

School Development Plan

September 2026 – July 2027



*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 2026 – July 2027 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.

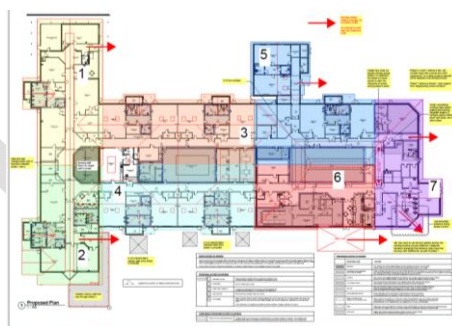
Planning for the future

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 have achieved the Welsh Network of Healthy School Schemes National Quality Award.

We are an Investors in Families School. 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 (professional learning offer), 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 (professional learning offer) 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 2026-2027 academic year. EAS will only support professional learning in Caerphilly Schools. School improvement functions will return to LA.

EAS Education Consortia in their role as a professional learning service also have 6 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 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 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				
School Business Manager Leanne Gibbs				
Youth and Leisure Manager Stacey Turner				
Site staff Stephen Cross David Barge Steffan Vaughn	IT Technician Matthew Gurmin	PCP Coordinator Rhian Davies	Finance Assistant Heather Scherptong	
Receptionist Georgia Davies	Admin Assistant Leighton Matthey	PCP Assistant Rebecca Rees	Receptionist Lauren Lee	

Senior leadership roles and responsibilities

Executive Headteacher:
Dave Jenkins

Leadership

Deputy Headteacher:
Tracey McGuirk

Care, Support & Guidance

Whole school/LA responsibilities

- Deputy Designate Person (DSP): 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 (DSP) 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

- | | |
|---|---|
| <ul style="list-style-type: none"> • Day to day running of school • Policy Development and review • 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 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			
- 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	- 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	- 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	- 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 AHTs - 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			
• Day to day running of school • School Development plan • School Self-evaluation • Staff recruitment and retention • School organisation	• Day to day running of school • School Development plan • School Self-evaluation • Staff recruitment & retention	• Day to day running of school • School Development plan – • School Self-evaluation • Staff recruitment & retention	• 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
- 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	- 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
• 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	• 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	• 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	• 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	• 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	• 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 Damien Shepherd, Denika Brookes, Jodie Lewis, Leanne Boardman, Kate Thomas, Jo Daniel
	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, Alex Swain
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, Jake Archer

Additional Workstreams

MOVE
Nicola Moss, Liam Richards, 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, Tracey McGuirk
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 2026 – July 2029

2026 – 2027	2027 – 2028	2028 - 2029
Teaching and Learning - Fully implement year 3 of the school's new curriculum resulting in robust coverage and continuity review - Fully embed the literacy strategy and narrow the gap between reading and comprehension with particular emphasis on semi and formal learners. Consider purchasing additional SALT provision - Improve the provision and progress pupils make with their functional numeracy skills by embedding the numeracy strategy. Each phase to achieve average of 31% improvement across numeracy disciplines. - Improve the consistency, knowledge and shared understanding of schemas across the school. Further develop the consistency of feedback given to learners - Improve curriculum and progression arrangements which focus on for pupils in the Researchers and Aspire Phase of learning - Improve understanding and reduce the impact of poverty, ethnicity and looked after status on progression	Teaching and Learning - 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 - 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 - Utilise all feedback collected over the 4 year cycle to suggest areas for improvement - Re-visit specialist approaches e.g. Positive looking, Attention Autism, TEACCH
Leadership - Review and refine the structure of the leadership team to ensure it remains fit for purpose, promotes clarity, strategic direction and keeps abreast of growth. Ensure appropriate access to in house coaching and supervision - In collaboration with other EAS/SWASSH special schools, develop Governor Improvement Groups which seeks to share and replicate effective governance	Leadership - 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 - Ensure the school's excellent practice is celebrated on a local, regional, national and international scale - Continue to work with HEI to establish mechanisms for staff to achieve teaching qualifications	Leadership - Review the school's strategic plan which will now enter its 5th year and will need a refresh in line with National Priorities - Corporate re-brand to be undertaken

• Ensure robust provision community focussed school - Continue to develop a robust range of family support services with a focus on sibling support	• Formally review CASS provision with the LA to ensure it remains fit for purpose	
Wellbeing, Equity and Inclusion • Further Improve the provision of Person Centred Practice reviews through improved pupil voice leading to more robust and linked target setting • Further develop the impact of the 'targeted' role of N-GAGE by establishing robust entry and exit criteria explicitly linked to IDP. Undertake value for money analysis of N-Gage • Further embed PBS including TIS methodology across the school in order to reduce the number of incidents that challenge and disrupt learning • Continue to improve attendance across the school with emphasis on learners in the Researchers and Aspire phases of learning • Introduce Art Therapy as an important tool to improve engagement and wellbeing • Further develop the staff wellbeing offer by providing more opportunity for coaching, reflective supervision, professional learning and access to bespoke support through the FORGE method	Wellbeing, Equity and Inclusion • 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 • 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 • 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 • Review MER cycle to ensure consistency and equal weighting on accountability, development and knowledge. Review the Quality Assurance processes within school to ensure they focus on the progress learners are making • Improve the feedback teachers/Staff receive from QA procedures to facilitate ongoing development • Ensure all 'Going for Gold' targets reflect IDP and are consistently SMART in their composition. Improve the rate at which pupils achieve these targets	Quality Assurance • Continued engagement with wider system to seek further external quality assurance • Formally review the Humanities and Expressive Arts AOLE across all phases • Maintain mutually beneficial relationships with LA schools to quality assure provision • 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	Quality Assurance • Trinity Learning Journal to be published in a range of academic journals where relevant •

- Professional Learning to continue to evolve and make increasing use of multi media, AI and enquiry to ensure staff are well equipped to meet the changing needs of pupils.	from peers	
Learning Environment - Achieve full refurbishment of the existing school site by July 2027 - Replace playground equipment which is old and replace with purpose built equipment on the Maple yard - Ensure adequate external storage is installed when all playgrounds are received back - Work closely with CCBC to future proof the LAs provision for ALN	Learning environment - Establish a clear refurbishment plan for any areas not refurbished in recent re-development programme - Develop playground refurbishment plan to ensure facilities continue to meet needs of learners - 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	Learning environment Continue to work collaboratively with LA to ensure the school keeps abreast of growth

Summary SDP targets: September 2026 – July 2027

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

Targeted and Anticipated Outcome	National Mission Link	Action	Lead enquiry Group/ Person	Date	Cost and Resources	Evaluation and Monitoring	RAG
Fully implement year 3 of the school's new curriculum 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 throughout the year	Increased release time for associate Ass Heads and TLR Holders to develop their curriculum	Building from the ongoing coverage audit and building on pupil interests and strengths, ensure year 3 of new curriculum is successfully developed and mapped into context booklets	
	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 .	KThom LCrimm TLR	Termly	£3000 enrichment	Improved staff understanding of enabling learning curriculum and pedagogy – tested in questionnaire	
		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	AOLE Leads		Regular teachers meetings with an AOLE leadership focus	Pupils indicate high levels of satisfaction with learning	
	CfW	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. 3 x enrichment (Science and Tech, expressive Arts, Health and Wellbeing)		Termly	6 x teachers meeting focusing on effective formative assessment	2 x parent workshops arranged to capture parent views	
		Refine assessment processes to continue to improve the consistency of effective practices relating to 'Notice, Analyse and Respond' formative assessment procedures supported by high quality feedback to learners.		Xmas	<u>External Support Needed:</u>	Nearly all identified pupils make good or better progress within all areas of learning.	
		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.				School assessments are robust and holistic in nature and personalised to nearly all pupils according to their needs	
		Further engagement with therapy staff to ensure OT, Physio and SALT advice fully embedded in curriculum design			• <u>SPANN</u>		

					SWASSH		
Fully embed the literacy strategy and narrow the gap between reading and comprehension with particular emphasis on semi and formal learners. Feasibility study relating to potential purchasing additional SALT provision		Appoint new TLR3 with responsibility for Literacy across the school. This person will lead the work of the LLC AOLE and work closely with phase leads to embed and bring about consistently high teaching practices in relation to literacy Promote literacy in all classes through the consistent implementation of RWI and POPAT following the successful pilot in 25-26. LLC and N-GAGE staff to support, monitor and coach. Salford reading test to be used to measure progress against 25-26 outcomes. Use the scheme to focus on comprehension alongside the reading abilities of pupils. Ensure appropriate reading is undertaken daily in every classroom and progress is recorded consistently across phases. Encourage more families to support reading at home 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. Ensure each pupil has access to a clear communication system that is well understood by all staff working with them Refresh staff understanding, skills and proficiency when using Singalong by promoting its use in all elements of the school day. 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. Focus specifically on: - Ensuring more pupils advance from core boards into vocabulary books - Further exposing pupils to Singalong to enhance learning - Further develop knowledge and effective implementation of Intensive Interaction - Further develop knowledge and effective implementation of	S James L Boardman LLC TLR	XMAS XMAS XMAS XMAS XMAS	Release days for training = £4000 Resources = £4000 N-Gage support through release time External Support Needed: SPANN SWASSH Improvement partner New Foundational Literacy and Numeracy plan WG	All teaching staff trained and training to be cascaded to Teaching Assistants All teaching staff have improved understanding of communication profile and language acquisition. Pupils demonstrate progress in reading compared to baseline in Salford test Pupils demonstrate progress in literacy compared to last year's b-squared outcomes. Pupils demonstrate progress in GfG target completion The gap between comprehension and reading skills is narrowed	

		Objects of reference Support teachers and support staff with their understanding and use of visual support to reinforce meaning and promote communication skills. Key curriculum planning documentation to be continuously updated to include key vocabulary Ensure more able pupils are formally identified and stretched in their application of literacy skills through SWEET qualifications					
Improve the provision and progress pupils make with their functional numeracy skills by embedding the numeracy strategy.		Appoint new TLR3 with responsibility for numeracy across the school. This person will lead the work of the Numeracy AOLE and work closely with phase leads to embed and bring about consistently high teaching practices in relation to numeracy Ensure staff have a well developed understanding of the new numeracy strategy including the various schemes and resources that are in place. Ensure daily access to important and differentiated functional numeracy concepts including time, routine, transitions, sorting, shopping tasks, measuring, time management, budgeting exercises 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 Ensure more able learners access appropriate challenge through new SWEET qualifications	TLR numeracy lead KThom LCrimm RWest Maths AOLE team MEvans	Easter 27	TLR appointment = £3500 Purple Mash = £2000 Maths Seeds = £2000 Numicon = £1000 AOLE Release time for 5 teachers x 3 days = £3000 New Foundational Literacy and Numeracy plan WG	All teaching staff receive training in effective teaching of numeracy strategies Each phase to achieve average of 31% improvement across numeracy disciplines Pupils will demonstrate increased confidence and competence in core numeracy skills (e.g., number recognition, counting, basic operations). Pupils will develop problem-solving strategies that support independence in daily living Pupils will transfer numeracy skills to other curriculum areas such as science, cooking, PE, and enterprise projects	
Improve the consistency, knowledge and shared understanding of schemas across the		Ensure that all teachers and staff are aware of the new 'best practice guides' which were developed last year as part of the Instructional Rounds Process. Schemas to be identified on the teaching and learning meeting schedule on multiple occasions on the run up to XMAS. Thursday micro professional learning sessions to be focus on	R Westren S	XMAS 26		Increased consistency and quality of teaching/observation in relation to Schemas Improved teacher planning to incorporate opportunities for pupils	

school. Further develop the consistency of feedback given to learners	staff undertaking independent research into Schemas Planning to be monitored for the acknowledgement of Schemas. During lesson observations in the Autumn and Learning Walks in the Spring, there should be clear improvement in staff knowledge of and planning for schemas. Teaching environment to be organised where relevant to encourage pupils development of schemas Continue to develop the 'Notice, Analyse, Respond' methodology in order to strengthen the purpose and consistency of assessment through observations in this stage by focusing on: ○ What the child is doing? ○ The learning taking place? ○ How learning can be extended? ○ Share examples of high-quality observations? Pupil progress reviews to target this important area and develop staff knowledge. Ensure that feedback to learners is effective and appropriate. Where possible, use a star and a wish method	James L Crimmins		to develop progress in schematic development Improvement in SMART GfG targets to include specific emphasis on schematic development Enhanced staff confidence and collaboration. Staff have an improved understanding of schemas and use this in curriculum planning Improved sensory resources and understanding of effective pedagogy Learners have a better understanding of what they have done well and what their next steps are	
Improve curriculum and progression arrangements which focus skills for life in the Researchers and Aspire Phases	Ensure robust timetables exist for Café Oren, Salon, Horticulture, Travel Training, sports coaching, work related education, police cadets, fire cadets, horticulture Further develop Work related/Enterprise opportunities both internally and outside the school. Ensure all pupils in the Researchers and Aspire Phase have appropriate choice over their learning Link with careers Wales and the Local community to research external work experience providers ensuring that all safeguarding checks are undertaken 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	L Harman A Barret K Thomas C Thomas	EASTER 27	Sweet Course and registration fees - £3000 Release time for teachers to be trained and develop course content - £2000	• New and non-negotiable accreditation options menu developed and embedded • All pupils have an element of choice over their learning pathway • All pupils to have work related education and an appropriately differentiated level • Further external work experience opportunities developed • Increased number of pupils able to take volunteering/paid employment upon leaving school • Increased number of pupils

		setting and IDP reflects this work Implement a second careers enrichment week where each class takes a profession/job/shop and pupils move around the school experiencing and learning about roles Work closely with partners to Coordinate a parents/carers careers events with local P19 Providers. Implement the new SWEET accreditations alongside well established accredited pathways				have competence in travel training with a minority using these skills throughout their education • More able pupils enrolled on SWEET qualifications making local college applications more successful • Pupils and parents/carers have a better understanding of what is available when they leave school	
Improve understanding and reduce the impact of poverty, ethnicity and looked after status on progression		Engage in DARPL training and ensure all staff received training from Welsh Government (Leon Andrews) in this important area. Curriculum Context Booklets to be reviewed and updated to include clear anti-racism resources and learning objectives Undertake an audit of provision within school and identify an appropriate action plan Engage with other EAS schools in Poverty Proofing. Member of staff to completed 2 x day training and engage in audits in other schools. Invite audit in Trinity Fields and identify an appropriate action plan Re-visit CLA training and ensure the CLA lead and link Governor provide training for all staff. Ensure all CLA meetings are well attended and information is well cascaded Ensure assessment data for minority groups is well scrutinised and presented to Governors regularly.	C Thomas L Boardman	MAY 27	Release time for assistant Headteacher 5 x days = £1000	- All staff have improved understanding of the impact of racism in education - All staff have improved understanding and skills to challenge misconceptions and teach respectful behaviour - Audit completed and action plan identified to include improved resources in the school curriculum - School to receive a Poverty Proofing Audit with an appropriate action plan developed and implemented - CLA training given to all staff - Reduction in progress data for minority groups	
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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
Review and refine the structure of the leadership team to ensure it remains fit for purpose, promotes clarity, strategic direction and keeps abreast of growth. Ensure appropriate access to in house coaching and supervision		Review the leadership structure in the context of 25-26 SER and feedback from stakeholders to ensure the school stays abreast of growth Tweak senior roles to ensure equity and clarity to further develop the primary/secondary model. Ensure leaders are empowered to lead their departments at the appropriate level Align certain interventions and structures to the Primary/Secondary model i.e. - Communication champions - Behaviour Champions - Parent Liaison - Digital Champions - TIS - PCP admin support Ensure leaders develop the appropriate coaching, evaluative and strategic skills to successfully lead their departments Ensure systems for accountability are well understood and continue to be implemented regularly e.g. through feedback at SLT meetings/Governor Committee Meetings etc... Ensure all staff are aware of roles and responsibilities of senior staff and are directed accordingly	DJ SLT AR DJ	Oct Throu ghout year begin ning Oct	SLT Leadership Time Visits to other school cover costs - £1000 Cover costs for leaders to attend - £2000 to be covered internally by N-Gage	- High levels of staff satisfaction in relation to leadership - High levels of staff satisfaction in relation to staff understanding roles and responsibilities - High levels of parental satisfaction in relation to how well the school is run - Clear impact of highly effective leadership shown in departmental evaluations which focus on pupils' experiences, knowledge and skill - Staff absenteeism rate remains below 7% annually - Appointment and successful induction of 4 new TLR holders. Clear action plans developed for these areas - More PPA and teacher release time generated by creation of 2 new HLTAs posts. - Further fair and equitable shared responsibility for whole school initiatives promoted across the school with threshold teachers and level 3 TAs showing demonstrably	

		Appoint 4 x new TLR3 to lead cross curricula skills: - Literacy - Numeracy - Wellbeing/Alternative Curriculum - DCF Appoint 2 x new HLTA - Community Focussed Schools/Healthy Schools - Art Therapy Further develop the role of Level 3 teaching assistants and Senior teachers to take increasing responsibility for whole school initiatives in line with JD and pay policy Create in house, leadership programmes for all staff at all levels which improve their knowledge of school leadership and signposts them to formal leadership training		Appoint Sept 2026	£3500 additional salaries. Leadership time covered by N-Gage £3500 additional salary costs Staff meetings – cost neutral	more responsibility - Implementation of in house training programmes which are evaluated as being successful	
In collaboration with other EAS/SWASSH special schools, develop Governor Improvement Groups which seeks to share and replicate effective governance		Collaborate with senior leadership teams in neighbouring schools within EAS to ascertain whether there is appetite to connect Governing Body's Connect chairs of Governors together with a shared aim to share best practice Hold a launch event and clarify terms of reference and expected outcomes. Identify a shared aim e.g. how do we hold the school to account? Arrange for joint visits to other schools and	DJ - lead Governing Body	XMAS	Release time for senior staff to attend - £2500	Improved understanding of the role of Governance across specialist education Improved ability of the Governing Body to challenge and support the school Increased rigour to the school's self-evaluation practices	

		multiple sharing of best practice events					
		Coordinate a final 'feedback meeting' to share lessons learned and plan for next steps					
Ensure robust provision community focussed school - Continue to develop a robust range of family support services with a focus on sibling support		Recruit an HLTA (noted above) to work collaboratively with the school's current home liaison officer to implement the 'Community Focussed Schools' toolkit. Using the new school's family centre, work collaboratively with the school's family liaison officer, TLR for alternative curriculum and Youth and Leisure Manager to coordinate a range of formal and informal opportunities for families including: - Sleep, continence, communication clinics - Parent wellbeing sessions - Curriculum awareness sessions - Behaviour management sessions - Parental engagement sessions - Weekend 'Give and Gain Days' - Allotment Sessions - Attendance workshops - Sibling support	C Thomas - Lead L Boardman D Pugh New HLTA		£1750 additional staffing costs EXTERNAL SUPPORT – Re-assessment with Investors in Families	HLTA appointed and inducted into the new role Broader range of family engagement events identified and implemented bringing a greater sense of belonging and connection for families Upskilling families in relation to specialist areas noted opposite School to be open on weekends and evenings in addition to holidays playschemes to provide greater support for families Improved attendance High levels of parent satisfaction	

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
Continue to implement 'Embedding a Whole School Approach to Wellbeing' methodology		Continue on the work to develop a healthy school in every aspect of the work. Continue to measure progress and the impact of interventions via the stakeholder questionnaire	TMcG	Termly updates	Cost of quality marks and release time to prepare for	Demonstrable progress made in the quality of life of all associated with TFS Various quality marks awarded which	

		To facilitate this work, focus areas should be: - Pupil Voice across the school. Ensuring the all student councils are democratic and have demonstrable impact - Continuing to role out PBS to improve quality of life for all - Further developing work with families - Quality Marks in: - o RRS, TIS, MOVE, VI, HI, ASD, Eco, IQM - Develop staff wellbeing committee			assessment - £4000 EXTERNAL SUPPORT - Engagement in healthy schools network	verify the school's work Progress made in relation to the wellbeing questionnaire Reduction in incidents that challenge Improved staff understanding of FBA and teaching functionally equivalent skills	
Further Improve the provision of Person Centred Practice reviews through improved pupil voice leading to more robust and linked target setting		All staff to receive up date training in relation to PCP expectations, chairing and meeting and general best practice. Members of leadership team to attend random PCPs to quality assure work Further improve pupil voice in the PCP process and subsequent IDP by implementing the new pupil voice toolkit developed by the LA in 25-26 Ensure more pupils are encouraged to attend their PCP meeting by providing high level support for them to do so Ensure the link between PCP/IDP and GfG is even clearer and robust. Ensure these targets are SMART, progressive and regularly evaluated PCP admin support to be split using the Primary/Secondary model with assistant head/Associate asst head for each department taking a lead role under the guidance of ALNCO	C Thomas - Lead L Boardman L Crimmins K Thomas	XMAS	Grant funding used to increase admin capacity EXTERNAL SUPPORT - LA to support this work by quality assuring PCP	Increased number of pupils attending PCP meeting Improved person centred provision which improved engagement and outcomes for pupils Improved quality of PCP meetings and subsequent IDP Improved quality of GfG target setting with clear links to IDP Improved achievements and progression	

Further develop the impact of the 'targeted' role of N-GAGE by establishing robust entry and exit criteria explicitly linked to IDP. Undertake value for money analysis of N-Gage		Build on the success of 25-26 by providing further clarity in relation to the entry and exit referral mechanisms for specific and targeted provision of N-Gage Re-issue the purpose and rationale document for N-Gage to all staff. Ensure referral mechanisms are shared alongside important information that is needed prior to referral Ensure N-Gage referrals are standing agenda item on SLT meetings Ensure triage meetings are held regularly Ensure registers, minutes, impact reports are collected regularly which clearly state the positive impact of interventions Ensure information is included in PCP and subsequent GfG target setting	SLT		EXTERNAL SUPPORT – School partner to support this work	Increase in the number of pupils receiving targeted and specific support Increase in the number of GfG targets achieved Increase in MOTIONAL assessments completion Clear understanding of how to refer into specialist and targeted support outside of the universal offer Clear triage process in place Clear entry and exit criteria developed Clear impact of targeted intervention generated which informs exit strategy Clear accountability which should drive value for money discussions of N-Gage	
Further embed PBS including TIS methodology across the school in order to reduce the number of incidents that challenge and disrupt learning	IA2	Appoint new TLR for Alternative Provision who will lead a class and take responsibility for coordinating alternative provision within the school's resources for a small number of pupils 3 x staff to complete the graduate diploma in TIS and further develop the work of the workstream through internal modules Organise the workstream into primary and secondary personnel under the leadership of Aimee Meredith and Tracey McGuirk Through the workstream, roll out newly developed PBS methodology training across school resulting in improved understanding of behaviours that challenge and supporting them to identify functions which can	TMcG - lead AMeredith N-Gage SLT HPearse EMiles RPowell ARhys	July 2026 but monitored monthly for comparison	Course fees for PBS Release time for N-Gage staff member N/A Twilight sessions	Further 5% reduction in low level behaviours that challenge on a per pupils basis Further 5% reduction in significant behaviours Reduction of exclusions Improved analysis of behaviour and understanding of the functions for challenging behaviour at classroom level Improved relevance of learning resulting in improved engagement Improved understanding of pupil need	

		be replaced Continue to embed Improved data collection, training and staff knowledge of effective analysis to empower teams to take a lead role with analysis. Increase accountability on staff to further improve their effectiveness of managing behaviours that challenge Further develop a range of formal extra-curricular lunch time club provision to reduce incidents at break time Fully embed TIS approaches across the school Improve professional learning through training and modelling in Structured teaching and ASD awareness Improve professional learning through training and modelling in sensory integration extended the reach of this awareness to a wider number of classes Improve professional learning through micro training, repository and modelling in relation to play development Continue to ensure class sizes are kept to a minimum Ensure robust systems for staff to de-brief and analyse incidents of challenging behaviour are implemented reliably 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			Induction Release time = £200 per day EXTERNAL SUPPORT - TIS network - TIS supervision	resulting in improved provision and engagement 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 All pupils have a MOTIONAL assessment and where possible demonstrate progress Improved opportunity for TIS check ins for pupils who need them	
Continue to improve attendance across the school with emphasis on learners in the Researchers and Aspire phases of learning Target = 86.5%		Ensure attendance remains standing item on SLT agenda which includes regular discussion and contact with pupils on reduced timetables and PSP Ensure pupils causing concern are flagged immediately with N-Gage team and fall under the remit of the family liaison officer/New Community Focussed Schools officer	CThomas - lead TMcG DPugh LMatthey	Termly review	Admin costs = £7000/year	Attendance referral mechanism to N-Gage to ensure parental support is robust Reduced timetable provision fully reviewed with incremental changes made	

		Ensure EWO and Social Services/Health colleagues are informed of anyone causing concern through the MDT structure. Ensure Dr clinics return to TFS now that building work is complete Make increased use GEMs translation service to support where parents are not confident in the use of English 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 Ensure attendance is discussed with teachers during pupil progress reviews and form a key performance indicator Develop improved approaches for bespoke and alternative curriculum for hard to reach/disengaged pupils. This should include HIT, CAG, Sport, Work experience, enterprise, etc... Improve communications with parents which highlight the importance of regular attendance. Work closely with LA transport to ensure the use of double runs is reduced. Consider the possibility of school staff facilitating some transport routes Improve parental engagement via the family centre			Alternative provision costs through HIT and CAG = £36,000 EOTAS to provide external quality assurance and support	Target attendance is 86.5% which would represent a 0.2%% increase	
Introduce Art Therapy as in important tool to improve engagement and wellbeing		Appoint a HLTA to lead Art Therapy across the school for identified pupils as part of targeted provision. Also ensure this person leads art therapy sessions universally to classes as part of PPA cover timetable To introduce and embed art based therapy as a structured intervention across key stages to support pupils' social, emotional, and communication development. 1. Identify and train key staff in to support Art based therapy under the direction of the qualified individual	ARhys - lead	Feb 2026	PDG Training budget Art therapy Resource kits Staff time allocation Monitoring tools (e.g.,	At least 3 staff members identified to support Art-based therapy by the end of the autumn term. A minimum of 2 therapy groups established and running weekly by the spring term. Pupil progress tracked using baseline and review assessments (e.g., b-squared,	

		2. Select pupils based on social communication needs and readiness for group work. 3. Develop a timetable and allocate resources for targeted provision 4. Monitor and evaluate the impact of the intervention termly. 5. Share outcomes and good practice across the school and with stakeholders.			assessment frameworks)	Boxall Profile, or MOTIONAL). Positive feedback from staff, pupils, and parents/carers through surveys and observations.	
Further develop the staff wellbeing offer by providing more opportunity for coaching, reflective supervision, professional learning and access to bespoke support through the FORGE method		Re-form the small working party of staff who's role is to coordinate provision for staff wellbeing alongside the school's leadership team Finalise the staff wellbeing toolkit which is a signposting document to all available support Ensure all staff have a clear open door to support using a TIS/Coaching/reflective supervision model. This can be with any qualified person who staff are most comfortable with Deliver the FORGE method training to all staff and provide opportunity for Sam Wilkes to be available to undertake planned, scheduled sessions with individual staff (OPTIONAL) Access to high quality professional learning which includes Micro Learning and access to the schools PL repository to ensure staff are equipped with necessary skills to undertake the job	T McGuirk Health and Wellbeing AOLE group		Release time for Sam Wilks = £3500 Release time for staff wellbeing committee to meet and refine the staff wellbeing offer - £2000	FORGE training delivered to all staff and timetable regular slots identified by Sam Wilkes to provide in depth support. Cover to be provided Staff wellbeing group to complete the toolkit and disseminate. Stakeholder wellbeing survey to ensure increased satisfaction Staff absence rates remain below 7% which ensures consistent support for pupils	

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
Review MER cycle to ensure consistency and equal weighting on accountability, development and knowledge. Review the Quality Assurance processes within school to ensure they focus on the progress learners are making	IA2 IA3	Ensure there is a relentless and practical approach to improving the quality and consistency of teaching through collaboration and connecting best practice Build on the feedback from year two, continue to embed 3 tiered (Self-reflection, collaboration and SLT verification) approach to 'real time' MER. However, ensure additional time is created in the timetable to allow phase leads to increasingly use their new leadership skills in leading this approach in its entirety for their phases. Increasingly ensure phase leads (With support from AAHT and AHT) undertake all quality assurance procedures associated with their phase Further 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: - 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	DJenkins - lead SLT TLRs	Oct half term 2026 DEC 26	Leadership release time every week on the same day Release time for effective pupil progress reviews/PDR reviews External Support WG resources - https://hwb.gov.wales/evaluation-improvement-and-accountability/the-national-	Phase leaders will undertake all quality assurance procedures utilising the support from line managers where needed. This will increase their evaluative skills and subsequent knowledge of their departments Very effective systems embedded to moderate and verify teacher judgements using challenging conversations and pupil progress reviews High level of teacher accuracy with assessment and progression within each phase 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 Clear and efficient leadership roles and responsibilities which improve phase evaluations Excellent systems in place to triangulate evidence and collaborate	

		- 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 Ensure the feedback to teachers is explicit, honest, supportive but also challenging to continuously improve the standard of teaching. Where performance requires further support, ensure that robust and swift support is offered which utilises collaboration as a key improvement tool. TLR phase leads to form a small working party with volunteer teachers to review the current workstream for teachers and identify areas for efficiency/reduction in unnecessary work load. Findings of this work to be presented and consulted with SLT and Governors			resource-evaluation-and-improvement/ EAS profession al learning lead School partner to support and moderate	with other phase leads to ensure consistency and progression	
Ensure all 'Going for Gold' targets reflect IDP and are consistently SMART in their composition. Improve the rate at which pupil achieve these targets		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> 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. 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	L Boardman C Thomas L Crimmins K Thomas TLRs		Release time - £5000 to be covered by N-Gage School Partner to support and moderate	☐ 100% of targets linked to IDPs. ☐ 90% of targets judged SMART through moderation and moderation ☐ Targets reviewed at least every 6 weeks. ☐ 90%+ compliance in target quality audits. ☐ 80%+ pupil target achievement rate across the phases ☐ 20% increase in target	

		along with improved annotation that uses the language of progression Improve systems which already exist to improve the feedback mechanisms to learner. E.g. by using voice notes, video etc...				achievement compared to baseline. ☐ 75%+ pupil understanding of their target where relevant	
Professional Learning to continue to evolve and make increasing use of multi media, AI and enquiry to ensure staff are well equipped to meet the changing needs of pupils.		Building on the success of 25-26, the professional learning offer should continue to grow in terms of its accessibility and content. Continue to use the following important aspects of PL • Teach meets to be broadened • Enquiry encouraged as part of PDR • PL Repository where by all staff are encouraged to add content • Micro Professional Learning • Formal courses/programmes • Collaboration within school • Internal programmes and courses ○ Level 3 TA ○ Coaching ○ New to ALN schools ○ Finance ○ Leadership • Links/visits to other schools In addition, the following areas should be developed: - AI sources of information - Podcasting - Opportunities for support staff professional learning days	A Rhys	Ongoing	Professional Learning = £70,761	Professional Learning offer available to more staff ensuring they have the skills to meet the needs of learners Promoting ownership of professional learning ensuring a culture of 'staying on top of the job' exists Professional Learning more accessible to more staff via a range of different media. Makes content more relatable and impactful on pupils	
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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
Achieve full refurbishment of the existing school site by July 2027		Complete the following estates related improvements: - Redecoration of all corridors - Redecoration of all bathrooms - Conversion of all training base into classroom - Conversion of old assessment room into family centre - Redecoration of all central connecting areas in old build - Refurbishment of Light and Dark Room - Re-designation of teachers resource room - Conversion of old staffroom into classroom - Completion of immersive aquarium - Refurbishment of Splash pool - Reopening the hydrotherapy pool - Re-opening the rebound room following re-tanking Improving several classroom spaces according to	DJenkins - lead LGibbs SCross TMcG	Mar 26	£80,000 school budget Large projects funded by private fund and PTA = £100,000	The school will have undergone a complete refurbishment resulting in improved accommodation for learners The school will receive back specialist intervention rooms to meet the increasingly complex needs of pupils e.g. hydropool, rebound, ICT room The school will have more internal and external space to improve the capable environment for pupils Bathroom facilities will be upgraded where needed Classrooms will be re-decorated providing a consistent colour scheme across both sites of the school	

		need					
Improve the external learning environments on main site.		Work with local authority to survey and plan refurbishments to the following areas: 1. Maple Playground 2. Fencing works to pond area 3. Fencing works to memorial garden 4. Clearing the pond to become a useable space for pond dipping 5. Repair the old MUGA surface 6. Provide improved play equipment on all yards alongside storage	DJenkins - lead LGibbs Heolddu staff Pont Staff	July 27	Pont = £20,000 Maple Playground = £30,000	• Respect for nature: pupils will develop a sense of responsibility and care for the natural world. • Understanding ecosystems: pupils will gain basic knowledge of plants, animals, and seasonal changes through direct observation. • Collaboration: pupils will work cooperatively with peers, sharing ideas and negotiating roles during group play. • Resilience and risk-taking: pupils will build confidence by assessing and taking manageable risks in a safe outdoor environment. • Gross motor skills: pupils will develop coordination, balance, and strength through activities such as running, climbing, and jumping. • Fine motor skills: pupils will enhance hand-eye coordination and dexterity through nature-based tasks like collecting leaves or building with natural materials. • Problem-solving: pupils will demonstrate the ability to think critically and solve problems during unstructured play (e.g., building a den or navigating an obstacle course). • Creativity and imagination: pupils will use natural elements to create stories, games, and imaginative scenarios. • Scientific inquiry: pupils will explore natural phenomena, ask questions, and make observations about the environment	

Work closely with CCBC to future proof the LAs provision for ALN		Continue to work with closely with the LA on a number of projects aimed at building capacity within Trinity Fields but also across the LA. Namely: 1. Review of provision for Trinity Fields. Scrutiny of entry and exit criteria. Scrutiny and further develop the provision map 2. Enhance the role of CASS in reducing waiting times for a service 3. Engage strategically in HT ALN forum and SRB strategy groups 4. Continue to develop effective curriculum and assessment across the SRBs				A comprehensive review of Trinity Fields provision is completed jointly with the LA, resulting in clear and agreed entry and exit criteria and a revised provision map that accurately reflects learner needs and pathways. Recommendations arising from the provision review are implemented and demonstrate improved clarity, consistency and effectiveness of specialist provision. The role of CASS is enhanced, evidenced by improved access to services and a measurable reduction in waiting times for learners, families and schools. Trinity Fields makes a sustained and influential contribution to ALN strategic developments through active engagement in Headteacher ALN Forums and SRB Strategy Groups. Strong partnerships with the LA support increased capacity within Trinity Fields and across the wider authority to meet the needs of learners with ALN. Curriculum and assessment approaches across SRBs are further aligned, with clear progression pathways, consistent assessment practices and evidence of improved learner outcomes. Quality assurance activity demonstrates that curriculum and assessment arrangements across	
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						SRBs effectively meet the needs of learners and support successful transitions between provisions	
Further develop horticulture and forest school provision which creates additional vocational learning opportunities for pupils		Work closely with student council and eco committee to fully implement designs which were agreed in 24-26 Work closely with CCBC and Willmott Dixon to redevelop the forest school provisions Work closely with the PTA to Site a new outdoor classroom and high-quality forest school resources Multiple staff to attend training. Trained staff to undertake practical and fun INSET with all other staff Staff to encourage play resulting from their professional learning Continue to nurture the school allotment	Kelly France and Geraldine Smallman Eco Committee		£3000	• Pupils will explore different textures, smells, and colours 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 concept of sustainability and local food systems • 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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Reform (Professional Learning) Plan

April 2026- March 2027

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.	- 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.	- 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	INSET PL for Digital Engagement £250.00 Session for RSE Cwtsch Training £250.00 TIS Supervision for 8 practitioners: £2,640 Other teacher PL from PDP's: £12,000 £15,640.00
2	Developing a high-quality education profession. Inspirational leaders working collaboratively to raise standards.	ILM5 year 2 for TLR Middle Leaders Development Programme (MLDP) for four emerging leaders. SLDP for 1 TLR Phase Leads Leadership structure in 2025-2026. - BILD Conference May. - Leadership training from PDR targets.	- TLR continue with ILM5 in Leadership and Management. 4 TLR and teachers to complete end of MLDP in 2026-2027. 1 to complete SLDP. - New MLDP cohort of 2 staff. - Headteacher development against the new Professional Teaching and Leadership Standards (PTLS).	Reform PL	Release Training	2 to attend MLDP programme 12 days cover: £1,740.00 1 SLDP: £290.00 HT & Dh Conferences: £3,000 BILD Conference: £1,115.56 PDR Targets: £3,000: £9,145.56
3	Developing a high-quality education profession.	National Professional Enquiry Programme 2025-2026. Enquiry linked to PDR for Teachers	Three teachers/TLR's to engage with Action Based Research Project based around PDR targets.	Reform PL	Release	10 days teacher release to conduct research project at Trinity Fields £1,450.00
4	Developing a high-quality education	Developing a Coaching and Mentoring culture at school.	- Coaching support staff group to offer coaching sessions Summer 2023. 5 leaders/teachers on Developing Your	Reform PL	Release Training	Release coaching support 8 days: £1,160.00

No.	National Mission Link	Planned Activity	Success Criteria	Funding Source	Type of Spend/Funding Source	Cost
	profession.		Coaching and Mentoring Skills Trained coaches and mentor volunteers to attend the Mental Health First Aid Wales course for supporting staff.			£1,160.00
5	Developing a high-quality education profession. TA level 1/2.	Support Staff PL. - Support newly appointed TA's to engage with the TALP Induction online training. - EAS TA PL Offer to TA1's. - L3 college course 4 staff - Early Years Enabling Learning Training - Staff to engage with professional learning identified in SIP and PDP's.	- Level 1 TA's to attend Newly Appointed TA training online. - L3 college courses completed. - Bespoke specialised PL opportunities based around ALN, Art Therapy, VI, SALT and ASD. - 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.	Reform PL	Release Training	L3 college course cover: £2,900.00 Pool Safety Award: £1,200.00 PDP PL for TA's: £18,000 £20,100.00
6	Developing a high-quality education profession. TA3 and HLTA.	- 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.	- 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. - 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 3 staff. 18 days £2,610.00 Theureputic arts for L3: £2,120 Two Rhythms for 2 staff: £1,400.00 PL for HLTA L3's: £8,000.00 £14,130.00
7	Developing a high-quality education profession. Inspirational	Continuing engagement with the Schools as Learning Organisations (SLO) Survey at school and Cluster level to support the understanding of the	- Disseminate 2026/2027 plan to governors, LT and all staff. - All staff to complete 2026/2027 SLO Survey.	Reform PL	Release Professional Learning Partner School	N/A

No.	National Mission Link	Planned Activity	Success Criteria	Funding Source	Type of Spend/Funding Source	Cost
	leaders work collaboratively to raise standards-SLO.	framework.				
8	Developing a high-quality profession	• Teacher Professional Learning meetings weekly • Whole Staff Micro PL weekly. • Teachmeets once per term.	• 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	PL delivered by staff.
9	Excellence, Equity and Wellbeing Developing a high-quality education profession.	• 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.	• 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	Cost neutral due to EWC grant refund.
						£61,625.56
	Maintenance and Statutory	•	• Team Teach fees and cover • First Aid fees and cover • MHFA fees, cover and supervision • Fire Marshall fees and cover • Manual Handling cover			Team Teach 30 days: £4,350.00 First Aid 10 days: £1,450.00 MHFA 7 days: £1,015 Fire Marshall 8 days: £1,160.00 Manual Handling: 8 days: £1,160.00 £9,135.00
Total PL budget: Reform PL £70,761						£70,760.56

Equity Standards and Reform Plan April 2026 - March 2027

School	Trinity Fields School and Resource Centre
Headteacher	Dave Jenkins
PL Lead	Anthony Rhys

Date Submitted**09/07/26**

Standards	£132,881
Cymraeg 2050	£2,356
Equity: 5-15	£130,153
Equity: 3-4	£12,023
LAEG School Standards	£
Reform PL	£70,761
Reform ALN	£12,863
Professional Learning Partner	£
Cluster Children Looked After (CLA) PDG	£

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		MOVE The Move trained practitioner will lead on both the MOVE and the Mini Move programme throughout main base and satellites. The MOVE program will teach through routine activities, select functional long-term goals and enable teaching of the skills in varied situations. The Move practitioner will work with the class team to arrange initial assessment meetings, develop individual programmes and monitor and review them. Lead: Leanne Boardman	20 further pupils will be engaged with the MOVE or Mini-MOVE programs at Trinity Fields- completing all six steps of the program. Progress will be measured via the Move assessments. Move targets will be built into new IDP targets system. 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. Evidence gathered of impact on home life through parent testimonials. Move will continue to be visible and valued in school through the Mighty Movers board, weekly and yearly award system.	April 2026 - March 2027	Wages for Catherine Jenkins April 2026 -March 2027 including on costs: £43,665 Total: £43,665	This work will coordinate the 34 staff that are currently trained at practitioner level. The Move lead and practitioner will continue to link with other Special Schools to share good practice through the All Wales MOVE network. Continued collaborative practice between parents, pupils, staff and multi therapy team. Move practitioner will contribute to the MOVE website and conference as part of commitment to Move Gold quality mark. Pupils will benefit from more targeted and individualised provision to meet their changing and highly complex learning and social needs.

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		Positive Behaviour Support Support and model positive behaviour support strategies across the school. Including analysing behaviours of concern. Teaching and modelling appropriate strategies to support developing understanding of why behaviours can become challenging. Develop a training package and culture of reflective practice. Looking at a holistic and multi-professional approach to work with pupils across the school. Direct support work with pupils and staff to model strategies for some pupils having behaviours of concern. Lead: Tracey McGuirk	Staff will develop a wider range of specialist skills and knowledge to plan and deliver bespoke learning opportunities for the increasing number of pupils with highly complex needs. Training and coaching support for new leaders to meet the professional standards for teaching and leadership. Pupil behaviour will continue to improve over time, as demonstrated through Behaviour Watch.	April 2026- March 2027	Wages for Aimee Meredith April 2026 -March 2027 including on costs: £44,961 Total: £44,961	Pupils’ individual progress and behaviour is systematically tracked to ensure they make the progress commensurate with their learning needs, ages and abilities. Pupils achieve their IDP and IBP (where appropriate) targets. Pupils benefit from having daily access to a well led and managed school; one where all staff work relentlessly to improve the outcomes for all pupils. Outcomes shared with colleagues in the other EAS special schools through our well-established HT and DHT networks.

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>
S3		Embedding Literacy Strategy and Total Communication Approach Promote literacy in all classes through the consistent implementation the school Literacy Strategy. 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 Ensure more able pupils are formally identified and stretched in their application of literacy skills 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 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. 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	All teaching staff have improved understanding of communication profile and language acquisition. Class/school timetable changed to reflect implementation Support from N-GAGE staff identified to speed up implementation Pupils demonstrate progress in GfG target completion	April 2026- March 2027	Wages for Jenny Evans April 2026 -March 2027 including on costs: £46,062 Total: £46, 062	Pupils will benefit from more targeted and individualised provision to meet their changing and highly complex learning and social needs. Continued collaborative practice between parents, pupils, staff and multi therapy team.

Standards	SDP link	Activity	Success Criteria	Timeline	Cost Breakdown	Developmental
		How are you going to achieve your targets? What will you actually do?	Include numerical data and targets			How does the activity enhance the capacity of the school
						Collaborative
						Nature of the collaboration and the benefits to the school
						Sustainable
						How will the activity be developed/embedded?
Standards Total: £134,688 (Grant total: £132,811)						

Equity (5-15 year olds): £130,153.00

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		Development of physical literacy and sporting opportunities across the school Offset costs of Liam Richards to release him to take up a sport/PE timetable. Liam to lead PE sessions across the school and develop PE teaching and learning activities which support context for learning. 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 ○ Football ○ Rugby ○ Swimming ○ Athletics ○ Boccia. Liam to ensure that progress made is embedded in classrooms to enable them to continue to deliver PE sessions when Liam returns to full time class commitment Liam will work alongside the other specialised staff to ensure enhanced provision throughout the school. Lead: Dave Jenkins	Nearly classes to benefit from fortnightly PE sessions as part of the N-Gage main school timetable. PE schemes of work and lesson plans developed to each context for learning. Increased number of pupils engaging in participative sport. Increased number of pupils representing the school at inter school competitions. TF playing an instrumental role in developing special school tournaments. Staff provided with additional research to support daily mile and other physical literacy activities in everyday teaching.	April 2026 – August 2026	Wages for Liam Richards April 2026 -August 2026 including on costs: £63,959 Total: £63,959/5 month = £26,649	Scheme of work developed for all staff to use linked to context for learning. Increased staff confidence to teach more physical literacy and a sustainable approach to PE/Sport within school. New interschool tournaments developed with strong links to DSW which will help shape pupils' pathways when they leave school. New links developed with Governing Bodies. Enquiry undertaken to add evidence to the importance of physical literacy.

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		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 IDP's. 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. Also to lead on placement of music therapist student. Specialist will also liaise with outside music providers e.g. Welsh National opera, local choir etc. to enhance whole school music provision for Expressive Arts. Specialist will work alongside the other specialised staff to ensure enhanced provision throughout the school. Lead: Anthony Rhys	Raise levels of engagement and interaction with Performing Arts at Trinity Fields. Sounds of Intent assessments completed where appropriate. Open Orchestra baselines, mid- point and end point engagement data to be completed and shared.	April 2026 - March 2027	Wages for Rebecca Gerrish April 2026 to March 2027 including on costs: £50,131 Total: £50,131	Share process and performances widely on website and social media. Continue collaborative work with Caerphilly Music Service, Welsh National Opera and other external music providers in the local community and nationally.

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		By July 2027, establish a sustainable Community Focused School approach that strengthens engagement with families, multi-agency partners, and the local community, resulting in improved pupil wellbeing, increased family participation, and enhanced access to learning, enrichment, and support service Appoint temp HLTA to lead the implementation alongside existing good practice and current highly successfully home support officer	• Increase parental/carer participation in school events, workshops, and consultation opportunities by at least 25% compared to the previous academic year. • Establish a programme of termly family learning and engagement events aligned to pupil and family needs. • Parent/carer feedback demonstrates that 90% feel informed, valued, and able to contribute to their child's education and wellbeing.	September 2026 – April 2027	Appoint a new HLTA from September to April to lead the school's work in this area 7 months salary = £25,561 TOTAL – £25,561	Develop and maintain formal partnerships with a minimum of five external agencies, community organisations, or local services that support learner wellbeing, independence, and future pathways. Provide a range of universal, whole school parent engagement events which are well attended. Work with current home support officer to establish a multi-agency referral and support pathway that enables timely access to targeted and specific services for pupils and families. Termly partnership reviews demonstrate positive impact on identified pupil and family outcomes
Equity Total: £132,269.00 Grant Total: £130,153.00						

Equity Activity	SDP link	Activity	Success Criteria	Timeline	Cost Breakdown	Developmental How does the activity enhance the capacity of the school Collaborative Nature of the collaboration and the benefits to the school Sustainable How will the activity be developed/ embedded?
Equity (3 - 5 year olds): £12,023						

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		Further develop and embed a Higher Level Teaching Assistant (HLTA) role to lead and support the implementation of Trauma Informed Schools methodology across the school, strengthening staff practice, learner wellbeing, and inclusion for all pupils. Lead: Anthony Rhys	The HLTA successfully undertakes recognised Trauma Informed Schools training and provides ongoing coaching and support to staff. Trauma Informed Schools principles are consistently evident in classroom practice, learning environments, and behaviour support approaches across all departments. Staff confidence and competence in applying trauma-informed strategies increases A targeted programme of support is established for vulnerable learners through N-Gage Monitoring activities demonstrate a reduction in incidents of dysregulated behaviour and an increase in positive learner engagement and participation. The HLTA contributes to the development of sustainable trauma-informed systems, resources, and professional learning opportunities across the school.	April 2026 - March 2027	Towards April 2026-March 2027 wages for Ruth Powell Sensory Specialist: £12,023 Total: £12,023	Raise levels of pupil engagement and interaction which will support progress in other areas of learning and experience. N-Gage Team to establish clear universal provision for the whole school Entry/Exit criteria developed for N-Gage for specific and targeted intervention linked to IDP which is additional to and different from universal provision TIS methodology cascaded throughout the school to improve classroom general practice MOTIONAL to be used as part of the schools formal assessment procedures to accurately assess and plan to improve pupil wellbeing

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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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