventurous activity</p> <p>Parents to be invited to support</p>	
			GPowell				

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
Embedded and further develop the rigour and robustness of MER cycle to ensure consistency and equal weighting on accountability, development and knowledge	IA2 IA3	<p>Ensure there is a relentless and practical approach to improving the quality and consistency 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. Ensure phase leads increasingly use this approach and apply it to their phases/processes.</p> <p>Increasingly ensure phase leads (With support from</p>	<p>DJenkins - lead</p> <p>SLT</p>	Oct half term 2025	<p>Leadership release time every week on the same day</p> <p>Release time for effective pupil progress</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>Phase leaders will undertake all quality assurance procedures utilising the support from line managers where needed. This will increase their</p>	

		<p>AAHT and AHT) undertake all quality assurance procedures associated with their phase</p> <p>Develop the role of Teacher Progress meetings through coaching methodology to add further sophistication to quality assurance/self-evaluation and improvement planning. Ensure this process is used to improve efficiency and sharpen the focus on progress by combining some elements of the current MER:</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>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>Robust system of senior leadership meetings which include regular evaluative progress updates from members of the SLT</p>	TLRs	DEC 25	<p>reviews/PDR reviews</p> <p>External Support</p> <p>WG resources</p> <ul style="list-style-type: none"> - https://hwb.gov.wales/evaluation - improvement-and-accountability/the-national-resource-evaluation-and-improvement/ <p>EAS professional learning lead</p> <p>Improvement Partner - EAS Special Schools</p>	<p>evaluative skills and subsequent knowledge of their departments</p> <p>Very effective systems embedded to moderate and verify teacher judgements using challenging conversations and pupil progress reviews</p> <p>High level of teacher accuracy with assessment and progression within each phase</p> <p>Clear expectations for good or better pedagogy across each phase/school. Implementation of teaching and learning policy leading to teaching being at least good across the school</p> <p>Clear and efficient leadership roles and responsibilities which improve phase evaluations</p> <p>Excellent systems in place to triangulate evidence and collaborate with other phase leads to ensure consistency and progression</p>	
<ul style="list-style-type: none"> • Further embed and improve the consistency and relevance of target setting by embedding the new whole school approach which uses 		<p>Further embed and improve the consistency and relevance of 'Going for Gold' target setting by embedding the new whole school approach which uses a range of specialist frameworks and guidance:</p> <ul style="list-style-type: none"> • B-squared (including LNF), DCF, Communication Profile, AET, MOVE, enabling learning pathways, 	<p>KThomas - lead</p> <p>LCrimm -</p>	Dec 25	<p>Release time for phase leads</p>	<p>Going for Gold targets to have improved link to IDP which is well understood by all staff when questioned</p> <p>Going for gold/IDP targets link appropriately to N-GAGE support</p>	

<p>a range of specialist frameworks and guidance and links well to IDP</p>	<p>Motional</p> <p>Ensure that teachers are aware and understand the availability of specialist assessment frameworks and use them in their planning and assessment</p> <p>Ensure robust processes exist to monitoring progress towards Going for Gold targets and that they link seamlessly with IDP targets. Ensure targets are increasingly SMART and person centred. Connect areas of best practice to improve consistency. <u>Ensure going for gold targets for semi-formal learners make increasing links to the more formal areas as they get older</u></p> <p>Improve the efficiency and impact of formally reviewing progress towards targets twice/year in line with PCP/IDP processes. Ensure progress towards targets are clearly exemplified in work scrutiny.</p> <p>Embed the new approach of evidencing learning and use this information systematically to advance learning. Following a year of collaboration, establish clear expectations for minimum uploading of evidence along with improved annotation that uses the language of progression</p> <p>Improve systems which already exist to improve the feedback mechanisms to learner. E.g. by using voice notes, video etc...</p>	<p>lead</p> <p>Phase TLRs</p> <p>CThomas</p> <p>LBoardman</p> <p>LCrimm</p> <p>KThomas</p> <p>Phase TLRs</p>		<p>Improveme nt Partner - EAS Special Schools</p> <p>SPANN</p> <p>EAS Heads</p>	<p>where needed</p> <p>All staff receive further training in the specialist assessment frameworks which improve the consistent implementation to further improve high quality target setting</p> <p>Improved SMART Targets generates more robust data which should inform pupil progress conversations</p> <p>Target Setting scrutiny = consistent quality in target setting across phases and departments</p> <p>Ensure pupils are challenged sufficiently within the semi-formal range and promote formal target setting where appropriate</p> <p>All pupils receive clear feedback which identifies next steps in learning</p>	
<p>• To review and enhance the quality, accessibility, and impact of the Science and Technology AoLE provision for all learners, ensuring it meets the diverse needs of pupils</p>	<ol style="list-style-type: none"> 1. Ensure clarity over the role of science and tech AOLE workstream members. Ensure a member of SLT is assigned to the AOLE to quality assure (not lead) this work 2. Ensure UPS teachers associated with the AOLE take the lead 3. Plan enrichment activities according to the brief and which build on the success of Harry Potter Day 4. Curriculum Audit – Evaluate current schemes of work, teaching strategies, and resource use. 5. Staff Training – Provide CPD on adaptive technologies and inclusive pedagogies in STEM. Add further content to yr 2 of the curriculum to assist teachers' planning and delivery 6. N-GAGE – embed advice and expertise in the N-Gage team to improve the content and delivery of science and tech 	<p>NMoss - lead</p> <p>LHarman - lead</p> <p>SGunter</p> <p>JJohnson</p> <p>ARhys</p> <p>CSutton</p> <p>TLewis</p>	<p>SEP</p> <p>OCT</p> <p>DEC</p> <p>MAR</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>AOLE group time built into teachers meeting calendar</p> <p>3 x days release time for Science and Tech leader = £1200</p>	<ul style="list-style-type: none"> • Increased pupil participation and enjoyment in science and technology activities. • Evidence of differentiated and inclusive teaching strategies in lesson observations. • Positive feedback from pupils, staff, and families. • Clear progression pathways for learners within the AoLE 	

		<p>7. Pupil Voice – Gather feedback from learners on their experiences and interests in science and technology.</p> <p>8. Stakeholder Engagement – Involve parents, carers, and external specialists in shaping the AoLE.</p> <p>9. Monitoring & Evaluation – Establish clear metrics for success and regular review points</p>		g			
				June 26			
<ul style="list-style-type: none"> Enhance the use of performance data to add further rigour to the school's evaluative procedures 		<ul style="list-style-type: none"> Continue to refine the efficient and robust use of data across the school. Ensure there are 3 clear points for summative assessment to occur which are then discussed in pupil progress conversations: <ul style="list-style-type: none"> B-squared Motional Communication profile Reading GfG IDP targets Ensure summative assessment uses information from the school's formative and ongoing assessments related to 'notice, analyse, respond' methodology Ensure phase leads support the AAHT and AHT to moderate assessments by referencing information on SeeSaw Ensure phase leads work closely with AAHT and AHT to analyse a range of data relating to their phase. This analysis should inform robust pupil progress conversations Ensure phase leads work with individual class teams to improve their use of performance data in order to improve aspirational planning Ensure data is used to identify individuals not making progress which is expected of them and use intervention to address this 	<p>LBoardman - lead</p> <p>SLT</p>	<p>OCT</p> <p>Termly</p> <p>Termly</p> <p>Termly</p> <p>Termly</p> <p>Easter 2026</p>	<p>Moderation and analysis time x 2 days per TLR = £3000</p>	<p>A broad range Data is analysed robustly by phase leads with advice and quality assurance sought by AHT</p> <p>Progress Data is moderated effectively by triangulating with formative assessments and observation notes in the classroom</p> <p>Phase leads moderate work together to ensure data is robust and validated</p> <p>Data to be used by phase leads in pupil progress conversations to improve accountability and planning for progressing</p> <p>Improved GfG target completion %</p> <p>Improved IDP target completion %</p> <p>Improved referral for intervention procedures and subsequent impact</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
Ensure the move into the new extension is systematic and child centred which reduces as much anxiety as possible		<p>Complete final stages of snagging and ensure the new extension is completely fit for purpose by January 2026. Use the 'MyAfterCare' app efficiently and systematically to identify and address important snags</p> <p>Ensure maintenance schedules are in place according to the new systems and processes with the new build.</p>	<p>DJenkins - lead</p> <p>LGibbs</p> <p>SCross</p>	Jan 26	N/A	<p>All snags/defects complete</p> <p>All maintenance contracts/SLAs in place</p> <p>All maintenance schedules built into RAMIS</p>	
Achieve full refurbishment of the existing school site by March 2026		<p>Work closely with LA and main contractor to ensure good lines of communication and mutual understanding</p> <p>Stay abreast of important dates and practical implications to ensure pupils, staff and families are well informed about potential moves</p> <p>Develop a plan for classroom moves that dovetails with the building programme timelines</p> <p>Ensure cleaning, H&S compliance checks are undertaken before areas of the school are taken back under our ownership</p> <p>Ensure fire evacuation routes, traffic management plans and other practical implications are considered alongside risk assessments</p> <p>In addition, ensure that</p> <ul style="list-style-type: none"> - All classrooms are re-decorated with kitchen units replaced as needed - Bathroom areas are prioritised for refurbishment 	<p>DJenkins - lead</p> <p>LGibbs</p> <p>SCross</p> <p>TMcG</p>	Mar 26	N/A	<p>The school will have undergone a complete refurbishment resulting in improved accommodation for learners</p> <p>The school will receive back specialist intervention rooms to meet the increasingly complex needs of pupils e.g. hydropool, rebound, ICT room etc...</p> <p>The school will have more internal and external space to improve the capable environment for pupils</p> <p>Bathroom facilities will be upgraded where needed</p> <p>Classrooms will be re-decorated providing a consistent colour scheme across both sites of the school</p>	

		<p>based on their current state of disrepair.</p> <ul style="list-style-type: none"> - Centra/communal areas are refurbished/re-decorated 					
<p>Improve the external learning environments in Heolddu and Pont Satellites.</p> <ul style="list-style-type: none"> 		<p>Work with local authority to survey and plan refurbishments to the following areas:</p> <ol style="list-style-type: none"> 1. Pontllainfraith playground 2. Heolddu playground <p>Work with host schools to ensure good communication, timescales for work and quality control.</p>	<p>DJenkins - lead</p> <p>LGibbs</p> <p>Heolddu staff</p> <p>Pont Staff</p>		<p>Pont = £20,000</p> <p>Heolddu = £9000</p>	<ul style="list-style-type: none"> • Respect for nature: Children will develop a sense of responsibility and care for the natural world. • Understanding ecosystems: Children will gain basic knowledge of plants, animals, and seasonal changes through direct observation. • Collaboration: Children will work cooperatively with peers, sharing ideas and negotiating roles during group play. • Resilience and risk-taking: Children will build confidence by assessing and taking manageable risks in a safe outdoor environment. 	
<p>Replace playground equipment which is old and replace with purpose built equipment which meets the needs of learners</p>		<p>Ensure compliance with ROSPA playground inspections to replace equipment according to audit. Priority areas include:</p> <ol style="list-style-type: none"> 1. Pond area re-development following initial clearance 2. Maple playground replacement 3. New playground completion when building works have finished 4. Replacement of outdoor gym equipment 			<p>Pond = £25,000</p> <p>Maple = £12,000</p> <p>New playground = Wilmott</p>	<p>New playgrounds installed using a variety of funding streams to ensure high quality place resources exist which has the following impact:</p> <ul style="list-style-type: none"> • Gross motor skills: Children will develop coordination, balance, and strength through activities such as running, climbing, and jumping. • Fine motor skills: Children will enhance hand-eye coordination and dexterity through nature-based tasks like collecting leaves or building with natural materials. • Health awareness: Children will understand the importance of physical activity for a healthy lifestyle • Problem-solving: Children will demonstrate the ability to think critically and solve problems 	

						<p>during unstructured play (e.g., building a den or navigating an obstacle course).</p> <ul style="list-style-type: none"> • Creativity and imagination: Children will use natural elements to create stories, games, and imaginative scenarios. • Scientific inquiry: Children will explore natural phenomena, ask questions, and make observations about the environment • Emotional regulation: Children will learn to manage emotions through active play and interaction with peers • 	
Further develop horticulture and forest school provision which creates additional vocational learning opportunities for pupils		<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>Continue to nurture the school allotment</p>				<ul style="list-style-type: none"> • Pupils will explore different textures, smells, and colors of soil, plants, and tools through sensory interaction. • Pupils will respond to seasonal changes in the environment (e.g., noticing temperature, light, or weather differences). • Pupils will recognize and anticipate routines associated with gardening activities (e.g., watering, planting, harvesting). • Pupils will understand plant life cycles, including germination, growth, reproduction, and decay. • Pupils will investigate the requirements for plant growth (light, water, temperature, nutrients). • Pupils will observe and record seasonal changes and their effects on plant development. • Pupils will explore how climate and weather affect food production. • Pupils will understand the 	

						<p>concept of sustainability and local food systems</p> <ul style="list-style-type: none"> • Pupils will develop teamwork and communication skills through collaborative tasks. • Pupils will build responsibility and ownership by caring for living things. • Pupils will enhance well-being and mindfulness through outdoor, hands-on learning. • Pupils will develop resilience and problem-solving skills when facing challenges like pests or weather issues. • 	
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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	Activity <i>How are you going to achieve your targets? What will you actually do?</i>	Success Criteria <i>Include numerical data and targets</i>	Timeline	Cost Breakdown <i>Cost of Staffing and Resources</i>	Developmental <i>How does the activity enhance the capacity of the school</i> Collaborative <i>Nature of the collaboration and the benefits to the school</i> Sustainable <i>How will the activity be developed/embedded?</i>
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	Activity <i>How are you going to achieve your targets? What will you actually do?</i>	Success Criteria <i>Include numerical data and targets</i>	Timeline	Cost Breakdown <i>Cost of Staffing and Resources</i>	Developmental <i>How does the activity enhance the capacity of the school</i> Collaborative <i>Nature of the collaboration and the benefits to the school</i> Sustainable <i>How will the activity be developed/embedded?</i>
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 encompasses 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>

Equity (5-15 year olds): £95,450.00

Equity Activity	SDP link	Activity <i>How are you going to achieve your targets? What will you actually do?</i>	Success Criteria <i>Include numerical data and targets</i>	Timeline	Cost Breakdown <i>Cost of Staffing and Resources</i>	Developmental <i>How does the activity enhance the capacity of the school</i> Collaborative <i>Nature of the collaboration and the benefits to the school</i> Sustainable <i>How will the activity be developed/ embedded?</i>
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>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	Activity <i>How are you going to achieve your targets? What will you actually do?</i>	Success Criteria <i>Include numerical data and targets</i>	Timeline	Cost Breakdown <i>Cost of Staffing and Resources</i>	Developmental <i>How does the activity enhance the capacity of the school</i> Collaborative <i>Nature of the collaboration and the benefits to the school</i> Sustainable <i>How will the activity be developed/ embedded?</i>
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	Activity <i>How are you going to achieve your targets? What will you actually do?</i>	Success Criteria <i>Include numerical data and targets</i>	Timeline	Cost Breakdown <i>Cost of Staffing and Resources</i>	Developmental <i>How does the activity enhance the capacity of the school</i> Collaborative <i>Nature of the collaboration and the benefits to the school</i> Sustainable <i>How will the activity be developed/ embedded?</i>
EQ3		Forest Schools HLTA will lead on Forest Schools provision in school for whole classes and on an individual basis for enhanced provision. HLTA will work alongside the other specialised staff to ensure enhanced provision throughout the school. 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. Lead: Kelly France	HLTA will lead regular sessions for both groups and individual pupils. HLTA will lead on designing new Forest Schools area on main site. HLTA will complete an Impact Report on their intervention.	April 2024 - March 2025	Difference between L3 and L4 for Kelly France: £4,561.00 Total: £4,561.00	HLTA lead will work alongside other Forest School trained staff in school to lead on and enhance existing provision.

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



Professional Learning Plan: Trinity Fields School and Resource Centre

April 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 £9,940.00
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.	2024-2025- TBC <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.

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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