

Summary School Development Plan

April 2022 - July 2023



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

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

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School Development Plan and COVID-19

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

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

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

During March 2022 – July 2023 SDP cycle staff will continue to:

- ✓ Focus on pupils' health and wellbeing; alongside developing their resilience.
- ✓ Provide a wide range of opportunities to play, learn, socialise and interact with others, whilst being mindful of social distancing requirements.
- ✓ Use their specialist skills and knowledge to develop and implement learning experiences to support pupils' progress and their ability to achieve their next steps.
- ✓ Ensure all pupils have quality time and support to help them to re-adjust and re-build their confidence and motivation for learning again.

Underpinning all of the actions in our SDP are the key priorities outlined in the **National Mission** for schools in Wales:

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

The SDP cycle at Trinity Fields School and Resource Centre has been aligned to the financial planning of the school (April to March) for a number of years. This SDP takes account of the current findings from OECD, UNESCO and UNICEF relating to how schools should move forward in a period when some or all of our pupils may not access learning in its traditional sense and when some of our pupils for a variety of reasons may continue to work at home rather than in school.

Our communication with key stakeholders will continue to be very important. During these uncertain times, pupils and their families will need to access clear communication to ensure they understand the situation that is before us, and the strategies that we are putting in place to support their child's learning and wellbeing.

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

Planning for the future

Since September 2012, there continues to be a year on year growth in pupil numbers, when the number on roll was 123. Move to September 2022 and the number on roll is expected to be in the region of 220 and rising; with approximately 170 being on the main school site and the remaining pupils based in our five satellite classes, attached to mainstream schools. From September 2022, it is anticipated that a 3rd secondary satellite will open at Heolddu Comprehensive; additionally we are expecting the two SRBs at Pontllanfraith Primary School to become satellite classes.

The LA are fully aware of the ongoing pressures for places at Trinity Fields and to address this they have included Trinity Fields as one of the first projects to benefit from capitol investment as part of the Band B 21st Century Schools developments. The extension will cost in the region of £12 million. Sadly, in spring 2021, the council decided to place the extension on hold for the foreseeable future. The school is waiting for further updates about these developments.

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

Introduction

This school development plan (April 2022 – March 2023) will continue to build upon the many positive and outstanding features documented within our Estyn inspection report (**June 2019**), and in reports by external bodies such as:

- Inclusion Quality Mark (**April 2019**),
- National Quality Award for Healthy Schools re-accreditation (**December 2020**),
- Investors in Families Award (**July 2019**)
- MOVE (**December 2021**)
- Rights Respecting Schools Award (**January 2017**).

It will fully address the one Estyn recommendation through the five inspection area action plans. Our developments will be laid upon the foundation that,

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

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

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

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

This SDP will focus on our aims for continuing to improve learning and teaching, bringing together school, LA, EAS and national initiatives. It will capture the long-term goals for through which our aims, values and vision will be achieved. The SDP will also identify detailed areas for development and further improvement over the next SDP cycle (April 2022 - July 2023), along with outline targets for the 3-year period (currently 2022 - 2025).

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

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

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

- Education in Wales: our national mission (2017);
- Welsh Government: Operational guidance for schools and settings from the autumn term (2020)
- Curriculum for Wales (2019);
- Additional Learning Needs and Education Tribunal (Wales) Act (2018);
- Professional learning;
- Professional standards for teaching and leadership (2018);
- Professional standards for assisting teaching (2019);
- National Literacy and Numeracy Framework (2013);
- Schools as Learning Organisations (2018);
- Digital Competence Framework (2016);
- Narrowing the gap between poverty and pupils' attainment.

Key purposes of our April 2022 - July 2023 SDP

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

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

- long term vision achieved through short-term achievable goals;
- systematic approach and framework for the management of change; with specific work around Curriculum for Wales and the Additional Learning Needs and Education Tribunal (Wales) Act.

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

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

Structure of the April 2022 - July 2023 SDP

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

Inspection area 1: Learning

1.1 Standards and progress in learning and skills

Inspection area 2 Wellbeing and attitudes to learning

2.1 Wellbeing

2.2 Attitudes to learning

Inspection area 3 Teaching and learning experiences

3.1 The breadth, balance and appropriateness of the curriculum

3.2 Teaching and assessment

Inspection area 4: Care, support and guidance

4.1 Personal development

4.2 Safeguarding

Inspection area 5: Leadership and management

5.1 Quality and effectiveness of leaders and managers

5.2 Self-evaluation processes and improvement planning

5.3 Professional learning

Reviewing progress of the 2020 - 2022 SDP targets

The Welsh Government issued guidance (**Guidance document no: 155/2014**) relating to the purpose and content of SDPs, as well as outlining relevant roles and responsibilities. Our comprehensive reviewing and planning processes for self-improvement are well established and rigorous and are fully compliant with all relevant guidance.

Our SDP action plans are developed through a process of continuous, robust and honest self-evaluation, where the views of as many key stakeholders as possible are sought. Self-evaluation allows us to reflect upon our performance and use this information as a basis for sustainable improvement. Self-evaluation and improvement planning are central to supporting improvement in pupil, whole school and professional learning outcomes. Our well-established processes allow us to assess all aspects of our performance by identifying:

- How well we are performing;

- Areas of strength and practice worth sharing;
- What we need to improve;
- What actions to take to make those improvements.

Throughout the SDP year (April - March) we continually assess our progress against the SDP targets using well-established monitoring and self-evaluation arrangements. In addition to identifying and addressing our development needs these arrangements also allow us to identify strengths, building on these and celebrating and sharing best practice, both within school and more widely with other schools across the sector.

To ensure progress towards the targets is systematically monitored and challenged by the governing body the termly headteacher reports contain accurate details of the school's progress towards the SDP targets. All targets have timescales, resources and the lead person(s) are identified, as well as details the impact will have upon pupils' learning. We have adopted a RAG rating approach, allowing staff/governors to quickly monitor and challenge progress towards the agreed targets. Through these arrangements, staff/governors effectively hold the school and the headteacher to account. Detailed information of the progress towards the SDP's previous targets will be found in the headteacher's termly reports to governors.

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

Key objectives

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

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

KEY OBJECTIVE 1

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

KEY OBJECTIVE 2

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

KEY OBJECTIVE 3

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

KEY OBJECTIVE 4

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

KEY OBJECTIVE 5

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



Vision Statement

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

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

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

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

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

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

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

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

School Organisational Plan

Headteacher

Ian Elliott MBE

Deputy Headteacher

Tracey McGuirk

**Assistant
Headteacher**

Leanne Boardman

**Assistant
Headteacher**

Christine Thomas

**Assistant
Headteacher (CASS)**

Michelle Fitton

TLR2

(Foundation phase, 3-7)

**Lucy
Crimmins**

TLR2

(School curriculum, 8-13)

**Kate
Thomas**

TLR2

(14-19 learning pathways)

**Carol
Wheelwright**

TLR2

Cluster/school
professional learning lead

**Anthony
Rhys**

TLR3 (Total Communication)

Laura Thorpe

TLR3 (ALNET)

Hannah Pearse

Class/subject specialist teachers

Specialist teaching assistants

Teaching assistants

Midday supervisory assistants

School Business Manager

Deborah Keenor

Site staff

Dave Chard Stephen Cross

Admin Assistant Cath Farmer	Receptionist Branwen Thomas	IT Technician Matthew Gurmin	Admin Assistant Aimi Day	Finance Assistant Leanne Gibbs	Projects Assistant Angela Williams
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Senior leadership roles and responsibilities

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

Cluster and school professional learning lead: Anthony Rhys

<ul style="list-style-type: none"> • School based professional learning lead (PLL) • Regional PLL for special schools and PRUs • Support the National Mission and new curriculum and assessment requirements • Development of a fully inclusive professional learning (PL) strategy, linked to curriculum reform • Ensure access to PL opportunities for staff on an individual and whole school basis • Lead for digital competence 	<ul style="list-style-type: none"> • Track the impact and engagement of PL • Host PL events as a school and regionally • Ensure school learning environment is conducive to promote effective PL • Development of school systems to support staff understanding about how best to record their own PL journey • Ensure that all Welsh Government grant conditions are met and funds are utilised to develop and deliver professional learning to realise the new curriculum 	<ul style="list-style-type: none"> • Manage arrangements to ensure robust links with the professional teaching and leadership standards as part of longer term individual learning journey. • Take a leadership role within the performance management arrangements of the school. • Collaborate with colleagues to support PL for curriculum and ALN reform across the cluster
Team leader: department 1 Lucy Crimmins	Team leader: department 2 Kate Thomas	Team leader: 14-19 learning pathways Carol Wheelwright
Strategic lead (whole school)		
<ul style="list-style-type: none"> • Assessment for Learning • Numeracy 	<ul style="list-style-type: none"> • RE and collective worship • ECO schools 	<ul style="list-style-type: none"> • Accreditation and moderation • Post school transition
Departmental responsibilities		
<ul style="list-style-type: none"> • Curriculum, assessment and standards • LNF and digital competence • Management of FP budget • Management of resources (staff and resources), shared responsibility with SLT • Partnerships: parents, local authority, governors, local community etc. • Performance management team leader • Records of Achievement • Self-evaluation and improvement planning • Staff induction and development, including coaching and mentoring support to new staff, shared with SLT • Standards: outcomes and provision, shared responsibility with SLT • Transition • Wellbeing: pupils and staff 	<ul style="list-style-type: none"> • Curriculum, assessment and standards • LNF and digital competence • Management of ICT and 8-13 budgets • Management of resources (staff and resources), shared responsibility with SLT • Partnerships: parents, local authority, governors, local community etc. • Performance management team leader • Records of Achievement • Self-evaluation and improvement planning • Staff induction and development, including coaching and mentoring support to new staff, shared with SLT • Standards: outcomes and provision, shared responsibility with SLT • Transition • Wellbeing: pupils and staff 	<ul style="list-style-type: none"> • Curriculum, assessment and standards • LNF and digital competence • Management of 14-19 LP budget • Management of resources (staff and resources), shared responsibility with SLT • Partnerships: Careers Wales, local FE colleges, businesses etc. • Performance management team leader • Records of Achievement and Progress Files • Self-evaluation and improvement planning • Staff induction and development, including coaching and mentoring support to new staff, shared with SLT • Standards: outcomes and provision, shared responsibility with SLT • Transition • Wellbeing: pupils and staff

Whole school maintenance targets: April 2022 - July 2023

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

Assessment

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

Routes for Learning (RfL)

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

ASDAN

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

Duke of Edinburgh Award

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

AQA

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

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

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

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

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

Other

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

Summary SDP targets: April 2022 - July 2023

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

Estyn recommendation

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

Priority targets

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

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

Estyn recommendation

- No Estyn recommendation linked to this inspection area.

Priority targets

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

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

Estyn recommendation

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

Priority targets

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

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

Estyn recommendation

- No Estyn recommendation linked to this inspection area.

Priority targets

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

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

Estyn recommendation

- No Estyn recommendation linked to this inspection area.

Priority targets

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

School development plan priorities: 2022 - 2025 overview

April 2022 - July 2023	July 2023 - March 2024	April 2024 - March 2025
<p>Inspection area 1: Learning</p> <ul style="list-style-type: none"> Develop further the school's strategies to meet the needs of pupils as it implements the Curriculum for Wales (Estyn recommendation). Ensure all pupils make progress in line with their individual needs and abilities, including full access to our wide range of accredited programmes (ASDAN, DofE, AQA, work experience etc.) for pupils in the 14-19 learning pathways classes. <p>Inspection area 2: Wellbeing and attitudes to learning</p> <ul style="list-style-type: none"> Whole school and departmental training (Thrive, ELSA, TIS, outdoor learning etc.) to support pupils' health and wellbeing. <p>Inspection area 3: Teaching and learning experiences</p> <ul style="list-style-type: none"> Further develop strategies and resources to support full implementation of CfW. Re-open specialist rooms (sensory, rebound, soft play etc.) when COVID allows. Extend provision for Lifeskills/community learning (COVID permitting). <p>Inspection area 4: Care, support and guidance</p> <ul style="list-style-type: none"> Embed MOVE programme in relevant classes; work towards Gold Award. Upgrade calming rooms and remaining outdoor areas. Full implementation of PIVATS 5 to track pupil progress. <p>Inspection area 5: Leadership and management</p> <ul style="list-style-type: none"> Enhance links with satellite classes. Review current SLT to ensure it meets the demands of increasing numbers and complexity of pupils. Work with LA officers to implement ALNET, including staff access to specialist training and support. 	<p>Inspection area 1: Learning</p> <ul style="list-style-type: none"> Develop further the school's strategies to meet the needs of pupils as it implements the Curriculum for Wales (Estyn recommendation). <p>Inspection area 2: Wellbeing and attitudes to learning</p> <ul style="list-style-type: none"> Pupil centred planning and pupil leadership roles across all areas of our work; linking with CfW and ALNET. <p>Inspection area 3: Teaching and learning experiences</p> <ul style="list-style-type: none"> Refine and update all planning/learning experiences to take account of previous learning, linked to CfW and ALNET. <p>Inspection area 4: Care, support and guidance</p> <ul style="list-style-type: none"> Review and refine assessment of and for learning, making effective links to CfW and ALNET. Review health provision with nurses, physios, OTs and SaLT. <p>Inspection area 5: Leadership and management</p> <ul style="list-style-type: none"> Embed new leadership structure. Review and update partnership agreements with schools hosting satellite class. Review funding matrix in partnership with LA to ensure it continues to be "fit for purpose". <div data-bbox="943 1214 2125 1437" style="border: 1px solid black; padding: 5px;"> <p>Other SDP targets will be based upon information gained from the following sources:</p> <ul style="list-style-type: none"> Ongoing whole school self-evaluation processes; Local and national priorities relating to CfW; ALNET Act; LA's hub and spoke developments; Education in Wales: Our National Mission (2017). </div>	<p>Inspection area 1: Learning</p> <ul style="list-style-type: none"> Develop further the school's strategies to meet the needs of pupils as it implements the Curriculum for Wales (Estyn recommendation). <p>Inspection area 2: Wellbeing and attitudes to learning</p> <ul style="list-style-type: none"> Review and update strategies to support pupils' health, wellbeing and confidence. <p>Inspection area 3: Teaching and learning experiences</p> <ul style="list-style-type: none"> Refine pedagogy to ensure staff have the skills to support pupils' increasingly complex needs and the demands of CfW and ALNET. <p>Inspection area 4: Care, support and guidance</p> <ul style="list-style-type: none"> Review approaches to supporting pupils' rights and values through whole school RRSA approaches. <p>Inspection area 5: Leadership and management</p> <ul style="list-style-type: none"> SDP targets based upon the information gained from whole school self-evaluation processes. Consult with stakeholders re: SDP outline priorities for 2025 - 2028 and detailed priorities for 2025 - 2026.

Department 1: Development Plan (April 2022 - July 2023)

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

Department 2: Development Plan (April 2022 - July 2023)

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

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

Priority Targets	Impact on pupils' learning	Who	When	Approx. cost
Embed a programme of RSE in all classes using approved resources developed to meet the needs and abilities of the pupils.	<ul style="list-style-type: none"> Pupils engage in a holistic programme of Relationships and Sexuality Education. Pupil's self-esteem and self-confidence boosted. All pupils have the opportunity to gain knowledge, skills and attitudes they need to succeed in life and make appropriate choices. Pupils benefit from our commitment to continuous quality improvement to meet with the Welsh Government's requirements that are set out in the Curriculum for Wales. 	TLR 14-19 Teachers	Ongoing	2 days cover for 1 teacher to develop bank of resources
Develop the role of the work experience coordinator to maximise the opportunities for pupils to engage with work related experiences.	<ul style="list-style-type: none"> Pupils make effective career/learning choices. Pupils become increasingly motivated, set long-term goals and overcome barriers. Pupils prepared for the challenges, choices and responsibilities of work and adult life. 	TLR 14-19 Teachers Work Experience Coordinator	Ongoing	PDG funding
Develop curriculum resources and learning activities for the ASDAN Transforming Aspirations programme to ensure the consistency of delivery and assessment evidence.	<ul style="list-style-type: none"> All pupils benefit from a wide range of opportunities and learning experiences. Pupils access high quality provision. All pupils have the opportunity to experience differentiated learning experiences appropriate to their level of need/ability and learning preference. Pupils have access to accredited programmes that encourage, engage and motivate learners commensurate with their needs and abilities. Pupils access learning opportunities that promote active and experiential learning. 	TLR 14-19 Teachers SLT	By Spring 2022	Centre and pupil registration fees.
Extend and enhance opportunities for pupils to access Caffi Oren.	<ul style="list-style-type: none"> Pupils have access to a safe and supported environment in which to learn and develop work related skills. Pupils access to relevant qualifications and accreditation together with systems for recognising and recording learning and achievement. Pupils become more independent and develop life skills that enhances their self-esteem. Pupils developed work-related skills and knowledge. 	TLR 14-19 Teachers SLT	Ongoing	Caffi Oren budget

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

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

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

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

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

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

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

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

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

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



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

Priority Targets April 2022 – July 2023	Impact on pupils' learning	Who	When	Budget
To continue to embed changes in line with the ALNET (Wales) Act.	<ul style="list-style-type: none"> • Pupil's individual performance is tracked to ensure they make progress commensurate with their learning needs and abilities. • Pupils, where possible, take increased ownership of their learning, achieve targets and set future targets, • Pupils to be more confident in making choices for their future. • Commitment to continuous quality improvement within Trinity Fields to meet with the Welsh Government's requirements that are set out in the ALNET (Wales) Act. 	Teachers TAs TLR ALN SLT	Ongoing in line with national timescales	School budget
Develop further the school's strategies to meet the needs of pupils as it implements the ALNET (Wales) Act.	<ul style="list-style-type: none"> • Pupils to be more confident in making choices for their future. • Pupil voice is promoted at all levels with those with complex needs using a range of technologies. • Pupils are prepared for changes in their future (i.e. transitions within school and beyond) • Pupils have access to staff who are more confident and have an in depth knowledge of the ALN ET (Wales) Act. • Pupils have access to a wide range of resources and a creative approach to learning. • Pupils benefit from increased communication and collaboration between local education providers. 	Teachers TLR ALN SLT	Ongoing	School budget
Continue to liaise closely with parents and carers during the ALN transformation period.	<ul style="list-style-type: none"> • Increased communication and confidence through developing relationships between home and school. • Individual needs better met with close collaboration between home and school • Pupils and their families feel supported and confident in making important decisions. 	Teachers TLR ALN SLT	Ongoing	School budget EIG
Work collaboratively with other agencies, professionals and special schools to review approaches linked to the "ALNET (Wales) Act.	<ul style="list-style-type: none"> • Pupils have access to support from a range of outside agencies to support their learning and wellbeing. • Pupils work with highly qualified, skilled and motivated staff, focussing on personalised learning in order to improve outcomes. • Pupils benefit from collaboration within and across schools. 	Teacher TLR ALN SLT	Ongoing	School budget EIG



Curriculum for Wales Development Plan

Priority Targets April 2022 – July 2023	Impact on pupils' learning	Who	When	Approx. cost
Arrange INSET day for Areas of Learning and Experience groups to: <ul style="list-style-type: none"> • Revisit What Matters Statements. • Revisit Principles of Progression. • Record progress and good practice so far and share with staff. • Write action plan for September 2022 and beyond. 	<ul style="list-style-type: none"> • All pupils access a curriculum that meets their individual needs, allowing them to develop as ambitious, enterprising, ethical and healthy learners. • Pupils make progress commensurate with their abilities, needs and ages. • Pupils access Curriculum for Wales from September 2022 onwards. • Pupils' curriculum offer enhanced. • Pupils access good coverage of each Area of Learning and Experience throughout their time at Trinity Fields. • Pupils develop cross-curricular and transferable skills. 	AoLE Leads All school staff	25 th April 2022	None
Provide further support for cross-cutting skills and cross-curricular themes: <ul style="list-style-type: none"> • How best to embed these in day-to-day teaching and learning led by CfW Lead. • AoLE Leads to discuss embedding these into their AoLE teaching and learning. 	<ul style="list-style-type: none"> • Pupils access learning opportunities that promote active and experiential learning. • All pupils have the opportunity to experience differentiated learning experiences appropriate to their level of need/ability and learning preference. • All pupils benefit from a wide range of opportunities and learning experiences. 	All Staff	INSET 27 th September 2022	None
Assess Curriculum for Wales delivery in Autumn Term 2022. Provide class teams with time to report to AoLE Leads on how they are meeting the Four Purposes and What Matters Statements.	<ul style="list-style-type: none"> • All pupils access high quality provision that supports the Four Purposes of the Curriculum for Wales. • Pupils access programmes that encourage, engage and motivate them that are commensurate with their needs and abilities. • All pupils have the opportunity to experience differentiated learning experiences appropriate to their level of need/ability and learning preference. 	AoLE Leads Teachers	Teachers Meeting: Autumn Term 2022	None
Curriculum for Wales review: <ul style="list-style-type: none"> • CfW Lead to collect evidence of curriculum delivery throughout school. • CfW Lead to meet with AoLE Leads and review progress so far. • Feedback this to SLT and teachers and review curriculum delivery. 	<ul style="list-style-type: none"> • All pupils access high quality provision that supports the Four Purposes of the Curriculum for Wales. • Pupils access to programmes that encourage, engage and motivate learners commensurate with their needs and abilities. • All pupils have the opportunity to experience differentiated learning experiences appropriate to their level of need/ability and learning preference. 	AoLE Leads Teachers SLT	AoLE Leads meeting: Spring Term 2023.	2 days cover for CfW Lead. 6 days cover for AoLE Leads to meet.

Professional learning (PL) and developing the school as a learning organisation (SLO)

Our well established planning and reviewing processes ensure all staff access the training they need to effectively undertake their full range of roles and responsibilities. These processes take account of WG's "Education in Wales: Our national mission. Research informs us that excellent teaching and leadership has an extremely powerful impact on raising pupil outcomes. The evidence also tells us that teaching and leadership practice can be significantly improved if practitioners are given the opportunity to engage, both individually and collectively in career long reflection that supports the development of their practice through evidence based professional learning activities.

Our approach to staff development provides all staff with a structured entitlement to access the very best professional learning opportunities to develop their practice. These opportunities will enable them to develop their practice in the most effective and valued ways.

Education practitioners will be encouraged to use these valuable opportunities to reflect and develop their own professional practice, as well as sharing this practice and contributing to the professional development of others.

Opportunities for professional learning will continue to have a whole school/personal development focus during 2020 - 2021. We will utilise all available funding from WG to support whole school and individual staff development; all staff, irrespective of their roles and responsibilities will have access to the relevant training and support to enable them to undertake their various roles effectively and efficiently.

Education Improvement and Professional Learning Grants will support the following areas of work:

- Curriculum and assessment developments across all phases as part of the "Curriculum for Wales" agenda
- Additional Learning Needs and Education Tribunal Act
- Further development of the LNF and DCF
- Enhancing leadership at all levels
- Pupil participation and pupil centred planning
- Health and safety
- Behaviour management, including behaviour for learning, Team Teach, Behaviour Watch etc.
- Developing specialist pedagogy: teaching and learning styles, specialist ALN, total communication approach, SWASSH Graduate Diploma (Year 2)
- Standardisation and moderation of pupils' work
- Developing excellence in teaching and learning
- Assessment for Learning (AfL)

Pupil Development Grant (PDG) will support the following areas of work:

- Improving pupil outcomes in literacy/numeracy/digital competence (Welsh Government [WG] priority).
- Improving pupil outcomes in communication, engagement, independence and PSD through Thrive, BOTI, ELSA and TIS.
- Reducing the impact of poverty (WG priority).
- Developing bespoke provision for pupils with very complex learning and behavioural needs: rebound therapy, music therapy, "Better out than in" (BOTI) etc.
- Work experience and job coaching for 14-19 LP pupils.
- Enhancing family engagement.

Whole school staff professional learning days September 2022 – July 2023

Date	Training	Participants
Friday 2 nd September 2022	<p style="text-align: center;">Converted into 3 twilight sessions:</p> <p>Monday 12th September 2022 (Staff updates/safeguarding/vision/aims/values) Tuesday 20th September 2022 (Departmental developments) Tuesday 27th September 2022 (Departmental developments)</p>	All class based staff
Monday 5 th September 2022	<p style="text-align: center;">Team Teach update training</p> <p style="text-align: center;">MOVE training</p>	<p style="text-align: center;">Targeted staff</p> <p style="text-align: center;">Targeted staff</p>
Tuesday 6 th September 2022	<p style="text-align: center;">Team Teach update training</p> <p style="text-align: center;">MOVE training</p>	<p style="text-align: center;">Targeted staff</p> <p style="text-align: center;">Targeted staff</p>
Monday 7 th November 2022	Curriculum for Wales and ALN updates	All class based staff
Monday 17 th April 2023	Curriculum for Wales and ALN updates	All class based staff
Monday 5 th June 2023	<p style="text-align: center;">Transition</p> <p style="text-align: center;">Transferring pupils' files, assessment data, etc. to the next class in preparation for the Autumn 2023 term.</p>	All class based staff

Glossary of terms used

You will find below a helpful and ever increasing glossary of the terms and abbreviations used within education. We have also developed a Parent/Carer Guide to “School Jargon”.

14-19 LP: 14-19 learning pathways

ACE: Adverse childhood experience

AfL: Assessment for learning

AHT: Assistant Headteacher

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

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

AoLE: Area of learning and experience (Curriculum for Wales, Professor Graham Donaldson)

ARR: Assessment, recording and reporting

ASD: Autistic spectrum disorder

ASDAN: Award scheme development and accreditation network

BOTI: Better out than in

BW: Behaviour Watch

CASS: Caerphilly Autistic Spectrum Service

CBT: Cognitive Behaviour Therapy

CCBC: Caerphilly County Borough Council

CfW: Curriculum for Wales

CIF: Common inspection framework

CPD: Continuing professional development

DCF: Digital competence framework

DHT: Deputy Headteacher

DofE: Duke of Edinburgh Award

EAS: Education and achievement service (consortium)

EIG: Education Improvement Grant

ELSA: Emotional literacy support assistant

ETLF: Excellence in Teaching and Leadership Framework

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

EYPDG: Early Years Pupil Development Grant

FP: Foundation phase (3-7 year olds)

FSM: Free school meals

GB: Governing body

H&S: Health and safety

HT: Headteacher

IA: Inspection area (Estyn)

IBP: Individual behaviour plan

ICT: Information communications technology

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

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

KS: Key stage

L&T: Learning and teaching

LA: local authority

LAC: Looked after children

LLC: Language, literacy and communication

LNf: Literacy and numeracy framework

MER: Monitoring, evaluating and reviewing

MFL: Modern foreign language

MiDAS: Minibus Driver Awareness Scheme

NAS: National Autistic Society

NQT: Newly qualified teacher

PCP: Person centred planning

PDA: Pathological demand avoidance

PDG: Pupil Development Grant (previously Pupil Deprivation Grant)

PE: Physical education

PECS: Picture Exchange Communication System

PHP: Positive behaviour plan

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

PL: Professional learning

PM: Performance management

PMLD: Profound and multiple learning difficulties

POPAT: Programme of Phoneme Awareness Training

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

PSD: Personal and social development

PTA: Parent Teacher Association

RAG: Red, amber, green

RE: Religious education

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

RRS: Rights Respecting School

SDP: school development plan

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

SLD: Severe learning difficulties

SLO: Schools as learning organisations

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

SRB: Specialist resource base

SWASSH: South Wales Association of Special School Headteachers

TA: Teaching assistant

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

TIS: Trauma Informed School

TLR: Teaching and learning responsibility

TT: Team Teach

UNCRC: United Nations Convention on the Rights of the Child

WG: Welsh Government