

Grant Spending Plan

April 2025 – March 2026



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

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



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.

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	05/25

Standards	£117,182
Reform ALN	£ 11,659
Equity: 5-15	£111,550
Equity: 3-4	£5750
Reform PL	£52,077
Professional Learning Partner	£6550
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 2025 - March 2026	<p>Wages for April 2025 -March 2026 including on costs: £43,431</p> <p>Total: £43,153</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>Implementation of Literacy Strategy</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> <p>Lead: L Boardman</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>	April 2025 - March 2026	Wages for April 2025 -March 2026 including on costs: £43,431	

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 continue to link with 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>All 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 2025 - March 2026	<p>Wages for April 2025 -March 20256 including on costs: £56,947</p> <p>Total: £56,947.00</p>	<p>Scheme of work continuing to be 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>

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EQ2		Development of Expressive Arts through Music 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. Music specialist will implement school choir provision and lead on third year of Open Orchestra work and Music Therapy provision funded by EYPDG. Music specialist will support yearly celebrations, assemblies and performing arts shows, and will lead on placement of music therapist student. 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. Music specialist will work alongside the other specialised staff to ensure enhanced provision throughout the school. Lead: Anthony Rhys	<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 2025 - March 2026	<p>Wages for April 2025 to March 2026 including on costs: £44, 546</p> <p>Total: £44,546</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>

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EQ4		<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>	<p>April 2025 - March 2026</p>	<p>Difference between L3 and L4 for: £5028</p> <p>Total: £5028</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: £111,549						

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 2025 - March 2026	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.



Reform (Professional Learning) Plan

April 2025- March 2026



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. Identified PL from teacher's Professional Development Plans. Including: Read Write Inc Touchtrust Training. Elklan for two teachers. HANEN Let's Talk. Coding. Attention Autism. Homunculi Training for two teachers. Zones of Regulation. 	<ul style="list-style-type: none"> Professional Development Reviews reflects 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 2 staff £400.00 ELKLAN £250.00 Hanen Let's Talk: £520.00 Therapeutic Forest School £520.00 Deaf Awareness: £260.00 Coding £520 MOVE Trainer £250 Attention Autism: £520 RWI: £1,040 Other teacher PL from PDP's: £8,000

No.	National Mission Link	Planned Activity	Success Criteria	Funding Source	Type of Spend/Funding Source	Cost
						£13,270.00
2	Developing a high-quality education profession. Inspirational leaders working collaboratively to raise standards.	<ul style="list-style-type: none"> • ILM5 year 2 for two Assistant Headteachers • Middle Leaders Development Programme (MLDP) for four TLR's and emerging leaders. • SLDP 1 TLR • Phase Leads Leadership structure in 2025-2026. • Leadership of Professional Learning • PBS Tutor training for Deputy Headteacher. • 1 Leader on Inside Out Programme. • BILD Conference May. 	<ul style="list-style-type: none"> • 2 Assistant Headteacher complete ILM5 in Leadership and Management. • 4 TLR and teachers to complete MLDP in 2025-2026. 1 to complete SLDP. • Headteacher development against the new Professional Teaching and Leadership Standards (PTLS). • Completion of PBS training for Deputy Headteacher. • Completion of Inside Out for Assistant Headteacher. 	Reform PL	Release Training	4 to attend MLDP programme 24 days cover: £3,120.00 1 SLDP: £840.00 Phase Leads Role: £2,400.00 BILD Conference: £1115.56 £7475.56
3	Developing a high-quality education profession.	<ul style="list-style-type: none"> • Professional Learning Lead for Support Staff and Satellites continues as Partner Professional Learning School for the 	<ul style="list-style-type: none"> • The PL lead will: • Attend EAS Professional Learning meetings. • Work collaboratively with the Cluster schools to drive professional learning and Curriculum for Wales. 	PL Partner School	Release	Partner School plan with EAS: £2,650.00

No.	National Mission Link	Planned Activity	Success Criteria	Funding Source	Type of Spend/Funding Source	Cost
	Inspirational leaders working collaboratively to raise standards.	Special School Cluster.	<ul style="list-style-type: none"> 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. 			
4	Developing a high-quality education profession.	<ul style="list-style-type: none"> National Professional Enquiry Programme 2025-2026. 	<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 2023. 5 leaders/teachers on Developing Your Coaching and Mentoring Skills 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 Coaching training: 9 days: £1,170. Release Mental Health First Aid 9 days: £1,170.00 £4,160.00
6	Developing a high-quality education	<ul style="list-style-type: none"> Support Staff PL. Support newly appointed TA's to engage with the TALP Induction online 	<ul style="list-style-type: none"> Level 1 TA's to attend Newly Appointed TA training online. L3/L2 college courses completed. Bespoke specialised PL opportunities based 	Reform PL	Release Training	Lego Therapy 4 staff 10 days: £1,300.00

No.	National Mission Link	Planned Activity	Success Criteria	Funding Source	Type of Spend/Funding Source	Cost
	profession. TA level 1/2.	training. <ul style="list-style-type: none"> EAS TA PL Offer to TA1's. L3 college course 4 staff L2 college course 2 staff. Early Years Enabling Learning Training Staff to engage with professional learning identified in SIP and PDP's. 	around ALN, Art Therapy, VI and ASD. <ul style="list-style-type: none"> All TA's to be aware of the Professional Standards for Assisting Teaching and the CfW. Allocation of mentors to newly appointed TA's and coaching sessions offered. PDP plans identify individual PL needs of TA's linked to SDP. 			Early Years: 20 days: £2,600.00 L3 college course cover: £1,040.00 L2 college course cover: £520.00 PDP PL for TA's: £11,000.00 £16,460.00
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. Early Years Enabling Learning Training 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. HLTA completing ITT via Open University. Bespoke specialised PL opportunities based around DofE, ALN, VI, ASD, Touchtrust and wellbeing etc. PDP Plans identify individual PL needs of TA3's and HLTAs. 	Reform PL	Release Training	Aspiring HLTA programme 4 staff. 24 days £3,120.00 Early Years: 8 days: £1040.00 OU Fees: £1,035.00

No.	National Mission Link	Planned Activity	Success Criteria	Funding Source	Type of Spend/Funding Source	Cost
						PL for HLTA L3's: £3,000.00 £8,195.00
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 Developing a high-quality education	<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) 	<ul style="list-style-type: none"> The school will engage fully in all regional activity with the ALN and ET (Wales) Act. The school will have made at least 'good' progress in meeting the priorities within the ALN priorities within the SDP. The governing body are fully informed about the changes. Parents/carers are fully informed about the changes. 	Reform PL	Release	N/A.

No.	National Mission Link	Planned Activity	Success Criteria	Funding Source	Type of Spend/Funding Source	Cost
	profession.	Act.				
11	Excellence, Equity and Wellbeing Developing a high-quality education profession.	<ul style="list-style-type: none"> Trinity Fields to continue to lead NQT ITE development across Cluster schools. EV's continue to monitor ITE process for NQT's across the region. 	<ul style="list-style-type: none"> Successful completion of NQT year for all teachers in cluster. Trinity Fields to deliver the 3 EAS NQT days for the Special School Cluster NQTS in Autumn 2023. 	Reform PL PL Partner	Release Training Professional Learning Partner School	IM Moderation release: £200.00 PL Partner School: £4,000.00 £4,200.00
Total PL budget: Reform PL £52,077 PL Partner £6,650.00 = £58,727.00						£58,810.56

DRAFT

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

Total 161