Summary School Development Plan

April 2018 - March 2019

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

Trinity Fields is a Rights Respecting School.

Rationale

Trinity Fields is a Rights Respecting School having gained Level 2 recognition in 2017. Our school development plan, like all of our other school documents, is based upon our core principles and commitment to the United Nations Convention on the Rights of the Child (UNCRC). As a Rights Respecting School:

"We believe that everyone at Trinity Fields is entitled to have access to the very best learning experiences. These will be provided within a safe, caring and stimulating environment that will enable all learners to achieve their full potential through learning opportunities that meet their individual needs".

Qualified for Life (Welsh Government, 2014) provides further endorsement of our commitment to being a Rights Respecting School by stating:

"learners are the heart of all that we do" and further **"every child and young person benefits from personalised learning".**

Successful Futures (Welsh Government, 2015) also states that:

"Each child and young person in Wales should be able to benefit from curriculum and assessment arrangements that will best meet their present needs and equip them for their future lives. Our children and young people only have a relatively short time at school. We must use that time judiciously and productively to help each one of them to grow as a capable, healthy, well-rounded individual who can thrive in the face of unknown future challenges".

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 school development plan enables our pupils to access 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.

Structure of the 2018 - 2019 SDP

The structure of our 2018 - 2019 SDP reflects Estyn's Common Inspection Framework (CIF, September 2017); the CIF was amended to reflect the significant changes in education in Wales. The 3 key questions have been replaced by 5 inspection areas (IA). These are:

Inspection area 1: Standards

- standards and progress overall
- standards and progress of specific groups
- standards and progress in skills

Inspection area 2 Wellbeing and attitudes to learning

- wellbeing
- attitudes to learning

Inspection area 3 Teaching and learning experiences

- quality of teaching, breadth
- balance and appropriateness of the curriculum
- provision for skills

Inspection area 4: Care, support and guidance

- tracking, monitoring and the provision of learning support
- personal development
- safeguarding

Inspection area 5: Leadership and management

- quality and effectiveness of leaders and managers
- self-evaluation processes and improvement planning
- professional learning
- use of resources

The 2018 - 2019 SDP targets will be developed under the above 5 inspection areas.

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 includes all aspects of Routes for Learning, Foundation Phase, National Curriculum, 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	Assistant Headteacher	Assistant Headteacher (CASS)
Leanne Boardman	**Christine Thomas**	**Michelle Fitton**

TLR	TLR	TLR	TLR
(Foundation phase, 3-7)	(School curriculum, 8-13)	(14-19 Learning Pathways)	
Lucy Crimmins	**Anthony Rhys**	**Carol Wheelwright**	**Unallocated**

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	Receptionist	IT Technician	Admin Assistant	Finance Assistant	Projects Assistant
Cath Farmer	**Gail Aldworth**	**Matthew Gurmin**	**Leanne Gibbs**	**Julie Howells**	**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**
Whole school/LA responsibilities				
• 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	• 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	• 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 • Managing staff attendance- shared role with other AHTs • NQT mentor • PTA • Staff cover- shared role with other AHTs • Student/volunteer placements • Team Teach tutor • Therapies	• Assessment and data analysis: CASS • Development plan: CASS • Home support • Managing staff attendance- shared role with other AHTs • 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 **Shared safeguarding responsibility in absence of Designate and Deputy Designate**	• Annual reviews • Extra-curricular activities • LNF: internal and external moderator • Managing staff attendance- shared role with other AHTs • 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 responsibilities				
• 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	• 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	• 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	• Day to day running of school • Partnership links • Pastoral care (pupils and staff) • Transition	• 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

Team leader: foundation phase (3-7) **Lucy Crimmins**	Team leader: school curriculum (8-13) **Anthony Rhys**	Team leader: 14-19 learning pathways **Carol Wheelwright**
Strategic lead (whole school)		
• Assessment for Learning • Numeracy	• Digital competence • EIG/PDG plans • Website	• Accreditation and moderation • Post school transition
Departmental responsibilities		
• 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	• 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	• 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

Leadership of Areas of Learning and Experience (AoLE)

AoLE	Foundation phase (3 - 7 year olds)	School curriculum phase (8 - 13 year olds)	Learning pathways (14 - 19 year olds)
LANGUAGES, LITERACY AND COMMUNICATION	Senior lead: Tracey McGuirk		
	Laura Thorpe Helen Muscat	Claire Evans Jo Daniels Beth Watkins Nia Parry	Sian Harries Rosemary Cracknell Jenny Evans
MATHEMATICS AND NUMERACY	Senior lead: Lucy Crimmins		
	Lucy Crimmins	Hannah Pearse Rebecca Wray	Emma Hillman
SCIENCE AND TECHNOLOGY	Senior lead: Anthony Rhys		
	Elizabeth Neal	Anthony Rhys Matthew Gurmin	Ryan James Christine Thomas Angela McCauley
HEALTH AND WELL-BEING	Katie Rupnik	Kellan Groves	Catrin Aubrey Steph Gillard Tonia Sparey James McQueen
EXPRESSIVE ARTS	Vicky Chiplin	Claire Boswell	Emma Kiss David Evans
HUMANITIES	Leanne Boardman Christine James	Eirian Griffiths Dale Lord	Kate Thomas Carol Wheelwright Charlene Smith

Additional leadership areas

Curriculum and skills
Tracey McGuirk

Whole school assessment	Assessment for Learning
Leanne Boardman	**Lucy Crimmins**

Collective Worship
Tracey McGuirk/Kate Thomas

14-19 Learning Pathways/Careers and the World of Work
Carol Wheelwright

Sensory curriculum
Anthony Rhys/Sue Williams/Liz Jenkins

Travel training/school transport
Tonia Sparey/Helen Muscat

Whole school targets: 2018 - 2019

Pupil outcomes (Inspection area 1: standards)

Assessment
1. Set individual targets for pupils new to the school using RfL/PIVATS baseline assessments.
2. Ensure that wherever possible pupils achieve their IEP targets.
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.
4. Further develop moderation portfolios (oracy and numeracy) in line with EAS and SWASSH moderation/standardisation groups to ensure pupils make progress commensurate with their abilities and needs. Enhance moderation, standardisation and verification of pupils' work through school to school working at both EAS and a whole Wales levels.
5. Work collaboratively with other special schools to review and pilot a range of approaches to remodelling Individual/curriculum/thematic planning linked to "Successful Futures" and the "Additional Learning Needs and Education Tribunal (Wales) Act.

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.
3. All pupils working on RfL successfully achieve their targets.

ASDAN
1. All pupils entered for ASDAN Awards successfully achieve their accreditation (completion date: July 2018).

Duke of Edinburgh
1. All pupils entered for the Duke of Edinburgh award achieve their accreditation.

Agored Cymru
1. All pupils entered for Agored Cymru accreditation successfully achieve a minimum of 2 accredited modules (completion date: July 2018).
2. Further develop and implement a range of new Agored Cymru/ASDAN courses in order to meet pupils' changing and increasingly complex needs.

Pupil attendance (Inspection area 2: Wellbeing and attitudes to learning)

1. Work with parents/carers to achieve an overall attendance rate of: 90%.
2. Work in partnership with parents/carers to reduce our unauthorized absence rate to 0%.

Pupil inclusion (Inspection area 2: Wellbeing and attitudes to learning)

1. Continue to extend our formal links with Cwm Ifor, Pantside and Pontllanfraith Primary Schools as part of the LA's ongoing ALN review.
2. Embed our secondary satellite class at St Cenydd Community School.
3. Begin formal consultation to align the secondary SRB at Isllwyn High to Trinity Fields.
4. Further embed PIVATS assessment and moderation across the SRBs.
5. Extend the accredited work experience placements in Caffi Oren for all pupils in the 14-19 Learning Pathways catering module.
6. Develop a range of strategies to support effective partnership working with local colleges.

Other

1. Achieve 2nd Green Flag (April 2018).
2. Strengthen pupil centred planning across the school, including PCP annual reviews.
3. Maintain IQM award/Centre of Excellence status (re-accreditation assessment: April 2018).
4. Successfully achieve IQM Flagship status (assessment: April 2018).
5. Maintain Investors in Families (IiF) award (4th re-accreditation: autumn 2018).
6. Offer a range of training to support families in line with our IiF status.

Summary SDP targets: 2018 - 2019

Following on from our comprehensive evaluation and review of the 2017 - 2018 SDP (includes analysing feedback from pupils, parents/carers, governors, other stakeholders, challenge adviser visits etc.) the following priorities have been identified as targets for our 2018 - 2019 SDP:

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

Estyn recommendation

> Further improve the use of data to raise the achievement of pupils who make very small steps of progress.

Priority targets

> Further develop pupils' independence, social, life, communication skills through an enhanced range of learning experiences that includes outdoor learning, community visits etc. as part of the "Successful Futures" agenda.
> 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).
> All pupils achieve termly IEP targets and continue to make progress across all areas of learning commensurate with their abilities and needs.
> Strengthen partnership working with EAS and cross consortium standardisation and moderation groups to ensure all pupils make progress commensurate with their needs.
> All pupils develop their communication/ICT/literacy and numeracy skills commensurate with their abilities and needs through targeted interventions.
> Pupils in the 14-19 learning pathways classes achieve an extended range of external accreditation.

Maintenance targets

> Further embed the development and coordination of key skills (including literacy [communication], numeracy, digital competence and PSD) across the school.

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

Estyn recommendation

> Further improve the use of data to raise the achievement of pupils who make very small steps of progress.

Priority targets

> Further develop pupil voice with an extended range of strategies that focus particularly on

- non-verbal pupils.
- ➢ Enhance pupils' health, wellbeing and confidence through rebound and music therapies, trampolining, Thrive and swimming.
- ➢ Work with school council to develop a further range of pupil friendly policies and documents.
- ➢ Enhance pupils' leadership skills by providing training and support for PCP reviews, playground buddies and digital leaders.

Maintenance targets

- ➢ Work with school council to enhance playground resources: KS3, woodland/beach and allotment areas and memorial garden.
- ➢ Work with lead health and social services officers to explore options for residential and respite provision.
- ➢ Further develop pupil health and wellbeing through ongoing support, training and mentoring.

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

Estyn recommendation

- ➢ Ensure all teachers provide challenging work for more able pupils.

Priority targets

- ➢ Extend the use of outdoor learning to support pupils' life skills, health and wellbeing.
- ➢ Extend the use of "Teach Meet" sessions, learning walks and peer lesson observations to share effective working practices and strategies across the school.
- ➢ Enhance links with FE colleges and Careers Wales in order to extend the learning experiences of pupils in the 14-19 learning pathways classes.
- ➢ Extend the use of Caffi Oren to provide learning experiences for younger pupils.
- ➢ Continue to review all aspects of planning (curriculum, individual etc.) to ensure they reflect the priorities within "Successful Futures" and the "Additional Learning Needs and Education Tribunal (Wales) Act".
- ➢ Provide a wider range of whole school theme days to support pupils' development.

Maintenance targets

- ➢ Continue to work with other schools across the EAS to review curriculum provision, to include: themes, planning (LNF and digital competence), coverage, personalised learning styles, policy development, communication passports 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

- ➢ Extend work experience (both in-house and outside of school) for 14-19 learning pathways pupils.
- ➢ Develop buddy system at the main school site and extend to satellite classes.

- ➢ Support pupils' personal development through Thrive, ELSA and TIS support.
- ➢ Support school council to work with LA and school catering teams to improve/extend school dinner choices.
- ➢ Further enhance pupil transition into school and between classes.
- ➢ Provide training and support for pupils allowing them to take a full role in their PCP annual reviews.
- ➢ Review whole school assessment, recording and reporting arrangements in line with "Successful Futures".
- ➢ Review whole school planning for IDPs in light of Welsh Government's person centred planning approaches: one page profiles, "likes and admires" and the "Additional Learning Needs and Education Tribunal (Wales) Act".

Maintenance targets

- ➢ Continue to work with the other EAS special schools to review of whole school curriculum arrangements to include: themes, planning (LNF and digital competency), coverage, personalised learning styles, policy development, communication passports etc.

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 recommendations

- ➢ Complete the review of the staffing structure to ensure greater stability.
- ➢ Continue to ensure that all plans are monitored consistently in order to secure improvement.

Priority targets

- ➢ Review whole school communication strategy to ensure highly effective systems are in place between the main school site and satellite classes.
- ➢ Develop and implement action plan to meet the requirements of the new General Data Protection Regulations (GDPR).
- ➢ Review current PPA arrangements and make amendments based upon the review findings.
- ➢ Work in partnership with LA to enhance and extend specialist provision (21st Century Schools, Band B).
- ➢ Enhance staff wellbeing through work-life balance policy and associated strategies, to include: mindfulness training, team building, mentoring and coaching opportunities etc.
- ➢ Training for staff in: "Successful Futures", "Additional Learning Needs and Education Tribunal (Wales) Act", Forest Schools, outdoor practitioners, Touch Trust, new curriculum/assessment procedures, PCP, MIDAS, Adverse Childhood Experiences (ACE's)/Trauma Informed Schools (TIS), GDPR, Excellence in Teaching and Leadership Frameworks (ETLF), equity/wellbeing and Welsh. **See EIG/PDG plans for further details**.
- ➢ Training for parents/carers in: music therapy, BOTI, Positive Eye, Touch Trust. **See EIG/PDG plans for further detail**s.
- ➢ Develop in-house Professional Learning Lead role in line with application to become a Pioneer School for Professional Learning.

Maintenance targets

- ➢ Continue to review the leadership structure in light of the additional work involved with hub and spoke developments, "Successful Futures" and "Additional Learning Needs and Education Tribunal (Wales) Act".
- ➢ Support the development of staff wellbeing through effective induction, support, training and mentoring.

School development plan priorities: 2018 - 2021 overview		
April 2018 - March 2019	**April 2019 - March 2020**	**April 2020 - March 2021**

April 2018 - March 2019

Inspection area 1: Standards
- Further develop pupils' independence, social, life, communication (including bilingual) skills through an enhanced range of learning experiences that includes outdoor learning, community visits etc.
- 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).
- All pupils achieve termly IEP targets and continue to make progress across all areas of learning commensurate with their abilities and needs.
- Strengthen partnership working with EAS and cross consortium standardisation and moderation groups to ensure all pupils make progress commensurate with their needs.
- All pupils develop their communication/ICT/literacy, numeracy and bilingual skills commensurate with their abilities and needs, through targeted interventions.
- 14-19 learning pathways pupils access and achieve extended range of external accreditation.

Inspection area 2: Wellbeing and attitudes to learning
- Further develop pupil voice with an extended range of strategies that focus particularly on non-verbal pupils.
- Enhance pupils' health, wellbeing and confidence through rebound and music therapies, trampolining, Thrive and swimming.
- Work with school council to develop a further range of pupil friendly policies and documents.
- Enhance pupils' leadership skills by providing training and support for PCP reviews, playground buddies and digital leaders.

Inspection area 3: Teaching and learning experiences
- Extend access and use of outdoor learning to support pupils' life skills, health and wellbeing.
- Extend use of "Teach Meet" sessions, learning walks and peer lesson observations to share effective working practices and strategies across the school.
- Enhance links with FE colleges and Careers Wales in order to extend the learning experiences of pupils in the 14-19 learning pathways classes.
- Extend use of Caffi Oren to provide learning experiences for younger pupils.
- Continue to review all aspects of planning (curriculum, individual etc.) to ensure they reflect the priorities within "Successful Futures" and the "Additional Learning Needs and Education Tribunal (Wales) Act".
- Provide a wider range of whole school theme days to support pupils' development.

Inspection area 4: Care, support and guidance
- Extend in-house and external work experience opportunities for 14-19 learning pathways pupils.
- Develop buddy system at the main school site and extend to satellite classes.
- Support pupils' personal development through Thrive, ELSA and TIS support.
- Support school council to work with LA and school catering teams to improve/extend school dinner choices.
- Further enhance pupil transition into school and between classes.
- Provide training and support to pupils allowing them to take a full role in their PCP annual reviews.
- Review whole school ARR and pupil tracking arrangements in line with "Successful Futures".
- 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".

Inspection area 5: Leadership and management
- Review whole school communication strategy to ensure highly effective systems are in place between the main school site and satellite classes.
- Develop, implement and evaluate agreed action plan to meet the requirements of the new General Data Protection Regulations (GDPR).
- Review current PPA arrangements and make amendments based upon the review findings.
- Work in partnership with LA to enhance and extend specialist provision (Band B 21st Century Schools).
- Enhance staff wellbeing through work-life balance policy and associated strategies; to include: mindfulness training, team building, mentoring and coaching opportunities etc.
- Training for staff in: new curriculum/assessment procedures ("Successful Futures"), "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. **See EIG/PDG plans for further details.**
- Training for parents/carers in: music therapy, BOTI, Positive Eye, Touch Trust. **See EIG/PDG plans for further details.**
- Develop in-house role of Professional Learning Lead.

April 2019 - March 2020

Inspection area 1: Standards
- Build upon current effective practice to ensure all pupils make progress commensurate with their abilities, needs and individual targets.
- Extend partnership working with cross consortium standardisation and moderation groups to ensure all pupils make progress commensurate with their abilities, needs and individual targets.
- Further develop pupils' communication/ICT/literacy and numeracy skills.
- Further develop pupils' bilingual skills in line with their abilities and needs.

Inspection area 2: Wellbeing and attitudes to learning
- Fully embed person centred planning and pupil leadership roles across all areas of our work.
- Continue to work with school council and pupil advocacy to extend pupil choice and develop a further range of pupil friendly documents/policies.
- Improve pupils' health and wellbeing through targeted approaches (Thrive/BOTI/ELSA/TIS).

Inspection area 3: Teaching and learning experiences
- Align all planning/learning experiences to new curriculum and to the ALN and ET (Wales) Act.
- Review ARR/marking procedures in line with new curriculum and assessment procedures.
- Re-develop KS2/3 playground.
- Work with LA on whole school modernisation programme.
- Further develop peer observations to share effective practice and improve standards.
- Extend links with local colleges, Careers Wales and community.

Inspection area 4: Care, support and guidance
- Review assessment/pupil tracking procedures in line with new curriculum and assessment procedures and the ALN and ET (Wales) Act.
- Further develop pupil leadership roles.
- Work with LA and local colleges to ensure provision and support provided to pupils reflects the ALN and ET (Wales) Act.

Inspection area 5: Leadership and management
- Work with governors and LA to ensure leadership structure reflects the extended demands of the hub and spoke approach to ALN.
- Develop staff pedagogy to support the 4 key purposes of the new curriculum. Further develop the roles of AoLE leads.
- Staff development: Thrive/BOTI/TIS, TEACCH, PECS, MOVE, new curriculum and assessment procedures, ACEs etc.
- Further opportunities for staff to share effective practice across the school through Teach Meet, triad working, peer reviews etc.

> **Other SDP targets will be based upon information gained from the following sources:**
>
> - Ongoing whole school self-evaluation processes;
> - Local and national priorities, including information coming from the Pioneer Schools network;
> - Additional Learning Needs and Education Tribunal (Wales) Act;
> - LA's hub and spoke ALN developments;
> - Education in Wales: Our National Mission (2017).

April 2020 - March 2021

Inspection area 1: Standards
- Improve pupil outcomes in literacy, numeracy, digital competence and bilingualism.
- Reduce the impact of poverty and disability on achievement.
- Ensure all pupils make progress commensurate with their abilities, needs and individual targets.

Inspection area 2: Wellbeing and attitudes to learning
- Embed person centred planning across all areas of our work.
- Improve pupils' health, wellbeing and confidence through pupil leadership roles.

Inspection area 3: Teaching and learning experiences
- Develop pedagogy to ensure staff have the skills to support pupils' increasingly complex needs.
- Further develop hub and spoke provision as part of the LA ALN review.
- Work with LA to develop provision within county for pupils with the most significant and challenging needs.

Inspection area 4: Care, support and guidance
- Develop pupils' rights and values through whole school RRSA approaches.
- Work with LA and local colleges to ensure provision and support provided to pupils reflects the ALN and ET (Wales) Act.

Inspection area 5: Leadership and management
- Review and update policies and procedures to ensure they reflect the school's extended areas of working across the LA.
- Ensure that resources support both individual and whole school developments.
- Review funding matrix in partnership with LA to ensure it continues to be "fit for purpose".
- SDP targets will be based upon the information gained from whole school self-evaluation processes.
- Emerging annual priority targets will be noted at the end of each of the inspection area action plans.
- Consult with stakeholders re: SDP outline priorities for 2021 – 2024 and detailed priorities for 2012-2022.

Foundation phase development plan: 2018 - 2019				
Priority Targets April 2018 – March 2019	**Impact on pupils' learning**	**Who**	**When**	**Approx. cost**
• Provide Foundation Phase update training to enhance the skills of new and existing staff within the Foundation Phase Department. • Further embed Foundation Phase practices into teaching learning experiences. • To implement any arrangements provided by WG for Successful Futures. **Inspection area 3: Teaching and learning experiences**	• Pupils have access to staff who have more in depth knowledge of the Foundation Phase. • Maximises pupil's ability to learn. • Support for pupils with their learning through continuous provision, enhanced provision and focussed tasks. • Use of observations to aid the informing of pupils of their learning and what they are working towards. • Use of observations to aid the informing of formative assessments and planning for pupils. • Continuation of a thematic approach, linking skills throughout the Foundation Phase Framework. • Help to motivate the pupils to achieve their targets.	Foundation Phase TLR Staff FP	Autumn 2018	Materials provided for in-house training.
• Trial new department planning documents and feedback to SLT. • Introduce and trial 'Field Note' systems and feedback to SLT. **Inspection area 3: Teaching and learning experiences**	• More focused and seamless cross-curricular learning experiences. • All of the important pupils' learning experiences are recorded as a department using the "Field Note" system. • Pupils have access to the very best teaching and learning experiences where reflective practitioners continually review their practice and learn from extended networks both within and outside the school.	TLR FP Staff FP SLT	Throughout year	N/A
• Conduct an audit of the Foundation Phase Department resources. **Inspection area 3: Teaching and learning experiences**	• Access to resources that encourage, engage and motivate learners thus potentially having a positive impact on achievement. • Resources to provide opportunities that promote active and experiential learning, enriching their experiences. • Making learning relevant and transferable. • Pupils have access to improved facilities and resources which further support their progress and development across all areas of learning and experience.	TLR FPD	Summer 2018	FP budget (£5000)
• Enhance the transition into the Foundation Phase Department. **Inspection area 4: Care, support and guidance**	• Individual needs of pupils would be better met instantly upon transition into the department. • Better provision in place in advance of the pupil's beginning school. • A more fluid transition between the previous provision and school. • Improved pupil well-being and behaviour, demonstrated by a reduction of incident reports.	TLR FP Staff FP LB	Summer 2018	TBC

School curriculum phase development Plan: 2018 - 2019				
Priority Target for 2018 – 2019	**Impact on pupils' learning**	**Who**	**When**	**Approx. cost**
• Provide feedback to SC staff on trial of 'Field Note' systems in inform future development. • Assessment of the coverage of the School Curriculum phase mid-term planning.	• All of pupils' key learning experiences are recorded across the department using the "Field Note" system. • Pupils access more focused and seamless cross-curricular learning experiences. • Pupils' learning experiences cover of all the key skills and adequate time set for each AoLE areas.	TLR School Curriculum (SC) SC teachers and TAs	Dept. meeting to feedback to SLT before end of term. Assessment of planners in autumn term 2019	N/A
• Embed the themed approach and contexts for learning and the new AoLEs.	• Pupils will have tailored learning experiences that are focused on the **4 key purposes**. • Pupils will continue to have the breadth of experiences; these will also link different areas of learning more effectively, e.g. communication skills in numeracy sessions.	TLR SC Teachers	Dept. meeting in Spring to assess AoLE coverage via existing thematic approach.	N/A
• Continue to develop Digital Competence across the department.	• Pupils access new learning experiences that encourage, engage and motivate; further learning experiences for our more able learners • Pupils have access to staff who have more in depth knowledge of early programming software and hardware.	TLR SC All Staff	Re-assess provision in autumn 2 term via whole school DC Vision.	PDG budget
• SeeSaw app to be used across the School Curriculum Phase.	• Better involvement of parents/carers in pupils' learning to encourage seamless approaches.	TLR SC All Classes	Ongoing- report to SLT.	School budget

Note: This document supports the SDP and only focusses on specific needs identified for the school curriculum phase.

14-19 Learning pathways development plan: 2018 - 2019				
Priority Targets April 2018 - March 2019	**Impact on pupils' learning**	**Who**	**When**	**Approx. cost**
• Develop a programme of work experience opportunities for post-16 pupils. **Inspection Area 2**	• Enhance pupils' future employability and competence in the world of work. • Boost pupils' self-esteem and self-confidence. • Pupils develop understanding of how their learning will benefit them in the future. • Increase pupils 'motivation; potentially a positive impact on achievement. • Pupils have opportunities to choose a mix of learning that motivates, interests and challenges them. Individualised learning gives them the knowledge, skills and attitudes they need to succeed in education, work and life.	TLR 14-19 Teachers	Ongoing Started summer 2017	TBC
• Re-accreditation of Careers Wales QM: ➤ Complete the Careers and the world of work audit and Self-evaluation. ➤ Create/implement a development plan. ➤ Review and update the CWW scheme of work. **Inspection Areas 1, 2, 3, 4 and 5**	• Continuous process of improved outcomes for all pupils. • Pupils develop the skills they will need in order to manage their working life, so that they have the most up-to-date knowledge and understanding of working practices to make effective career choices.	TLR 14-19 Teachers Jo Hatch (CWW Co-ordinator)	February 2018	Costs met from school delegated budget and TLR leadership time.
• Establish links with the local colleges (Coleg Y Cymoedd Cross Keys). **Inspection Area 3**	• Pupils benefit from a wider range of opportunities through partnership working between local education providers. • Pupils have the best possible choice and quality of provision. • Enhanced transition arrangements for pupils.	TLR 14-19	Ongoing Started Summer 2017	As above.
• Establish 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. **Inspection Area 2 and 3**	• Pupils have relevant career/learning choices post Trinity Fields. • become motivated, set long term goals and overcome barriers • prepare for the challenges, choices and responsibilities of work and adult life.	TLR 14-19 Leanne Jennings (Careers Wales)	Started Summer 2017	As above.
• Review and enhance the external accreditations offered in September 2018 and further standardise the delivery and assessment of all programmes (including DofE). **Inspection Area 1, 2, 3, 4 and 5**	• Access to programmes that encourage, engage and motivate learners • Opportunities that promote active and experiential learning • Reward and accredit a range of learning styles and contexts • Develop skills for learning, skills for employment, skills for life • Making learning relevant and transferable	TLR 14-19 Teachers SLT	Ongoing	Cost dependant on the programmes or units that are used.

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

Estyn Recommendation	Impact on pupils' learning	Lead(s)	When	Budget	MER
➤ Further improve the use of data to raise the achievement of pupils who make very small steps of progress.	• Pupils' individual progress is systematically tracked to ensure they make the progress commensurate with their learning needs and abilities. • Pupils achieve their IEP and IBP (where appropriate) targets. • Pupils make progress commensurate with their needs and abilities.	LB/CTh	Termly On-going	Delegated and EIG/PDG budgets	SLT/GB Challenge Adv.
Priority targets	**Impact on pupils' learning**	**Lead(s)**	**When**	**Budget**	**MER**
➤ Further develop pupils' independence, social, life, communication (including bilingual) skills through an enhanced range of learning experiences that includes outdoor learning, community visits etc.	• Pupils' individual progress is systematically tracked (RfL/PIVATS) to ensure they make the progress commensurate with their abilities and needs.	LB all staff	On-going Reviewed termly	School and EIG/PDG budgets	SLT/GB Challenge Adv.
➤ Pupils develop their personal and social skills, commensurate with their abilities and needs through whole school approaches to Thrive, ELSA and TIS.	• Pupils' work is moderated and standardised in line with the EAS and SWASSH cross consortium groups. • Improved pupil RfL/PIVATS scores in key areas: communication, literacy, numeracy, ICT and PSD.	LB/CT/LC SD/ChGL	On-going Reviewed termly	As above	SLT/GB Challenge Adv.
➤ All pupils achieve termly IEP targets and continue to make progress across all areas of learning commensurate with their abilities and needs.	• Pupils achieve their termly IDP targets.	TLRs	On-going Reviewed annually	As above	SLT/GB Challenge Adv.
➤ Strengthen partnership working with EAS and cross consortium standardisation and moderation groups to ensure all pupils make progress commensurate with their needs.	• Pupils, wherever possible, take increased ownership of their learning and achieve their individual targets. • Pupils' emotional wellbeing is enhanced by celebrating their achievements.	LB all staff	On-going Reviewed termly	As above	SLT/GB Challenge Adv.
➤ All pupils develop their communication, ICT, literacy, numeracy and bilingual skills commensurate with their abilities and needs, through targeted interventions.		LB all staff	On-going Reviewed termly	As above	SLT/GB Challenge Adv.
➤ 14-19 learning pathways pupils access and achieve extended range of external accreditation.	• Pupils make progress commensurate with their needs and abilities. • Pupils in the 14-19 LP classes achieve accreditation for their individual Agored Cymru/ASDAN/DofE courses.	CWh 14-19 LP teachers	On-going Reviewed termly	As above	SLT/GB Challenge Adv.
Maintenance targets	**Impact on pupils' learning**	**Lead(s)**	**When**	**Budget**	**MER**
➤ Further embed the development and coordination of key skills (including literacy [communication], numeracy, digital competence and PSD) across the school.	• Improved individual pupils' outcomes in key skills, including literacy, numeracy and ICT, as measured in annual RfL/PIVATS assessments. • Pupils achieve their personal targets in communication, numeracy and independence. • Pupils make progress commensurate with their learning needs and abilities.	Snr leaders TLRs	On-going Reviewed termly	School and EIG/PDG budgets	SLT/Staff/GB Challenge Adv.

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

Estyn Recommendation	Impact on pupils' learning	Lead(s)	When	Budget	MER
➤ Further improve the use of data to raise the achievement of pupils who make very small steps of progress.	• Pupils' individual progress is systematically tracked to ensure they make the progress commensurate with their learning needs and abilities. • Pupils achieve their IEP and IBP (where appropriate) targets.	LB	Termly On-going	School and EIG/PDG budgets	SLT/GB Challenge Adv.

Priority targets	Impact on pupils' learning	Lead(s)	When	Budget	MER
➤ Further develop pupil voice with an extended range of strategies that focus particularly on non-verbal pupils.	• Pupils have increased opportunities to take enhanced ownership of their learning and school.	AR	Throughout 2018-2019	School budget	SLT/GB Challenge Adv.
➤ Enhance pupils' health, wellbeing and confidence through rebound and music therapies, trampolining, Thrive and swimming.	• Pupil voice, at all levels is promoted in line with RRS and UNCRC. • Pupils with complex needs use a range of technology "to have their say".	Health and Wellbeing AoLE team	Throughout 2018-2019	School budget	Pupils/all staff
➤ Work with school council to develop a further range of pupil friendly policies and documents.		IE/JE	Throughout 2018-2019	School budget	School council
➤ Enhance pupils' leadership skills by providing training and support for PCP reviews, playground buddies and digital leaders.	• Pupils continue to make sustained and recognisable progress over time by accessing a personalised skills based curriculum. • Pupils make progress in all areas of learning and experience, commensurate with their abilities and needs. • Pupils play a more active/extended role in all aspects of school life. • Pupils achieve their IEP and IBP (where appropriate) targets. • Pupils make progress in all areas of learning and experience,	IE/TMc/AR/JE	Throughout 2018-2019	School budget	SLT/GB Challenge Adv.

Maintenance targets	Impact on pupils' learning	Lead(s)	When	Budget	MER
➤ Work with school council to enhance playground resources: KS3, woodland/beach and allotment areas and memorial garden.	• Pupils have increased opportunities to take enhanced ownership of their learning and school. • Pupils' wellbeing and behaviour improves through access to extended outside learning opportunities. • Pupils have access to improved facilities which further support their progress and development across all areas of learning and experience.	IE/TMc/JE	Spring 2019	School budget LA 50/50 funding	School Council Pupils/staff/GB
➤ Work with senior health and social services officers to audit and review the viability of developing residential and enhanced respite provision.	• Pupils access the extended services they need to meet their needs and the wider needs of their families/carers. • Parents/carers are more fully informed about their child's achievement and progress and support their child's skills development in a range of outside school situations.	IE Education and SS officers	Throughout 2018-2019	CCBC funding Invest to save	School Council Pupils/staff/GB
➤ Further develop pupil health and wellbeing through ongoing support, training and mentoring.	• Pupils have access to improved facilities which further support their progress and development across all areas of learning and experience.	All staff	On-going	School and EIG/PDG budgets	SLT/GB Challenge Adv.

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

Estyn Recommendation	Impact on pupils' learning	Lead(s)	When	Budget	MER
➤ Ensure all teachers provide challenging work for more able pupils.	• Pupils' individual progress is systematically tracked to ensure they make the progress commensurate with their learning needs and abilities. • Pupils achieve their IEP and IBP (where appropriate) targets. • All pupils access engaging and challenging learning experiences that are carefully matched to their individual needs.	Snr leaders TLRs	Termly On-going	School and EIG/PDG budgets	SLT/GB Challenge Adv.

Priority targets	Impact on pupils' learning	Lead(s)	When	Budget	MER
➤ Extend use of outdoor learning to support pupils' life skills, health and wellbeing.	• Pupils continue to make sustained and recognisable progress over time by accessing a skills based curriculum that is personalised to meet their individual needs.	TMc/DrCH	On-going	EIG/PDG budgets	SLT/staff/GB Challenge Adv.
➤ Provide a wider range of whole school theme days to support pupils' development.	• Pupils make progress in all areas of learning and experience, commensurate with their learning needs and abilities. • Pupils have access to 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 needs.	All staff	Throughout 2018 - 2019	School budget	SLT/staff/GB Challenge Ad.
➤ Extend the use of Caffi Oren to provide learning experiences for younger pupils.	• Pupils have access to excellent learning resources which supports all areas of their development. • Pupils continue to make sustained and recognisable progress over time by accessing a skills based curriculum that is personalised to meet their individual needs.	TMc/AMc	Throughout 2018 - 2019	School budget	Pupils/staff/GB Challenge Adv.
➤ Extend use of "Teach Meet" sessions, learning walks and peer lesson observations to share effective working practices and strategies across the school.	• Pupils work with highly qualified, skilled and motivated staff who focus on personalising learning in order to improve outcomes. • Pupils make progress in all areas of learning and experience, commensurate with their learning needs and abilities.	AR/LB	Throughout 2018 - 2019	EIG/PDG budgets	SLT/staff/GB Challenge Adv.
➤ Enhance links with FE colleges and Careers Wales in order to extend the learning experiences of pupils in the 14-19 learning pathways classes.	• 14-19 LP pupils access a wide range of extended learning experiences that where appropriate, are delivered in partnership with local FE colleges. • Pupils make progress in all areas of learning and experience, commensurate with their learning needs and abilities.	CWh 14-19 LP staff	Summer 2018 On-going	School budget	Pupils/staff/GB Challenge Adv.
➤ Review all aspects of planning (curriculum, individual etc.) to ensure they reflect the priorities within "Successful Futures" and the "Additional Learning Needs and Education Tribunal (Wales) Act".	• Pupils have access to the very best teaching and learning experiences where reflective practitioners continually review their practice and learn from extended networks both within and outside the school. • Improved pupil outcomes in communication, literacy and language, as demonstrated by their RfL/PIVATS scores • Improved pupil engagement in their learning. • Pupils make progress commensurate with their learning needs and abilities.	TMc All teachers	Throughout 2018 - 2019	School and EIG/PDG budgets	SLT/staff/GB Challenge Ad.

Maintenance targets	Impact on pupils' learning	Lead(s)	When	Budget	MER
➤ Review whole school planning for IDPs in light of Welsh Government's person centred planning approaches: one page profiles, "likes and admires" etc.	• Pupils make progress in all areas of learning and experience, commensurate with their learning needs and abilities. • Pupils have increased opportunities to take enhanced ownership of their learning and school. • Pupil voice is promoted in line with RRS and UNCRC.	CTh	Throughout 2018 - 2019	School and EIG/PDG budgets	SLT/staff/GB Challenge Adv.
➤ Continue to work with other schools across the EAS to review curriculum provision, to include: themes, planning (LNF and digital competence), coverage, personalised learning styles, policy development, communication passports etc.	• Pupils continue to make sustained and recognisable progress over time by accessing a skills based curriculum that is personalised to meet their individual needs. • Pupils make progress in all areas of learning and experience, commensurate with their learning needs and abilities.	TMc	Throughout 2018 - 2019	School and EIG/PDG budgets	SLT/staff/GB Challenge Adv

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

Estyn Recommendation	Impact on pupils' learning	Lead(s)	When	Budget	MER
➢ No Estyn recommendation linked to this Inspection Area.					
Priority targets	**Impact on pupils' learning**	**Lead(s)**	**When**	**Budget**	**MER**
➢ Extend work experience (both in-house and outside of school) for 14-19 learning pathways pupils.	• Pupils continue to make sustained and recognisable progress over time by accessing a skills based curriculum that is personalised to meet their individual needs. • 14-19 LP pupils access a range of work experience opportunities commensurate with their learning needs and abilities. • Wherever possible pupils achieve external accreditation for their work.	CWh/GP	Termly On-going	PDG budget	SLT/staff/GB Challenge Adv.
➢ Develop buddy system at the main school site and extend to satellite classes.	• Pupils have increased opportunities to take enhanced ownership of their learning and school.	CTh/CA/JD	Autumn 2018	School budget	SLT/staff/GB Challenge Adv.
➢ Support pupils' personal development through Thrive, ELSA and TIS support.	• Pupil voice, at all levels is promoted in line with RRS and UNCRC.	SD/ChGL	Throughout 2018 - 2019	EIG/PDG budgets	SLT/staff/GB Challenge Adv.
➢ Support school council to work with LA and school catering teams to improve/extend school dinner choices.	• Pupils' success and achievements is widely celebrated and helps to raise pupils' self-esteem and motivation.	JE/IE	Summer 2018	NA	School council/pupils
➢ Provide training and support for allowing them to take a full role in their PCP annual reviews.	• Improved PIVATS scores, particularly in PSD.	CTh	Throughout 2018 - 2019	NA	Pupils/parents/carers Staff
➢ Further enhance pupil transition into school and between classes.	• Pupils new to the school have bespoke transition packages, based upon their individual needs. • Pupils moving to a new class have smooth and consistent approaches.	Senior leaders	May 2018	School budget	Pupils/parents/carers Staff
➢ Review whole school assessment, recording and reporting arrangements in line with "Successful Futures".	• Pupils' individual progress is systematically tracked to ensure they make the progress commensurate with their learning needs and abilities.	LB	Throughout 2018 - 2019	School and EIG/PDG budgets	SLT/staff/GB Challenge Adv
➢ Review whole school planning for IDPs in light of Welsh Government's person centred planning approaches: one page profiles, "likes and admires" and the "Additional Learning Needs and Education Tribunal (Wales) Act".	• Pupils achieve their IEP and IBP (where appropriate) targets.	CTh	Throughout 2018 - 2019	School and EIG/PDG budgets	SLT/staff/GB Challenge Adv
Maintenance targets	**Impact on pupils' learning**	**Lead(s)**	**When**	**Budget**	**MER**
➢ Continue to work with the other EAS special schools to review of whole school curriculum arrangements to include: themes, planning (LNF and digital competence), coverage, personalised learning styles, policy development, communication passports etc.	• Pupils make progress in all areas of learning and experience, commensurate with their learning needs and abilities. • Pupils have increased opportunities to take enhanced ownership of their learning and school. • Pupil voice is promoted in line with RRS and UNCRC.	IE/TMc	Throughout 2018 - 2019	School and EIG/PDG budgets	SLT/staff/GB Challenge Adv.

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	Impact on pupils' learning	Lead(s)	When	Budget	MER
➢ Complete the review of the staffing structure to ensure greater stability.	• Pupils benefit from having daily access to a well led and managed school; where all staff work relentlessly to improve the outcomes for all pupils.	IE/MC HR support	Review annually	Delegated budget	SLT/GB Challenge Adv.
➢ Continue to ensure that all plans are monitored consistently in order to secure improvement.	• Pupils work with highly qualified, skilled and motivated staff who focus on personalising learning in order to improve outcomes. • Staff development and support is more targeted to their roles and responsibilities.	IE/TMc/LB/MF	Termly	NA	SLT/staff/GB Challenge Adv.

Priority targets	Impact on pupils' learning	Lead(s)	When	Budget	MER
➢ Review whole school communication strategy to ensure highly effective systems are in place between the main school site and satellite classes.	• Pupils make progress in all areas of learning and experience, commensurate with their learning needs and abilities by accessing high quality provision.	IE/TMc	Autumn 2018	NA	SLT/staff/GB Challenge Adv.
➢ Develop and implement action plan to meet the requirements of the new General Data Protection Regulations (GDPR).	• 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 needs.	IE/TMc/DK/MC	Beginning May 2018	School budget	SLT/staff/GB Challenge Adv.
➢ Review current PPA arrangements and make amendments based upon the review findings.		LB	Termly On-going	School budget	SLT/staff/GB Challenge Adv.
➢ Work in partnership with LA to enhance and extend specialist provision (21st Century Schools).	• Pupils work with highly qualified, skilled and motivated staff who focus on personalising learning in order to improve outcomes.	IE/MC	Beginning April 2018	CCBC Band B 21st Century Schools	Pupils/staff/GB
➢ Enhance staff wellbeing through work-life balance policy and associated strategies, to include: mindfulness training, team building, mentoring and coaching opportunities etc.	• Pupils benefit from having daily access to a well led and managed school; where all staff work in partnerships with parents/carers and governors to ensure the best possible outcomes for all pupils.	CTh	Throughout 2018 - 2019	School and EIG/PDG budgets	SLT/staff/GB Challenge Ad.
➢ Training for staff in: "Successful Futures", Forest Schools, outdoor practitioners, Touch Trust, new curriculum/assessment procedures, "ALN and ET (Wales) Act", PCP, MIDAS, Adverse Childhood Experiences (ACE's), GDPR, Excellence in Teaching and Leadership Frameworks (ETLF), Equity and wellbeing and Welsh. See EIG/PDG plans for further details.		AR/IE	Throughout 2018 - 2019	Staff directed time EIG budget	SLT/staff/GB
➢ Training for parents/carers in: music therapy, BOTI, Positive Eye, Touch Trust. See EIG/PDG plans for further details.	• Pupils make progress in all areas of learning and experience, commensurate with their learning needs and abilities. • Pupils access the extended services they need to meet their needs and the wider needs of their families/carers.	LB/AR	Throughout 2018 - 2019	EIG/PDG budgets	SLT/staff/GB Challenge Adv.
➢ Develop role of Professional Learning Lead in line with becoming a Pioneer School for Professional Learning.	• Pupils work with highly qualified, skilled and motivated staff who focus on personalising learning in order to improve outcomes.	AR/IE	Throughout 2018 - 2019	EIG/PDG budgets	SLT/staff/GB

Maintenance targets	Impact on pupils' learning	Lead(s)	When	Budget	Monitoring Evaluation
➢ Continue to review the leadership structure in light of the additional work involved with hub and spoke developments, Successful Futures, ALN and ET (Wales) Act.	• Pupils benefit from having daily access to a well led and managed school; where all staff work in partnerships with parents/carers and governors to ensure the best possible outcomes for all pupils.	IE/MC	Throughout 2018 - 2019	Delegated budget LA funding	SLT/staff/GB Challenge Adv.
➢ Support the development of staff wellbeing through effective induction, support, training and mentoring.	• Pupils continue to make progress by accessing a well led school with up to date and specialist resources tailored to meet their individual needs. • Staff development and support is more targeted to their roles and responsibilities.	LB	Throughout 2018 - 2019	Delegated budget	SLT/staff/GB Challenge Adv

Continuing professional development (CPD)

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 the Welsh Government's New Deal. 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.

The New Deal approach 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 ways that are most valued by practitioners and evidence shows will be the most effective ways to improve outcomes for their pupils.

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

Opportunities for CPD will continue to have a whole school/personal development focus during 2018 - 2019. We will utilise all available funding from the Welsh Government 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 undertaken their various roles effectively and efficiently.

Education Improvement Grant (EIG) will be used to support the following areas of work:

- Curriculum and assessment developments across all phases as part of the "Successful Futures" agenda.
- Additional Learning Needs and Education Tribunal (Wales) Act (ALN and ET [Wales] Act).
- Further development of the LNF and DCF.
- Improving 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 SEN/ALN, total communication approach, SWASSH Graduate Diploma (Year 1).
- 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.

Staff professional learning days 2018 - 2019

Date	Training	Participants
Monday 3rd September 2018	Vision and aims Maintenance training (Epilepsy, manual handling etc.) Class based	All staff
Tuesday 4th September 2018	Team Teach update training	All class based staff
Monday 5th November 2018	Policy and curriculum updates	All class based staff
Monday 7th January 2019	Self-evaluation and school development planning for 2019 - 2020.	All class based staff
Monday 17th June 2019	Transition Transferring pupils' files/assessment data/records of achievement etc. to the next class in preparation for the Autumn 2019 term.	All class based staff

Glossary of terms used

You will find below a helpful and ever increasing glossary of the terms and abbreviations that are currently being used within education.

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])

ALN and ET (Wales): Additional Learning Needs and Education tribunal (Wales) Act

AoLE: Area of learning and experience (Successful Futures, 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

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)

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

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