

# Summary School Development Plan

September 2020 - March 2022



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

## School Development Plan and Covid-19

The Covid-19 pandemic has disrupted education around the world. As the first wave of this pandemic passes, planning is now taking place on 2 broad timescales: the short-term challenges associated with the reopening of schools (from June 29<sup>th</sup> 2020) and the challenges that schools will face over the next 18 - 24 months as we continue to work with our school team and other partners to build resilience, adaptability and new ways of working which will need to be in place for the foreseeable future.

Without question the last few months have seen staff at Trinity Fields 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 didn't know what to do! Dr Simon Breakspear refers to this as the capacity of leaders

**'to know what to do when you don't 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 considering what the next steps should be, whilst organising, renewing and adapting approaches as the situation changes. Sustaining education, whilst being open as a hub for pupils with additional learning needs (ALN) from across the County Borough during the pandemic has been a huge challenge for all members of school team.

As we begin to move forward into the autumn term (2020) we will begin to focus on preparing our pupils as best we can to be ready to learn, preparing them and their families for what might be a sustained period of **"blended learning"**; this is a combination of face to face learning (in school) and remote learning (at home). Currently a small team of staff (teachers and TAs) are looking at our whole school approaches to "blended learning". This new area of our work will be incorporated as a priority within this updated SDP. Staff will of course continue to focus on helping pupils make progress and identify their next steps in learning.

### **During the autumn (2020) and spring terms (2021) staff will:**

- ✓ Have an increased focus on pupils' wellbeing, play and outdoor learning.
- ✓ Ensure all pupils are given opportunities to play and socialise both through structured activities and unstructured breaks, whilst being mindful of social distancing requirements.
- ✓ Develop opportunities where learning experiences are developed in response to pupils' individual abilities and needs.
- ✓ Continue to use their specialist skills and knowledge to design 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.
- ✓ Have an understanding that all pupils should not expect or experience 2 parallel curriculums. Staff will need to consider how learning remotely (that is, away from school) compliments contact teaching time in the classroom.

All of the actions in this updated (summer 2020) SDP are underpinned by 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.

At the onset of the pandemic staff were required to respond quickly and show great adaptability in developing distance learning approaches. Even now as we hear the first wave has passed it remains difficult to be able to predict just how long the disruption will continue. However, with time and more scientific information becoming available it is clear that schools will need to strategically plan for continued disruption caused by Covid-19. The OECD states that “Disruption is the new normal, at least for the next 18 months”.

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. However, with the closure of schools across Wales due to Covid-19 many of the actions in the SDP (April 2019 - March 2020) have yet to start.

In discussion with the Chair of Governors, full governing body and senior leaders it has been agreed that this SDP will run from **September 2020 – March 2022**. In order to ensure the plan reflects both local and national developments it will be reviewed towards the end of March 2021 and adjustments made for the period April 2021 – March 2022.

This SDP has been amended in line with 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 as we move forward together will become even more critical. 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.

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

## **Trinity Fields’ Blended Learning**

In line with guidance from Welsh Government we have developed a range of strategies to support pupils’ health, wellbeing and learning that will include a “blend of in school and out of school” learning.

Although Trinity Fields is currently open to all pupils this plan is based upon WG guidance which states:

**“practitioners will be operating in a very different context. This will continue for the foreseeable future; combining a combination of face to face learning with remote learning”.**

These blended learning approaches will ensure minimal negative impact upon pupils’ learning. A blended learning virtual group will continue to meet and refine blended learning practice at Trinity Fields.

## **Maintaining effective contact with pupils and parents/carers**

Staff will keep in regular contact with parents/carers using telephone calls, text messages, "Seesaw" or through pupil Hwb emails. All pupils have now been provided with their Hwb account details and the majority of parents/carers are logged into "Seesaw". We have produced a parent/carer guide to blended learning, as well as an easy guide to accessing "Seesaw".

## **Distance Learning**

The "Seesaw" App will be used as the key tool to maintain effective 2-way communication with parents/carers as it enables all teachers/TAs to send pupils and their parents/carers appropriate learning experiences through guides, photographs, instructional videos, worksheets and links to websites. Teachers can also supplement this using Google Classrooms, Teams and Loom to support individual home school learning.

In some cases, live online sessions will be delivered by class teams based in school. 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.

## **Resources**

To facilitate effective blended learning individual laptops for every teacher have been ordered and are expected to be ready in November. A bank of 16 laptops and 6 iPads will also be available for home loan if pupils do not have home access to appropriate digital resources.

We have also received a grant to provide specialist equipment and resources for our pupils with more complex needs. These include: prepared home learning packs for multi-sensory stories, Positive Eye and Touchtrust; as well as additional resources to support Attention Autism.

## **Trinity Fields: planning for the future**

There has been a year on year growth in pupil numbers since September 2012 when the number on roll was 123. Move to September 2020 and the number on roll is 184; with 152 pupils being based at the main school site and 32 pupils being based within our satellite classes in mainstream schools.

The LA and the council 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 1<sup>st</sup> projects to benefit from capitol investment as part of the Band B 21<sup>st</sup> Century Schools developments. The extension will cost in the region of £12 million.

Formal consultation began in September (2020) and concludes towards the end of October (2020) with a formal report then being presented to CCBC's Cabinet. It is anticipated, that in the absence of any significant barriers contractors will begin their work at the start of the autumn 2021 term; with occupancy from autumn 2023.

Whilst this is a hugely exciting project for all those connected with Trinity Fields it does mean that much of our work over the coming 3 years will be focussed on these new developments, not forgetting Curriculum for Wales and the ALN and ET (Wales) Act!

## Introduction

This summary school development plan (SDP: September 2020 – March 2022) will continue to build upon the many positive and outstanding features documented within our Estyn inspection report (**August 2019**), our annual school categorisation report (**November 2019**) and in reports by external bodies such as Inclusion Quality Mark (**April 2019**), National Quality Award for Healthy Schools (**March 2018**), Investors in Families Award (**July 2019**) and Rights Respecting Schools Award (**January 2017**). It will also ensure that our inspection report's 1 recommendation and any areas identified for development within the annual national categorisation report are fully addressed through the 5 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”.**

Our National Categorisation Report (**autumn 2019**) further states that,

**“The senior leadership team continue to provide very strong leadership through well-established whole school processes. Collectively they have worked together with staff, governors, parents/carers and pupils to establish a clear vision that is well communicated and “lived” by the whole school community”.**

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.

Our September 2020 – March 2021 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 (September 2020 – March 2022), along with outline targets for the 3-year period (currently 2018 - 2021).

The detailed annual priorities for September 2020 – March 2022 have been determined by our well-established, comprehensive, collaborative and on-going processes of whole school self-evaluation; 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 which 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 September 2020 – March 2022 SDP**

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

- clear strategy for school improvement and staff development that address the 1 recommendation from our last Estyn inspection report (2019), the findings from our annual self-evaluation processes, along with recommendations arising from our annual national categorisation visit (autumn 2019);
- framework for ongoing review and self-evaluation;
- clear, shared structure for pupils, staff, governors, parents/carers, LA, community etc.;
- long term vision turned into short-term achievable goals;
- systematic approach and framework for the management of change.

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 improving 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.

# School Organisational Plan

**Headteacher**

**Ian Elliott MBE**

**Deputy Headteacher**

**Tracey McGuirk**

**Assistant  
Headteacher**

**Leanne Boardman**

**Assistant  
Headteacher**

**Christine Thomas**

**Assistant  
Headteacher (CASS)**

**Michelle Fitton**

**TLR**

(Foundation phase, 3-7)

**Lucy  
Crimmins**

**TLR**

(School curriculum, 8-13)

**Kate  
Thomas**

**TLR**

(14-19 learning pathways)

**Carol  
Wheelwright**

**TLR**

Cluster/school  
professional learning lead

**Anthony  
Rhys**

**TLR3 (Health and wellbeing)**

**Katie Rupnik**

**TLR3 (hub and spoke)**

**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**

**Ami Day**

**Finance  
Assistant**

**Leanne  
Gibbs**

**Projects  
Assistant**

**Angela  
Williams**

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

**Cluster and school professional learning lead: Anthony Rhys**

<ul style="list-style-type: none"> <li>School based professional learning lead (PLL)</li> <li>Regional PLL for special schools and PRUs</li> <li>Support the National Mission and new curriculum and assessment requirements</li> <li>Development of a fully inclusive professional learning (PL) strategy, linked to curriculum reform</li> <li>Ensure access to PL opportunities for staff on an individual and whole school basis</li> <li>Lead for digital competence</li> </ul>	<ul style="list-style-type: none"> <li>Track the impact and engagement of PL</li> <li>Host PL events as a school and regionally</li> <li>Ensure school learning environment is conducive to promote effective PL</li> <li>Development of school systems to support staff understanding about how best to record their own PL journey</li> <li>Ensure that all Welsh Government grant conditions are met and funds are utilised to develop and deliver professional learning to realise the new curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Manage arrangements to ensure robust links with the professional teaching and leadership standards as part of longer term individual learning journey.</li> <li>Take a leadership role within the performance management arrangements of the school.</li> <li>Collaborate with colleagues to support PL for curriculum and ALN reform across the cluster</li> </ul>
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<b>Team leader: foundation phase (3-7) Lucy Crimmins</b>	<b>Team leader: school curriculum (8-13) Kate Thomas</b>	<b>Team leader: 14-19 learning pathways Carol Wheelwright</b>
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**Strategic lead (whole school)**

<ul style="list-style-type: none"> <li>Assessment for Learning</li> <li>Numeracy</li> </ul>	<ul style="list-style-type: none"> <li>RE and collective worship</li> <li>ECO schools</li> </ul>	<ul style="list-style-type: none"> <li>Accreditation and moderation</li> <li>Post school transition</li> </ul>
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**Departmental responsibilities**

<ul style="list-style-type: none"> <li>Curriculum, assessment and standards</li> <li>LNF and digital competence</li> <li>Management of FP budget</li> <li>Management of resources (staff and resources), shared responsibility with SLT</li> <li>Partnerships: parents, local authority, governors, local community etc.</li> <li>Performance management team leader</li> <li>Records of Achievement</li> <li>Self-evaluation and improvement planning</li> <li>Staff induction and development, including coaching and mentoring support to new staff, shared with SLT</li> <li>Standards: outcomes and provision, shared responsibility with SLT</li> <li>Transition</li> <li>Wellbeing: pupils and staff</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum, assessment and standards</li> <li>LNF and digital competence</li> <li>Management of ICT and 8-13 budgets</li> <li>Management of resources (staff and resources), shared responsibility with SLT</li> <li>Partnerships: parents, local authority, governors, local community etc.</li> <li>Performance management team leader</li> <li>Records of Achievement</li> <li>Self-evaluation and improvement planning</li> <li>Staff induction and development, including coaching and mentoring support to new staff, shared with SLT</li> <li>Standards: outcomes and provision, shared responsibility with SLT</li> <li>Transition</li> <li>Wellbeing: pupils and staff</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum, assessment and standards</li> <li>LNF and digital competence</li> <li>Management of 14-19 LP budget</li> <li>Management of resources (staff and resources), shared responsibility with SLT</li> <li>Partnerships: Careers Wales, local FE colleges, businesses etc.</li> <li>Performance management team leader</li> <li>Records of Achievement and Progress Files</li> <li>Self-evaluation and improvement planning</li> <li>Staff induction and development, including coaching and mentoring support to new staff, shared with SLT</li> <li>Standards: outcomes and provision, shared responsibility with SLT</li> <li>Transition</li> <li>Wellbeing: pupils and staff</li> </ul>
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## Whole school maintenance targets: September 2020 – March 2022

### Inspection area 1: standards (standards and progress overall, standards and progress of specific groups, standards and progress in 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 (wherever possible) and make progress commensurate with their age, ability and needs.
3. Re-assess, analyse and moderate all pupils' assessment scores. Use this information together with PIVATS "value added" data to set new pupil level targets (**summer 2021**).
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 2021**).

#### Duke of Edinburgh Award

1. All pupils entered for the Duke of Edinburgh award achieve their accreditation (**July 2021**).

#### AQA

1. All pupils entered for AQA accreditation successfully achieve their accreditation (**July 2021**).
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. Develop satellite classes at Ty Isaf Infants School, Deri Primary School and a 2<sup>nd</sup> satellite class at St. Cenydd Community 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 (quality of teaching, breadth, balance and appropriateness of the curriculum, provision for skills)

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 committee towards 3rd Green Flag.
2. Maintain IQM Flagship status (QA visit: TBC).
3. To successfully achieve the Gold Vision Friendly Mark (**By February 2021**).
4. Offer a range of training to support families in line with our liF Diamond Award status.

## Summary SDP targets: September 2020 – March 2022

**Inspection area 1: Standards** (standards and progress overall, standards and progress of specific groups, standards and progress in skills)

### Estyn recommendation

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

### Priority targets

1. Develop a range of inclusive strategies to support (wherever possible) pupils reflecting on their work and planning their next steps (in line with their ages, abilities and needs).
2. Enhance accuracy of assessment and moderation of pupils' work by training 2 senior staff as lead practitioners in the SWASSH moderation process.

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

### Estyn recommendation

- No Estyn recommendation linked to this inspection area.

### Priority targets

1. Work with all pupils to seek their views on the new £13M extension and new playground developments.
2. Support pupils' physical, emotional, social and mental wellbeing through a range of targeted approaches (including Thrive, ELSA, outdoor learning, TIS, sensory circuits, daily mile etc.).
3. Ensure identified pupils have access to more specialist approaches to support their physical and mental wellbeing following school closure (CAMHS, CALDs, dietician, school based counselling etc.).

**Inspection area 3: Teaching and learning experiences** (quality of teaching, breadth, balance and appropriateness of the curriculum, provision for skills)

### Estyn recommendation

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

### Priority targets

1. Embed the 4 core purposes of the Curriculum for Wales into all class/individual planning to ensure learning experiences reflect the core purposes and pupils' individual needs.
2. Further develop the role of job/work experience coach to support pupils' independence and work-related skills (including transition to post-school provision, travel training etc.).
3. Extend the use of Teach Meet sessions to share effective practice across the school (including: Curriculum for Wales, ALN and ET (Wales) Act, SLO, professional standards etc.).

## **Inspection area 4: Care, support and guidance** (tracking, monitoring and the provision of learning support, personal development, safeguarding)

### **Estyn recommendation**

➤ No Estyn recommendation linked to this inspection area.

### **Priority targets**

1. Work with all stakeholders to enhance transition arrangements for pupils and their families. Further develop the bespoke strategies that were developed and implemented as a result of school closures due to Covid-19.
2. Work with EAS special school cluster to evaluate pupil tracking/monitoring approaches across the region in line with the Curriculum for Wales.

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

### **Estyn recommendation**

➤ No Estyn recommendation linked to this inspection area.

### **Priority targets**

1. Work with LA officers/other stakeholders to enhance existing resources and develop new provision (Band A and Band B 21<sup>st</sup> Century Schools funding).
2. Work with LA officers to ensure all requirements of the terms of grant are in place for the Band B developments: consultation, attending scrutiny, report writing, business case for Welsh Government etc.
3. Audit resources to inform future requirements to support the 4 core purposes of the Curriculum for Wales.
4. Complete review of school staffing structure to ensure fitness for purpose as the school continues to extend its provision. Link this with the additional school capacity as part of the Band B developments.
5. Ensure all those in formal leadership roles and those aspiring to leadership roles in the future have access to relevant coaching, training and mentoring support.
6. Implement an inclusive professional learning plan that takes account of whole school ethos and approaches, as well as the national agenda (IQM, RRSA, liF, Vision Friendly Award SLO, Teach Meet etc.).

## School development plan priorities: 2018 - 2021 overview

April 2018 - March 2019	April 2019 - March 2020	April 2020 - March 2021
<p><b>Inspection area 1: Standards</b></p> <ul style="list-style-type: none"> <li>Further develop pupils' independence, social, life, communication (including bilingual) skills through an enhanced range of learning experiences that includes outdoor learning, community visits etc.</li> <li>Pupils develop their personal and social skills, commensurate with their abilities and needs through whole school approaches to Thrive, Emotional Literacy Support Assistants (ELSA) and Trauma Informed Schools (TIS).</li> <li>All pupils achieve termly IEP targets and continue to make progress across all areas of learning commensurate with their abilities and needs.</li> <li>Strengthen partnership working with EAS and cross consortium standardisation and moderation groups to ensure all pupils make progress commensurate with their needs.</li> <li>All pupils develop their communication/ICT/literacy, numeracy and bilingual skills commensurate with their abilities and needs, through targeted interventions.</li> <li>14-19 learning pathways pupils access and achieve extended range of external accreditation.</li> </ul> <p><b>Inspection area 2: Wellbeing and attitudes to learning</b></p> <ul style="list-style-type: none"> <li>Further develop pupil voice with an extended range of strategies that focus particularly on non-verbal pupils.</li> <li>Enhance pupils' health, wellbeing and confidence through rebound and music therapies, trampolining, Thrive and swimming.</li> <li>Work with school council to develop a further range of pupil friendly policies and documents.</li> <li>Enhance pupils' leadership skills by providing training and support for PCP reviews, playground buddies and digital leaders.</li> </ul> <p><b>Inspection area 3: Teaching and learning experiences</b></p> <ul style="list-style-type: none"> <li>Extend access and use of outdoor learning to support pupils' life skills, health and wellbeing.</li> <li>Extend use of "Teach Meet" sessions, learning walks and peer lesson observations to share effective working practices and strategies across the school.</li> <li>Enhance links with FE colleges and Careers Wales in order to extend the learning experiences of pupils in the 14-19 learning pathways classes.</li> <li>Extend use of Caffi Oren to provide learning experiences for younger pupils.</li> <li>Continue to review all aspects of planning (curriculum, individual etc.) to ensure they reflect the priorities within "Curriculum for Wales" and the "Additional Learning Needs and Education Tribunal (Wales) Act".</li> <li>Provide a wider range of whole school theme days to support pupils' development.</li> </ul> <p><b>Inspection area 4: Care, support and guidance</b></p> <ul style="list-style-type: none"> <li>Extend in-house and external work experience opportunities for 14-19 learning pathways pupils.</li> <li>Develop buddy system at the main school site and extend to satellite classes.</li> <li>Support pupils' personal development through Thrive, ELSA and TIS support.</li> <li>Support school council to work with LA and school catering teams to improve/extend school dinner choices.</li> <li>Further enhance pupil transition into school and between classes.</li> <li>Provide training and support to pupils allowing them to take a full role in their PCP annual reviews.</li> <li>Review whole school ARR and pupil tracking arrangements in line with "Curriculum for Wales".</li> <li>Review whole school planning for IDPs in light of Welsh Government's PCP approaches: one page profiles, "likes and admires" and the "Additional Learning Needs and Education Tribunal (Wales) Act".</li> </ul> <p><b>Inspection area 5: Leadership and management</b></p> <ul style="list-style-type: none"> <li>Review whole school communication strategy to ensure highly effective systems are in place between the main school site and satellite classes.</li> <li>Develop, implement and evaluate agreed action plan to meet the requirements of the new General Data Protection Regulations (GDPR).</li> <li>Review current PPA arrangements and make amendments based upon the review findings.</li> <li>Work in partnership with LA to enhance and extend specialist provision (Band B 21<sup>st</sup> Century Schools).</li> <li>Enhance staff wellbeing through work-life balance policy and associated strategies; to include: mindfulness training, team building, mentoring and coaching opportunities etc.</li> <li>Training for staff in: new curriculum/assessment procedures ("Curriculum for Wales"), "Additional Learning Needs and Education Tribunal (Wales) Act", Forest Schools, outdoor practitioners, Touch Trust, PCP, MIDAS, Adverse Childhood Experiences (ACE's), GDPR, Excellence in Teaching and Leadership Frameworks (ETLF), equity and wellbeing and Welsh. <b>See EIG/PDG plans for further details.</b></li> <li>Training for parents/carers in: music therapy, BOTI, Positive Eye, Touch Trust. <b>See EIG/PDG plans for further details.</b></li> <li>Develop in-house role of Professional Learning Lead.</li> </ul>	<p><b>Inspection area 1: Standards</b></p> <ul style="list-style-type: none"> <li>Build upon current effective practice to ensure all pupils make progress commensurate with their abilities, needs and individual targets.</li> <li>Extend partnership working with cross consortium standardisation and moderation groups to ensure all pupils make progress commensurate with their abilities, needs and individual targets.</li> <li>Further develop pupils' communication/ICT/literacy and numeracy skills.</li> <li>Further develop pupils' bilingual skills in line with their abilities and needs.</li> </ul> <p><b>Inspection area 2: Wellbeing and attitudes to learning</b></p> <ul style="list-style-type: none"> <li>Fully embed person centred planning and pupil leadership roles across all areas of our work.</li> <li>Continue to work with school council and pupil advocacy to extend pupil choice and develop a further range of pupil friendly documents/policies.</li> <li>Improve pupils' health and wellbeing through targeted approaches (Thrive/BOTI/ELSA/TIS).</li> </ul> <p><b>Inspection area 3: Teaching and learning experiences</b></p> <ul style="list-style-type: none"> <li>Align all planning/learning experiences to new curriculum and to the ALN and ET (Wales) Act.</li> <li>Review ARR/marketing procedures in line with new curriculum and assessment procedures.</li> <li>Re-develop KS2/3 playground.</li> <li>Work with LA on whole school modernisation programme.</li> <li>Further develop peer observations to share effective practice and improve standards.</li> <li>Extend links with local colleges, Careers Wales and community.</li> </ul> <p><b>Inspection area 4: Care, support and guidance</b></p> <ul style="list-style-type: none"> <li>Review assessment/pupil tracking procedures in line with new curriculum and assessment procedures and the ALN and ET (Wales) Act.</li> <li>Further develop pupil leadership roles.</li> <li>Work with LA and local colleges to ensure provision and support provided to pupils reflects the ALN and ET (Wales) Act.</li> </ul> <p><b>Inspection area 5: Leadership and management</b></p> <ul style="list-style-type: none"> <li>Work with governors and LA to ensure leadership structure reflects the extended demands of the hub and spoke approach to ALN.</li> <li>Develop staff pedagogy to support the 4 key purposes of the new curriculum. Further develop the roles of AoLE leads.</li> <li>Staff development: Thrive/BOTI/TIS, TEACCH, PECS, MOVE, new curriculum and assessment procedures, ACEs etc.</li> <li>Further opportunities for staff to share effective practice across the school through Teach Meet, triad working, peer reviews etc.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Other SDP targets will be based upon information gained from the following sources:</b></p> <ul style="list-style-type: none"> <li>Ongoing whole school self-evaluation processes;</li> <li>Local and national priorities, including information coming from the Pioneer Schools network;</li> <li>Additional Learning Needs and Education Tribunal (Wales) Act;</li> <li>LA's hub and spoke ALN developments;</li> <li>Education in Wales: Our National Mission (2017).</li> </ul> </div>	<p><b>Inspection area 1: Standards</b></p> <ul style="list-style-type: none"> <li>Improve pupil outcomes in literacy, numeracy, digital competence and bilingualism.</li> <li>Reduce the impact of poverty and disability on achievement.</li> <li>Ensure all pupils make progress commensurate with their abilities, needs and individual targets.</li> </ul> <p><b>Inspection area 2: Wellbeing and attitudes to learning</b></p> <ul style="list-style-type: none"> <li>Embed person centred planning across all areas of our work.</li> <li>Improve pupils' health, wellbeing and confidence through pupil leadership roles.</li> </ul> <p><b>Inspection area 3: Teaching and learning experiences</b></p> <ul style="list-style-type: none"> <li>Develop pedagogy to ensure staff have the skills to support pupils' increasingly complex needs.</li> <li>Further develop hub and spoke provision as part of the LA ALN review.</li> <li>Work with LA to develop provision within county for pupils with the most significant and challenging needs.</li> </ul> <p><b>Inspection area 4: Care, support and guidance</b></p> <ul style="list-style-type: none"> <li>Develop pupils' rights and values through whole school RRSA approaches.</li> <li>Work with LA and local colleges to ensure provision and support provided to pupils reflects the ALN and ET (Wales) Act.</li> </ul> <p><b>Inspection area 5: Leadership and management</b></p> <ul style="list-style-type: none"> <li>Review and update policies and procedures to ensure they reflect the school's extended areas of working across the LA.</li> <li>Ensure that resources support both individual and whole school developments.</li> <li>Review funding matrix in partnership with LA to ensure it continues to be "fit for purpose".</li> <li>SDP targets will be based upon the information gained from whole school self-evaluation processes.</li> <li>Emerging annual priority targets will be noted at the end of each of the inspection area action plans.</li> <li>Consult with stakeholders re: SDP outline priorities for 2021 – 2024 and detailed priorities for 2012-2022.</li> </ul>



**Foundation Phase Department: Development Plan (September 2020 – March 2022)**

Priority targets: September 2020 – March 2022	Impact on pupils' learning	Who	When	Approx. cost
<p>Continue to develop increased access to technology to support blended learning in line with current national WG Priorities.</p> <p><b>IA 3: Teaching and learning experiences</b></p>	<ul style="list-style-type: none"> <li>Individual needs of pupils would be better met with greater continuity between learning at home and school.</li> <li>Pupils will have experiences of meaningful and real life experiences that matter to them and their skills can be developed from, making learning relevant and transferable.</li> <li>Maximises the pupil's opportunities and ability to learn.</li> <li>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.</li> </ul>	<p>TLR FPD</p> <p>Staff FPD</p> <p>SLT</p> <p>PL Lead</p>	<p>Autumn 2020</p>	<p>EY PDG (£2100)</p> <p>FPD Budget (£3650)</p>
<p>Establish FPD satellite provision at Ty Isaf and consolidate satellite at Deri Primary School. Develop peer mentor system within the FPD to share good practice.</p> <p>FPD lead to attend termly virtual TLR FP Update Network Meetings. Continue to work collaboratively with the EAS FP Challenge Advisor to support other schools as required.</p> <p><b>IA 5: Leadership and Management</b></p>	<ul style="list-style-type: none"> <li>Pupils attend provision that meets the individual needs of pupils.</li> <li>Pupils have access to staff who have are more confident and have an in depth knowledge of the Foundation Phase Principles.</li> <li>Pupils have access to a wider range of resources and a more creative approach to learning.</li> <li>Pupils benefit from a wider range of opportunities through partnership working between local education providers.</li> <li>Increased communication and collaboration between local education providers.</li> </ul>	<p>TLR FPD</p> <p>TLR Hub and Spoke</p> <p>Staff FPD</p>	<p>Autumn 2020</p> <p>Ongoing</p>	<p>FPD Budget (£3650)</p>
<p>Implement the new curriculum for Wales (published 28.01.20).</p> <p><b>IA 3: Teaching and learning experiences</b></p>	<ul style="list-style-type: none"> <li>Pupils will have appropriate learning experiences that are more focused on the <b>4 Key Purposes, What Matters Statements</b> and <b>Progression Steps</b> through the <b>6 Areas of Learning and Experiences</b>.</li> <li>More focused and seamless cross-curricular learning experiences.</li> <li>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.</li> </ul>	<p>TLR FPD</p> <p>Staff FPD</p> <p>SLT</p> <p>PL Lead</p>	<p>Ongoing</p>	<p>NA</p>
<p>Continue to enhance opportunities to engage parents through FP events (virtually if necessary at that point in time).</p> <p><b>IA 4: Care, support and guidance</b></p>	<ul style="list-style-type: none"> <li>Increased communication and confidence through developing relationships between home and school.</li> <li>Individual needs of pupils would be better met with greater continuity between home and school, a more fluid transition between home and school.</li> </ul>	<p>TLR FPD</p> <p>Staff FPD</p>	<p>Summer 2021</p> <p>Autumn 2021</p> <p>Spring 2022</p>	<p>NA</p>



**School Curriculum Department: Development Plan (September 2020 – March 2022)**

Priority targets for 2020 - 2022	Impact on pupils' learning	Who	When	Approx. cost
<p>Continue to embed the 'Curriculum for Wales' philosophy through collaborative planning across the department</p> <p><b>IA: 1 and 3</b></p>	<ul style="list-style-type: none"> <li>• Pupils access a broad and relevant range of creative learning opportunities across the AoLEs.</li> <li>• Pupils to further develop skills across the curriculum.</li> <li>• Pupils have access to staff with a more in depth knowledge of the skills and progression steps within the AoLEs.</li> <li>• Pupils continue to experience themed days and workshops to consolidate their learning.</li> <li>• Pupils progress evident in PIVATS, THRIVE, TIS, Field note assessments.</li> </ul>	<p>TLR School Curriculum /AR</p> <p>SC Teachers and support staff.</p>	<p>Dept. meetings/ planning sessions 2020</p>	<p>N/A</p>
<p>To develop "Blended Learning" strategies across the department.</p> <p><b>IA 1, 2, 3, 4</b></p>	<ul style="list-style-type: none"> <li>• Enhanced communication with parents via Seesaw.</li> <li>• Teaching and learning enhanced and consolidated with pupils and parent access to 'Google Slides'.</li> <li>• ICT skills developed using HWB emails and passwords to access online programmes such as 'Minecraft'.</li> <li>• Pupils' learning enhanced through topic webs and learning activities being uploaded to Seesaw for parental access.</li> <li>• Pupils fully engaged during home learning through teacher led sessions using 'Loom'.</li> <li>• Teaching and learning supported through remote annual review meetings on 'TEAMS' (using HWB emails and passwords).</li> </ul>	<p>All teaching staff</p>	<p>Ongoing</p>	<p>N/A</p>
<p>To embed the RSE toolkit across the curriculum</p> <p>To introduce an ASDAN EXPLORING ASPIRATIONS module for a targeted group of pupils</p> <p><b>IA: 1,2, 3, 4, and 5</b></p>	<ul style="list-style-type: none"> <li>• Pupils develop as 'healthy and confident' individuals.</li> <li>• Improved behaviour evident for targeted pupils (noted in field notes/THRIVE links/TIS).</li> <li>• Pupils to develop more skills within the RSE curriculum through more confident teachers.</li> <li>• Pupils to develop skills in relationships, independence, and the world of work.</li> <li>• Pupils to be more confident in making choices for their future.</li> </ul>	<p>TLR SC All Staff</p>	<p>Ongoing/shared discussion with department meetings</p>	<p>£25 per pupil (ASDAN Module and registration x6= £150)</p>
<p>To develop 'peer' mentoring and 'shared' teaching and ideas across the department.</p> <p><b>IA: 1,3 and 5</b></p>	<ul style="list-style-type: none"> <li>• Pupils access a broad and relevant range of creative learning opportunities across the curriculum by confident teachers.</li> <li>• Pupils progress evident in PIVATS, THRIVE, TIS, Field note assessments.</li> <li>• Pupils benefit from high quality provision.</li> </ul>	<p>TLR SC All teaching staff</p>	<p>Ongoing/shared discussion with department meetings</p>	<p>N/A</p>



## 14-19 Learning Pathways Development plan: (September 2020 – March 2022)

Priority Targets April 2020 – March 2021	Impact on pupils' learning	Who	When	Approx. cost
<p>Implement a programme of Travel Training sessions to develop the pupil's independence in the community and to support those transitioning to college.</p> <p><b>Inspection Area 1, 2, 3, 4 and 5</b></p>	<ul style="list-style-type: none"> <li>• Enhance pupil's future employability and confidence in the community.</li> <li>• Boost pupil's self-esteem and self-confidence.</li> <li>• Ensure that all pupils have the opportunity to gain knowledge, skills and attitudes they need to succeed in education, work and life.</li> <li>• Commitment to continuous quality improvement within Trinity Fields to meet with the Welsh Government's requirements that are set out in the Careers and the World of Work: a framework for 11-19-year-olds in Wales.</li> <li>• Equip young people with the skills they will need in order to manage their personal and working life, so that they have the skills to function independently.</li> </ul>	<p>TLR 14-19</p> <p style="text-align: center;">Travel Trainers</p>	<p>Ongoing</p>	<p>PDG funding</p>
<p>Develop links with post-19 education and social care providers to ensure that parents and pupils are aware of all options available to them when they leave school.</p> <p><b>Inspection Area 2 and 3</b></p>	<ul style="list-style-type: none"> <li>• Families make effective career/learning choices.</li> <li>• Pupils become motivated, set long term goals and overcome barriers.</li> <li>• Pupils are prepared for the challenges, choices and responsibilities of work and adult life.</li> <li>• Families feel supported and confident in making important decisions.</li> <li>• Transition into the chosen post-19 provision is effective and well planned.</li> </ul>	<p>TLR 14-19</p> <p style="text-align: center;">Careers Advisor</p>	<p>Ongoing</p>	<p style="text-align: center;">-</p>
<p>Review the materials for the new suite of ASDAN SEND programmes which will replace Transition Challenge and Towards Independence.</p> <p><b>Inspection Area 1, 2, 3, 4 and 5</b></p>	<ul style="list-style-type: none"> <li>• All pupils benefit from a wide range of opportunities and learning experiences.</li> <li>• Pupils access high quality provision.</li> <li>• Ensure that all pupils have the opportunity to experience differentiated learning experiences appropriate to their level of need/ability and learning preference.</li> <li>• Access to programmes that encourage, engage and motivate learners commensurate with their needs and abilities.</li> <li>• Opportunities that promote active and experiential learning.</li> </ul>	<p>TLR 14-19</p> <p style="text-align: center;">Teachers SLT</p>	<p>By Spring 2021</p>	<p>Centre and pupil registration fees.</p>
<p>Extend and enhance the range of resources and equipment used for Independent Living Skills.</p> <p><b>Inspection Area 1, 2, 3, 4 and 5</b></p>	<ul style="list-style-type: none"> <li>• A safe and supported environment in which to learn through the experience of everyday life.</li> <li>• Access to relevant qualifications and accreditation together with systems for recognising and recording learning and achievement.</li> <li>• Pupils become more independent and develop life skills which enhances their self-esteem.</li> </ul>	<p>TLR 14-19</p> <p style="text-align: center;">Teachers  SLT</p>	<p>Ongoing</p>	<p>Cost dependent on resources and equipment.</p>

*Learning together in a changing world creating SUCCESS for all.*

## **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 be used to 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 be used to 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 2020 – 2021

Date	Training	Participants
Monday 4 <sup>th</sup> January 2021	Self-evaluation and school improvement planning for 2021 - 2022.	All class based staff
Monday 22 <sup>nd</sup> February 2021	Digital Learning	All class based staff
Tuesday 4 <sup>th</sup> May 2021	Curriculum for Wales	All class based staff
Monday 7 <sup>th</sup> June 2021	Transition  Transferring pupils' files, assessment data, etc. to the next class in preparation for the Autumn 2021 term.	All class based staff
Monday 19 <sup>th</sup> July 2021	Team Teach updates	All class based staff
Tuesday 20 <sup>th</sup> July 2021	<p><b>Please note that these dates will possibly be converted into twilights (spring and summer terms 2021). Dates for these twilights will be announced early in the new year.</b></p>	