



Ysgol Ty Coch

School Development Plan
2023 – 2024

Address	Ysgol Ty Coch Lansdale Drive, Tonteg
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Website	www.ysgoltycoch.co.uk
DES LA Number	
Headteacher	Simon Wilson
Chair of Governors	Janice Stuckey
Director of Education	Gaynor Davies

Staffing Levels	Teaching	Instructor	LSAs	Childcare Officer	SEN SNSAs	Clerk	Caretaker Cleaner	Midday Supervisors	Canteen Staff	Total
	24	5	65	1		4	2	2	4	107

AOLE Enrichment and Heritage Days

Heritage Days	EVENT/DATE
Community AoLE Day	Thursday 26 th October 2023
Heritage Day: India	Friday 10 th November 2023
Community AoLE Day	Friday 26 th January 2024
Heritage Day: Chine, Vietnam & Malaysia	Thursday 21 st March 2024
Community AoLE Day	Friday 3 rd May 2024
Heritage Day: Norway & Finland	Wednesday 10 th July 2024

School Development Plan Key Foci:

- To develop an internal responsibility structure that promotes collective ownership, collaboration, and innovation in/of the taught and untaught curriculum.
- To inspire young people to achieve their potential and develop functionally equivalent skills for life to improve their quality of life.
- To continuously self-evaluate reflect and refine the school's curriculum design, impact of pedagogy and overall progression.
- To continue to offer a professional learning offer that supports the development of the very best education workforce.
- To continue embedding the 4 key purposes of the new curriculum through AOEs.
- To keep abreast of the latest developments from Welsh Government; most notably Our National Mission, ALN Transformation Program, Reducing Restrictive Practices Framework, Community Focus Schools', and the Progression Code.

INSET DAYS	
• 4th September	Vision, Safeguarding

• 5th September	Health and Safety, Move, TT, Signalong, Evolve, SALT
• 6th September	Team Teach, Signalong, Move
• 9th February	TBA
• 2 nd May	Moderation and Assessment
• 22nd July	To be taken as twilights

Resource Allocation – Grants School Budget Allocation

Source	Amount	Allocated to
EIG – YTC	41,080	Physio Tech/SALT – Service Level agreements
PDG	57,500	Communication – Debbie Ramsay TIS – Ann Marie Morgan ASD Parental training e.g. Early Bird, Early Bird+, Teen Life

Early Years PDG	5750	ASD Foundation Phase Development – Lauren Evans
PDG CLA	5750	Leigh Wharton – PMLD Communication (TIS training)
Professional Learning Grant	28,972	Generate capacity to release teachers – WM
Collaboration Funding	8250	Generate capacity to release teachers – WA
Maintenance Grant (estates) –		Dosbarth Pabi Coch Refurbishment
RRRS	18,718	Establishing an home outreach service for pupils with high anxiety through Taith Y Meddwl. Off Set Andrew Bishop Sara Nuthall and Karen Murphy
ALN	10,176	Alleviation of the administrative set up demands and the addressing of issues relating to regulatory change. Offset Louise Langley costs

Spending Overview

Ysgol Ty Coch	Out of School Activities
Capitation	Roger Crookes/Alvar - Horticulture
£4k – Primary – Resourcing the curriculum	
£4k – Secondary – Resourcing the curriculum	MOVE
£4k – ASD Classes – Resourcing the curriculum	D of E
£2k – Sensory Classes – Resourcing the curriculum	ABC of Opera
£2k – General Curriculum Resources – Resourcing the curriculum	Musical Concert
£2k - Art Resources	

£4000 – AOLE Enrichment	
ICT - £8000	Buarth y Capel - Capitation
£2500 - purchase of a new whiteboard	Enterprise Earnings used to supplement
£5000 - peripherals	£5000 for horticulture
	£5000 – ICT refresh
Planned Maintenance	
Aderyn Refurbishment	Fencing/gates around the school
Dreigiau Yard	New covered area in horticulture area
Playground Resources BYC	Flooring

School Improvement and Evaluation Rationale

Internal Factors	External Factors
<ul style="list-style-type: none"> • New Headteacher and Vision 	<ul style="list-style-type: none"> • Curriculum for Wales Implementation
<ul style="list-style-type: none"> • Bringing the 2 sites of the school together 	<ul style="list-style-type: none"> • IDP Implementation
<ul style="list-style-type: none"> • Accommodating significant growth over a sustained period 	<ul style="list-style-type: none"> • ESTYN reform
<ul style="list-style-type: none"> • Findings from Self-Evaluation 	<ul style="list-style-type: none"> • National Evaluation and Improvement Framework (NEIF)
<ul style="list-style-type: none"> • Recovering from COVID 	<ul style="list-style-type: none"> • Schools as Learning Organisations
<ul style="list-style-type: none"> • Generating time for rich professional learning and avoiding burnout 	<ul style="list-style-type: none"> • Embedding a Whole School Approach Wellbeing
<ul style="list-style-type: none"> • Growing staff & pupil population 	<ul style="list-style-type: none"> • Community Focused Schools

National Mission Priorities:

- 1. Learning for life** so that everyone in Wales learns, and continues to learn, developing their knowledge and skills, and engaging in experiences that are relevant to their lives today and into the future.
- 2. Breaking down barriers** so that excellent education opportunities and outcomes can be achieved by all learners, at all ages, in classrooms, online, and in work.
- 3. A positive education experience for everyone**, with learners and staff supported in their wellbeing and resilience, which is essential for improving education outcomes and life chances.
- 4. High-quality teaching and leadership**, where everyone benefits from the best professional learning so that they can support the success of all learners, particularly those who are socio-economically disadvantaged.
- 5. Community-based learning**, with strong institutions engaging, integrating, and being empowered by their communities.

6. Cymraeg belongs to us all, giving every learner equal access to the language and the opportunity to reach their potential.

Priority 1

Skills: Improve pupils' holistic language, literacy, communication, and problem-solving skills.

Target and Anticipated Outcome	National Mission Link	Action	Lead Enquiry Group/Person	Date	Cost and Resources	Evaluation and Monitoring What is the impact? How will I be assessed?	RAG — Progress to date
Review and implement new pre-intentional writing strategy to improve outcomes in writing for pre-intentional learners.	1.	<p>Reintroduce the use of peg to paper in Primary classes.</p> <p>Introduce the use of the Handwriting Motorway in secondary and sixth form classes.</p> <p>Consider the use of electronic trackers for development of skills.</p> <p>Prewriting activities used across the school as part of enhanced and continuous provisions as well as through specific teaching sessions.</p>	<p>S Jones</p> <p>Emily Russ</p> <p>Rachael Rogers</p> <p>Bleddyn Griffiths</p>	June 24	£0	<ul style="list-style-type: none"> - Most pupils make progress against the Peg to Paper or HWM assessments. - All staff can show the development of handwriting through Seesaw learning logs, work scrutiny and (new) progression journeys. - Most pupils meet or improve their physical skills targets. - Most pupils continue to meet or exceed their writing targets. 	
Enhance methods of supporting pupils' vocabulary acquisition skills to ensure most pupils improve their skills.	2.	<p>Establish small MDT working party to discuss the focus of improving vocabulary.</p> <p>Collaborate with SALT to evaluate the strengths and challenges linked to BPVS. Consider the use of communication profiles and the implementation of Total</p>	<p>E Russ-Jones</p> <p>SALT</p> <p>Additional SALT enhanced service.</p>	April 24	£0	<ul style="list-style-type: none"> - Improvements in vocabulary to be captured through Seesaw evidence and progression journeys. - Most pupils to meet or exceed their LLC targets. - Teachers use total communication approaches in classes (focus for observations) successfully. 	

		Communication approaches within these plans. Refresher of 'Total Communication Approach' with identified staff in the Autumn Term, 2023.	Sian Jones				
Further improve the reading comprehension skills of pupils in Key Stage 3 and 4 across both sites of the school	1.	Form small working party to research and trial a methodology of enhancing the teaching of comprehension. Collaborate and research with other schools across the regions to identify their approaches. Rollout Read, Write Ink Fresh start scheme and associated training in all secondary classes. Ensure a consistent approach to reading across secondary classes.	L Morris E Russ-Jones S Fargher Bleddyn Griffiths Andrew Bishop Kim Hooper A Holland	April 23	£1800 (cost of portal)	<ul style="list-style-type: none"> - Most pupils meet or exceed their LLC targets. - Most pupils make progress in reading. - Consistency of approach identified through reading learning walks. - Gap between reading and comprehensions narrowed <p>Enquiry - what is the impact of implementing a new methodology of teaching comprehension and Read Write Inc on pupils reading and comprehension scores?</p>	
Enhance pupils understanding of money, its value and use	1.	Ensure pupils are given opportunities to understand the purpose and usage of money through a range of learning opportunities including. <ul style="list-style-type: none"> - continuous and enhanced provision - trips to local shops - discreet lessons - role play sessions. - online activities - OCR qualifications 	L Morris Rachael Rogers Bleddyn Griffiths S Gillard S Gilbertson	April 23	£0	<ul style="list-style-type: none"> - Most pupils make progress in the money strand of B2. - Development of money skills can be captured in progression journeys. - Development of money skills can be triangulated through seesaw, work scrutiny progression journeys or learning walks. 	
Further improve pupils' Welsh language skills	6.	Developmentally appropriate language mats to be incorporated and developed for classes. Training to be arranged.	Rhianydd Maguire Rebecca Lewis	Jan 24	£500	<ul style="list-style-type: none"> - All classes have appropriate language mats (or supporting resources) in place. Identified through learning walks. 	

		Teachers to increase use of incidental Welsh throughout the school day.				<ul style="list-style-type: none"> - Incidental Welsh language use is evident in all classes (lesson observations) - Pupils use of or understanding of Welsh (where appropriate) is captured on Seesaw. - The school will achieve the Cymraeg Campus Silver Award 	
		Welsh vocabulary foci to be embedded into curriculum contexts booklets.					
		Whole school to work towards the Cymraeg Campus Silver Award					

Priority 2

Quality of Life: Diversify the school's wellbeing strategy to improve quality of life for all stakeholders.

Target and Anticipated Outcome	National Mission Link	Action	Lead Enquiry Group/Person	Date	Cost and Resources	Evaluation and Monitoring	
Develop staff understanding of functional behaviour analysis and begin to use this in classrooms to reduce instances of Level 1 behaviour.	3.	<p>Identify outside quality assurance for all FBA processes and audit the use of restrictive practices across both sites to further improve quality of life for all.</p> <p>Develop a TIS & PBS pastoral team and develop their skills in the use of FBA.</p> <p>Refine the use of FBA tools across the school through on the job training and exposure through both the AHT and Pastoral team.</p> <p>Ensure a wide range of pupils can receive a TIS intervention if required (or if Motional scores suggest this a need.)</p> <p>Work closely with school council to review and re-design the school's positive behaviour rules and reward systems.</p>	<p>Sean Gilbertson</p> <p>Kim Hooper</p> <p>Simon Wilson</p>	June 24	£10,000 (Consultant & Cover)	<ul style="list-style-type: none"> - There will be a reduction in Level 1 behaviour incidents. - Some Ty Hwyl pupils will be able to access other provision across the school site. - Some staff will begin to use FBA tools across the school to understand behaviour incidents. - A small pastoral team will be developed to support the AHT and increase strategic capacity. The team will conduct FBA. - A minority of staff will have accessed further FBA / PBS training to begin developing their knowledge of behaviour and the teaching of functionally equivalent skills. - Some teachers planning will identify functionally equivalent skills to be taught and these may be evident in IDPs. 	

						Enquiry – what is the impact of external expertise on the Ty Hwel and its ability to operate as a revolving door provision whilst improving quality of life.	
Improve the effectiveness of Taith y Meddwl.	3.	<p>Develop a 3-year plan to outline the progression path of the Taith y Meddwl processes and mechanisms.</p> <p>Improve the exit criteria from the Ty Hwyl provision.</p> <p>Identify opportunities of there being timetabled activities for wellbeing.</p> <p>TIS training for three further staff as pupils exit TYM as part of TIS rolling programme.</p> <p>Identify the opportunities afforded to the school through the ownership of a school dog.</p>	<p>Lyndsay Moulden</p> <p>Sean Gilbertson</p> <p>Simon Wilson</p> <p>Julia Render</p> <p>Mable The Dog</p>	Autumn Term 23	£3000 (TIS)	<ul style="list-style-type: none"> - Pupils from Ty Hywl will begin accessing different classes and external provision such as college. - There will be an entry and exit criteria and clear pathways back to full time class time for pupils from Ty Hywel and Taith y Meddwl. - A timetable will be developed to include pupils from across the school. - 3 staff will have completed their TIS diploma. - The school dog will begin to access training and be ready to work with the school pupils in 2024. 	
Develop effective governance structures which robustly link the school council and its sub committees together to ensure pupil voice is prominent in the decision making of the school.	3.	<p>Develop sub committees for the school council (eco council, Criw Cymreig, digital committee).</p> <p>Develop robust accountability measures around school council meetings and events to ensure all classes are engaging and evidencing their contributions.</p> <p>Contact other special schools to identify if there is a desire for an RCT Special School's Parliament.</p> <p>School council to have the opportunity to review the curriculum.</p>	<p>Simon Wilson</p> <p>Sean Gilbertson</p> <p>Kim Hooper</p> <p>Leigh Wharton</p> <p>Ashlie Holland</p> <p>Lydia Bundy</p> <p>Julia Render</p>	Autumn Term 23	£1000 (Cover)	<ul style="list-style-type: none"> - A range of pupils are part of committees across the school and the committee minutes influence the school council agenda. - Seesaw evidence and learning walks by school council team evidences all classes contribution to school council events. - School council agendas feed into the governing body agenda. - School council priorities are considered and acted upon where possible and reasonable. - "You said, we did" is evidenced through Quality-of-Life Forums and Governors Minutes. - Gold RRRS award achieved. 	

		<p>Use technology to a high level to ensure pupils views are voiced throughout meetings.</p> <p>Gain Rights Respecting Rules Gold Award- all new staff aware of RRRS.</p>				<ul style="list-style-type: none"> - RCT Special School's Parliament has begun to develop. 	
Build on the newly established Special School Sports Network to provide further opportunities for competitive and representative sport.	3.	<p>Maintain links with Disability Sports Wales.</p> <p>Engage in various sporting activities with other special schools, ensuring engagement for all opportunities e.g., boccia, football, rugby etc.</p> <p>Pupil voice embedded throughout and to help evaluate experiences.</p> <p>Invite sporting professionals to school.</p>	<p>Steph Gillard</p> <p>Andrew Chick</p> <p>Chris Myhill</p> <p>Sian Jones</p>	Spring Term 23	£0	<ul style="list-style-type: none"> - A wide range of pupils will access a range of sporting events over the year. - Evidence will be collated on Seesaw and linked to Health and Wellbeing skills. - A film will be made to document all the events pupils have taken part in and will be presented at an assembly in the Summer Term. 	
Enhance the use of physical movement activities to ensure all pupils have access to readiness for learning and movement activities.	3.	<p>Develop a strategic plan to further develop physical movement across the school through an MDT team of school staff and Physio leads. Identify how a plan can support the enhancement of –</p> <ul style="list-style-type: none"> - The Morning Mile - Fine Motor Skills - Disability Sports - Sensory Processing Needs - Physical Literacy <p>Ensure the school maintains its status as a Move Centre for Excellence.</p>	<p>Sian Jones</p> <p>Leigh Warton</p> <p>Andrew Chick</p> <p>Steph Gillard</p> <p>Rob Couzins</p> <p>Tanya Evans</p>	Spring Term 23	£500 (Cover)	<ul style="list-style-type: none"> - A strategic plan for physical development will outline the processes required to ensure all pupils are accessing the correct movement activities for their needs. The success of this will be assessed through Seesaw monitoring and/or learning walks and observations. - Pupils' physical skills will be maintained or improved through target setting and progression journeys. 	

Priority 3

Pedagogy: Ensure all pupils are progressing and that all staff are developing a deeper understanding of holistic progression.

Target and Anticipated Outcome	National Mission Link	Action	Lead Enquiry Group/Person	Date	Cost and Resources	Evaluation and Monitoring	
Enhance the teaching of communication skills across the school.	2.	<p>Ensure that communication profiles are embedded across the school and that all pupils' profiles are up to date and relevant.</p> <p>Ensure that the teaching of communication skills in lessons is person centred and links to each pupil's communication profile alongside a total communication approach.</p> <p>Ensure that communication skills to be taught are identified on IDPs where required.</p> <p>Train all new staff in Sign Along and identify staff members to deliver sign along in assemblies and any other group events.</p>	<p>R Rogers</p> <p>E Russ</p> <p>SALT (core service)</p> <p>SALT (enhanced)</p> <p>Sian Jones</p> <p>Julia Render</p> <p>Carlie Lloyd</p> <p>Rebecca Lewis</p>	March 23	£0	<ul style="list-style-type: none"> - All pupils who need a communication profile will have one - Communication profiles to be monitored by TLRs and SLT - Communication profiles will support the teaching of communication skills in lessons. This will be identified in learning walks, lesson obs and work/Seesaw scrutiny. - IDPs will feature communication skills or targets where appropriate. - The use of Sign Along will increase across the school. This will be identified in lesson observations or learning walks. <p>Enquiry - How can the Communication Pyramid support and improve the school's teaching of communication skills? (TBA) (Used at WLF Riverbank School).</p>	

Further develop opportunities for pupils' play skills to develop through incidental and discreet teaching with a particular emphasis on pupils with ASD in the foundation phase.	3.	<p>Ensure pupil's opportunities to develop play skills are increased through continuous and enhanced learning opportunities in classrooms, structured play activities at play times and through discreet lessons (PE etc).</p> <p>Staff to attend CSC training on foundation phase developmental play and cascade training to other foundation staff.</p> <p>Identify the developmental play skills of pupils to plan appropriately for CYPs.</p> <p>Link with partner schools for development of play (Ysgol Penmaes).</p> <p>Consider the non-maintained nursey curriculum as a vehicle to support the development of play in the curriculum and as a pedagogical tool.</p>	<p>Lauren Evans</p> <p>Hollie Coles</p> <p>Hannah Beer</p> <p>Sara Nuthall</p> <p>Ysgol Penmaes</p>	Spring 24	£600 (Cover)	<ul style="list-style-type: none"> - Staff will understand the importance of play. - Play skills development can be shown through Seesaw monitoring, progression journeys or during learning walks / observations. - The provision of play activities will be structured throughout the day for children. - Improving play skills across the school will result in an improvement of play skills on Motional. 	
Further develop the teaching of problem-solving skills and resilience through a range of teaching approaches.	3.	<p>Training sessions to focus on the use of problem-solving language and opportunities to engage learners in problem and solutions focused lessons.</p> <p>Ensure pupils are faced with problems they can solve through communication, collaboration, experimentation, or patience throughout their day whether through discreet lessons, during play times or within continuous and enhanced provision.</p> <p>Enhance pupil opportunities to access forest schools' activities identified in the curriculum and context booklets.</p> <p>Ensure problem solving activities are mirrored between classrooms and outdoor areas to support generalisation of skills.</p>	<p>Danni Rees</p> <p>Helen Kelly</p> <p>Laura Davies</p> <p>Rhianydd Maguire</p> <p>Chris Lloyd</p> <p>Rhia Dartch</p>	April 24	£0	<ul style="list-style-type: none"> - Pupils will be exposed to range of 'curriculum problems' and given opportunities to resolve these. - Problem solving activities or learning to be captured and tagged on Seesaw. - Problem solving to be a focus for instructional rounds or lesson observations. - Many pupils will enhance their problem-solving skills by generalising these skills between classroom and outdoor areas or community. This may be reflected in mathematics / numeracy achievements through B2 Target Setting and achievement. 	

<p>Improve staff understanding of the DCF, delivery of DCF across the curriculum and the teaching of digital skills.</p> <p>Ensure effective systems for tracking progress in DCF directly impact on subsequent teaching.</p>	4.	<p>Whole school training on teaching DCF skills across the curriculum.</p> <p>Implement a relevant and robust digital skills tracker.</p> <p>Ensure all pupils are baselined on the DCF and staff understand the skills to be taught across the curriculum.</p> <p>A target setting system will be developed to support the teaching and assessment of digital skills.</p>	<p>Simon Wilson</p> <p>Chris Myhill</p> <p>Ashlie Holland</p> <p>Andrew Bishop</p>	Jan 24	£2000 (B2 IT)	<ul style="list-style-type: none"> - Staff will understand how to use and include the DCF in their planning. - A DCF skills baseline will support staff in their planning and delivery of DCF across the curriculum. - A digital skills assessment system will ensure digital skills are assessed and tracked across the range of abilities. - DCF and/or digital skills are appropriately tagged on Seesaw (and monitored) through work scrutiny. - Staff have a good awareness of DCF across the curriculum and digital skills will be linked to the context booklets. 	
<p>Review the curriculum using both internal expertise and external scrutiny.</p> <p>Consider the relevance of the non-maintained nursery curriculum and how this pedagogical lens can support areas of teaching and the curriculum.</p>	4.	<p>Invite developmental scrutiny of the school curriculum by employing external experts to conduct a robust curriculum review.</p> <p>AOLE's leads to review policies and Context Booklets to ensure efficacy and relevance to the changing cohorts at the school. Parents to be included alongside other stakeholders.</p> <p>AOLEs monitor Seesaw work to reflect quality work and outcomes</p> <p>Internal curriculum reviews will be conducted by AoLE leads for both Humanities and Expressive Arts.</p> <p>SLT/WLT to remain fully involved with CSC – Curriculum network and attend network meetings for AOLE leads.</p> <p>Fully investigate the relevance of the non-maintained nursery curriculum. Consider how the, the enabling pathways, pedagogical processes and enabling pathways could support a redevelopment of</p>	<p>Julia Render</p> <p>Tanya Evans</p> <p>Lydia Bundy</p> <p>Kim Hooper primary EA lead</p> <p>Libby Morris</p> <p>Caroline Smith</p> <p>Rachael Rogers</p>	Jan 24	£1000	<ul style="list-style-type: none"> - The Curriculum Review will identify clear strategic and operational next steps in enhancing the curriculum for all pupils to feed into the next three-year plan and overall school mission. - AoLE leads will have an excellent understanding of the quality of work across the school within their AoLE. All AoLE policies will be up to date and relevant for all learners and stakeholders. - Seesaw work monitored and quality assured through the lens of Expressive Arts and Humanities - The school will be fully up to date with developments from a variety of curriculum groups. - A few staff will have a good understanding of the structure of the non-maintained nursery curriculum and how this could support curriculum development. <p>Enquiry - Could the structure and mechanisms of the non-maintained nursery curriculum</p>	

		the school's curriculum or a early years offer.				support part or all of the school's curriculum? (Rachael Rogers, Hollie Coles, Hannah Beer)	
Continue to evaluate and refine the school's shared understanding of assessment and progression to ensure all systems work to capture robust quantitative and qualitative data linking to the Progression Code to support effective self-evaluation.	4.	<p>Relaunch and modernise methods of target setting and data analysis for all pupils across a range of domains and areas to build data focused progression journeys and a clear target setting system.</p> <p>Develop a qualitative progression journey document to support robust annual report writing based on the Progression Code and the quantitative data collected through each child's progression journey.</p> <p>Engage with a range of external groups including CSC Assessment and Progression Group, SSPAN Steering, SSPAN main group and Ysgol Pen Maes.</p>	<p>Rachael Rogers</p> <p>Julia Render</p> <p>Simon Wilson</p>	April 24	£0	<ul style="list-style-type: none"> - Each pupil will have a Progression Journey made up of quantitative and qualitative data established using Principles of Progression which will feed into their annual school report. - Staff confidently use principles of progression language, understand their use and understand where their pupils are achieving and next steps. - Staff will understand where each pupils' strengths and challenges are and what should influence the targets contained in each IDP to develop the key skills required. - Progression Journeys link to core systems (IDPs, B2, Motional) and support the writing of annual reports to reduce workload. - Policies up to date and in line with the Progression Code. 	

Priority 4

Individual & School Development: Secure the school's use of IDPs and ensure provision and processes support pupils holistic development.

Target and Anticipated Outcome	National Mission Link	Action	Lead Enquiry Group/Person	Date	Cost and Resources	Evaluation and Monitoring	
Ensure all pupils move from Statements to IDPs and fully embed the whole school system for tracking progress against IDP.	2.	<p>Continue the transition to IDPs ensuring all IDPs are completed within set time frames.</p> <p>IDP training to be provided by AHT and RCT to ensure that all staff are secure in writing, maintaining, and hosting IDP meetings.</p> <p>Staff confidence will be identified through anonymous surveys. Staff effectiveness will be evaluated through IDP monitoring and through external scrutiny.</p> <p>Work in close collaboration with all identified partners e.g., parents, health, therapists, and social services as required.</p> <p>Ensure the person-centred toolkit is understood and used to enhance the content of IDPs, one-page profiles and lessons.</p> <p>Provide advanced training to link IDP targets to each pupil's curriculum.</p>	<p>Libby Morris</p> <p>Rachael Rogers</p> <p>Emily Russ-Jones</p> <p>Bleddyn Griffiths</p> <p>Sean Gilbertson</p>	Feb 24	£20,000	<ul style="list-style-type: none"> - All pupils will have an IDP by July 2024. - Teaching staff and leaders will have the skills and knowledge to deliver robust and effective IDPs (shown through QA activities) - Systems for inviting all other stakeholders will be highly effective. - IDPs will all include pupil voice using appropriate PCP tools and mechanisms. - Assistant Headteachers will QA IDPs and report back to QoL Forum on effectiveness - Admin team to quality assure dates on all IDPs before upload to RCT Portal. - Staff surveys will show most teachers are confident to deliver IDPs - Teachers will be able to identify links between person centred tools and teaching in their classroom. This will 	

		Invite external scrutiny of all IDP processes to identify strengths and challenges from RCT. Moderation of IDPs will be held with all senior leaders as an extra QA.				be evidenced in planning monitoring and lesson obs.	
Improve pupil attendance across the school.	2.	<p>Implement pastoral support plans for those struggling with attendance due to medical/ anxiety.</p> <p>WLT to attend regular MDT meetings.</p> <p>Individual attendance to be monitored on a 3-weekly basis through the Behaviour, Attendance and Safeguarding Meeting.</p> <p>Whole school attendance to be discussed and addressed through Strategic Quality of Life Forum (half termly).</p> <p>DHT to maintain links with AWO and meet on a termly basis. AWO to be invited to Attendance, Safeguarding Behaviour Forum if required.</p> <p>Attendance Toolkit- to be used when threshold is met.</p>	<p>Karen Murphy</p> <p>Sara Nuthall</p> <p>Julia Render</p> <p>Simon Wilson</p> <p>Helen Kelly</p> <p>Lou Langley</p> <p>Sarah Jones</p>	February 24	2 Days TA a Week	<ul style="list-style-type: none"> - PSP will be in place for any identified pupils, regularly reviewed, update and placed on portal. - Attendance and early identification to be discussed in regular strategic forums and operational meetings. - Attendance and welfare officer meetings held in school termly to QA internal processes. - Safeguarding team will work with AWO to ensure pupils with low attendance are sighted (minimum) half termly with frequent phone calls to support families. - Most pupils will have an attendance score of 88% or above. 	
Continue to self-evaluate the school's effectiveness through the Whole School Approach to Mental Health and Emotional Wellbeing Toolkit	4.	<p>Whole school priorities identified and actioned through the WSASMEW plan.</p> <p>Motional scores will identify pupil needs. Therapeutic responses to be provided for the pupils in most need.</p> <p>Counselling and Supervision to be provided for all staff. Educational Psychologists to provide an expanded service for all staff.</p>	<p>Sean Gilbertson</p> <p>Lyndsay Moulden</p> <p>Ashlie Holland</p>	Jan 24	£0	<ul style="list-style-type: none"> - Blocks to learning will reduce across the school. - Staff wellbeing will be maintained or improve (through CARL assessment). - There will be a reduction in staff absence due to approaches and support used. - Supervision will be provided by a range of professionals. <p>Enquiry - What is the impact of Trauma Informed Schools Diplomas on Motional</p>	

						scores, academic outcomes and staff wellbeing across the school? (TBA)	
Continue to embed the cross-cutting themes across the curriculum with particular emphasis on diversity	1.	<p>Host one Heritage Day per term with embedded cross cutting themes.</p> <p>Provide training to support all staff in understanding self-serving / racial / cultural bias and how to avoid this in planning and delivery of learning activities.</p> <p>AHT to attend DARPL training, audit curriculum and work with AoLE leads to restructure any biased curriculum content.</p> <p>School to link with a range of organisations (Mount Stuart / Show Racism the Red Card) and professionals (diversity advisors) to identify best practice.</p>	<p>Libby Morris</p> <p>Rachael Rogers</p> <p>S Fargher</p>	Jan 24	£1500	<ul style="list-style-type: none"> - Diversity advisor check curriculum - Curriculum to have been audited and to follow anti-racism. - All staff to have received Show Racism the Red card training. - Staff can identify effective methods of planning for diversity across the curriculum (survey results evidence) - Best practice from other organisations considered and embedded into school processes and policies. <p>ENQUIRY- Identify the impact of diversity training on the school curriculum and pedagogical processes (Libby Morris)</p>	
Further develop the provision for parental workshops, sibling support and parental engagement.	5.	<p>Alternating fortnightly coffee mornings will be held at BYC and Tonteg. A range of professionals will join KM to discuss a range of concepts and topics and a range of parent training will be provided.</p> <p>New Headteacher to meet and greet with parents on in both BYC and Tonteg site through coffee mornings and parents' evenings.</p> <p>Continue with forest school's monthly weekend provision. Target sibling groups and identify further sibling support.</p> <p>Parents will be invited to departmental coffee mornings or curriculum events.</p>	<p>Karen Murphy</p> <p>Helen Kelly</p> <p>Sara Nuthall</p> <p>Rebecca Lewis</p> <p>Sian Jones</p> <p>Rachael Rogers</p> <p>Bleddyn Griffiths</p>	April 24	Cost of time on a Saturday	<ul style="list-style-type: none"> – Parent coffee mornings will restart and will be hosted fortnightly at both BYC and Tonteg. – There will be a planned itinerary of subjects covered over the year. – Weekend forest schools' sessions will continue. – Parents will attend whole school and departmental events. – New Headteacher will meet any parents in attendance at curriculum events, departmental events, or whole school events. <p>ENQUIRY – How effective is the provision for parental workshops and sibling support at improving parental engagement and motional scores of pupils in attendance? (Karen Murphy, Josh dance, Helen Kelly)</p>	

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Priority 5

Building Future Capacity: Identify the required leadership structure, unlock the capacity of both YTC and BYC and secure robust self-evaluation processes.

Target and Anticipated Outcome	National Mission Link	Action	Lead Enquiry Group/Person	Date	Cost and Resources	Evaluation and Monitoring	
Review and articulate a new vision and strategic plan to continue the school's improvement journey.	4.	<p>Whole school inset day will be held to ensure staff begin to identify a new vision for the new school.</p> <p>Headteacher to host engagement sessions and co-construct the new vision with parents, governors, improvement partner and any other stakeholders.</p> <p>A new vision and strategic model will be developed to provide a new vehicle of self-improvement.</p> <p>Once completed HT to consider the branding of all documents, website and other documents / policies.</p>	<p>Simon Wilson</p> <p>Julia Render</p> <p>Sarah Jones</p>	Sept - Oct 2023	Time on inset day and into the new term	<ul style="list-style-type: none"> - Inset day with all staff held. - HT to work with all stakeholders to identify new vision and values from a range of stakeholders. - The school will have a new branded vision and values model in which the 2024-2025 SDP will be based upon. - A re-branding strategy will be outlined once the new vision and values model is completed. 	
Review and amend the school's leadership and staff structure to reflect the new vision and context of the school.	4.	Consider the possible expansion of the school and identify a structure that futureproofs Ysgol Ty Coch through working with RCT.	<p>Simon Wilson</p> <p>Julia Render</p> <p>Sarah Jones</p>	Marc 24	Time in Autumn term	<ul style="list-style-type: none"> - Leadership structure will be finalised. - TLRs will be appointed to fill any gaps identified in the staffing structure. 	

		<p>New vision and leadership reviewed and shared with staff, governors, and stakeholders.</p> <p>Policy updated for staff structure and strategic plan in line with rising numbers and need of school.</p>				<ul style="list-style-type: none"> - Teachers will be appointed to fill any identified gaps in the structure of the school. - New roles and responsibilities will be completed upon senior/wider leadership team appointments. - A new organogram will be completed to illustrate the structure of the school with line management responsibilities. 	
Continue to refine the school's quality assurance procedures to ensure they promote self-reflection, robust discussions, safe challenge and rigour.	4.	<p>Implement a range of Strategic Forums to provide a platform for robust conversations linked to H&S, Finance, HR, Standards and Impact and Quality of Life.</p> <p>Ensure all quality assurance processes and overviews linked to Seesaw, planning, teaching, behaviour management etc are discussed and QAs through Strategic Forums. Minutes and actions will be recorded.</p> <p>Minutes from each Forum to be used to support the development of Governor Committee agendas and to enhance governor challenge.</p> <p>Provide opportunities for whole school or departmental moderation across a selection of earning domains.</p> <p>Staff will take part in a range of enquiries</p>	<p>Simon Wilson</p> <p>Julia Render</p> <p>Sarah Jones</p>	Marh 24	Cost of time	<ul style="list-style-type: none"> - Strategic forums to be setup, rolled out and feeding into governor committees with high levels of transparency and efficacy - All teacher monitoring activities to be discussed and reported back to Standards and Impact Forum. - All Quality-of-Life areas (PBS / IDPs / Behaviours) to be reported back to Parents, Communities and Quality of Life Forum. - All teaching staff to take part in moderation activities. - All enquiry projects will be completed and presented in the Weekly SLT Meeting. 	
Continue to offer a high-quality professional learning offer which facilitates high quality teaching and learner progression. Facilitate visits to other schools and sites to learn from across the sector and ensure YTC and BYC	4.	<p>Professional learning will be linked to strategic school planning, self-evaluation, PM and the MER cycle.</p> <p>Identify opportunities to visit and learn from;</p>	<p>Julia Render</p> <p>Sarah Jones</p> <p>Rachael Rogers</p>	April 24	Cost of time and replacement of TAs for courses	<ul style="list-style-type: none"> - A range of staff will have the opportunity to meet and learn from a multitude of schools in a range of domains. - The structure and provision of professional learning will clearly link 	

<p>staff become the teachers and leaders of the future.</p>		<ul style="list-style-type: none"> - School council YBC, Crown bridge & The Western Learning Federation (KH) - Principles of Progression – Hollies & Ysgol Pen Maes (RR) - Motional Task and Finish Group (SG) - Positive Behaviour Support - The Western Learning Federation (SW/JR/SG) - Curriculum Links - Park Lane - TIS – Woodlands High School - Play – Ysgol Pen Maes <p>Identify a structure for Professional Learning linked to the New School Vision to provide a world class professional learning offer in future years.</p> <p>Identify the purpose and use of the new Educational Psychology Universal Provision program.</p> <p>Professional learning plan to take TAs onto graduate teachers through OU 2-year PGCE course.</p> <p>Enable staff to gain GCSE quals- collaborate with local college and OU to access training</p> <p>Tonteg staff will have the opportunity to shadow BYC staff to experience the ways of working in BYC to ensure the school is never one person dependent for any roles.</p> <p>Ensure the school maintains its status as a Move Centre for Excellence and develop a three-year strategic plan alongside a one-year development plan.</p>	<p>Kim Hooper</p> <p>Lyndsay Moulden</p> <p>Leigh Wharton</p> <p>Rebecca Lewis</p> <p>School Staff (TA's)</p> <p>Bleddyn Griffiths</p>			<p>to the schools' new vision and values system.</p> <ul style="list-style-type: none"> - Annual enquiry projects will ensure the impact and ongoing provisioning of previous professional learning is tested thoroughly and changes to the professional learning offer can be made using triangulated data. - TA's will continue to gain qualifications towards QTS. There will be a rolling programme of 1 staff per year per course. - The school will fully engage with the CSC to gain staff access to the MLDP, SLDP and NPQH courses to enhance the leaders of the future. - The LSR will become a tool to be used and discussed in annual PM. - Some Tonteg staff will work with BYC staff to understand the nature of BYC and how best to work there in case of emergency. - The school will maintain its Move Centre of Excellence Award and key staff will present its long-term plan to all staff in inset. <p>ENQUIRY – How effective is the current professional learning offer in improving standards across the school? (Julia Render & Sarah Jones)</p> <p>- Enquiry - What impact has the MOVE programme made since being introduced to Ysgol Ty Coch and what is the intended impact moving forward? (Leigh Warton + others?)</p>
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Ensure the school's accommodation and infrastructure continue to provide an excellent learning environment for the increasing pupil roll and all staff	4.	<p>Improve accommodation in TYM to create an extra intervention room, thereby reducing pressure on nearby classes.</p> <p>Work closely with RCT to develop a strategic plan to release pressure on the entire school site and improve access to provision for all.</p> <p>Identify an area of the school for a community facing enterprise space to further embed skills for work and facilitate the selling of produce from the café / garden centre / cookery room.</p> <p>Research the development of maker spaces and library of things to support the local communities.</p> <p>Move the Salon to the current Sixth form house to formalise and create a vocational skills area of the school to support all pupils.</p> <p>Identify strategic opportunities to unlock further provision by ensuring staff can work flexibly off site when needed.</p>	<p>Sean Gilbertson</p> <p>Lyndsay Moulden</p> <p>Bleddyn Griffiths</p> <p>Ashlie</p> <p>Steph Gillard</p> <p>Simon Wilson</p> <p>Chris Myhill</p>	December 2023	Cost of building works and improvements	<ul style="list-style-type: none"> - The TYM accommodation will be improved, and the extra intervention room will provide an outstanding learning environment. - A development plan will be created with key RCT council officers to identify expansion opportunities using the BYC site. - More pupils will have access to the interventions area of the school. - The school garage will be converted into a community facing pop up shop and maker space. - BYC will begin to develop a 'Library of Things' and use this business opportunity to further engage with the community around it. BYC staff to roll out library of things to Tonteg site when developed. - The salon will be moved to the Sixth Form house or will be made mobile. - Technology will be used to ensure all staff can work from home if required. Room capacity will be released to improve quality of life and access to provision across both sites. 	
<p>Review and refine the designation and purpose of each 'department' to ensure the potential pathway of a pupil through the school is well understood and progressive.</p> <p>What technology does the stream need?</p>	<p>1.</p> <p>2.</p>	<p>Identify the pathways from a range of schools inc.</p> <ul style="list-style-type: none"> - Ysgol y Deri - The Western Learning Federation - Crownbridge <p>Clear communication with all stakeholders of the path through the school through meetings, literature, website.</p>	<p>Simon Wilson</p> <p>Julia Render</p> <p>Sarah Jones</p> <p>Rachael Rogers</p>	Nov 23	Cost of time	<ul style="list-style-type: none"> - Several pathways will be created to establish a clear pathway through the school for each pupil. - Parents and stakeholders will have a clear understanding of each pathway and department. - Context booklets and qualifications pathways will reflect the needs of each department. 	

		<p>Identify frameworks which may be useful to support each pathway</p> <ul style="list-style-type: none"> - Non maintained Nursey Curriculum - Woodlands High School Operational Standards, Progression Steps & ALN Levels. - Key Stages (YYD) and Quals Pathways 	<p>Libby Morris</p> <p>Bleddyn Griffiths</p> <p>Emily Russ</p> <p>Sean Gilbertson</p>				
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Professional Learning Offer

Staff Name	Professional Learning Title and Qualification	Cost to be met by school	Budget to be used
Sarah Jones & Julia Render	Coaching ILM Level 3	500	CSC

Rebecca Lewis	QT MSI	3000	RCT
Clara Bird (year 1)	Foundation Degree & PGCE	1500	International Schools
Lilly Start (year 2)	Foundation Degree & PGCE	1500	Course Fees
	Signalong Train the trainer	500	School
	Signalong Train the trainer	500	School
Debbie Ramsay	PECS implementer	500	School
Emily Russ	PECS implementer	500	School
Leigh Wharton	QT MSI	1200	School
	QT HI	1200	School
	MOVE Train the Trainer	1200	EIG

Additional Roles and Responsibilities

MOVE PROGRAMME		OPTIONS		HEALTH AND SAFETY		PARENT SUPPORT		PR AND ADVERTISING		TRANSPORT	
Sarah J		Sara F		Sian J		Karen M		Leigh W		Andrew C	
Laura D		Lisa D		Danni R		Rachael R		Ashley H		Danni R	
Alex M		Bleddyn G		Ann L		Helen K		Lou L		Scott W (BYC)	
Leigh W		Chris M		Huw B		Sara N		Keira B		Sian P	
Karen P		Ashley H		Andrea H		Lyndsay M				Debbie J	
Natalie W		Steph G		Heath T		Krissy E				MSI/VI/HI	
MANUAL HANDLING		Caroline A		Lyn B		Josh D		GDPR		Rachael R (HI)	

Karen P				EVAC CHAIR	INTERVENOR		Andrea H	Sarah J (MSI)	
Sian J				Leigh W			Julia R	Natalie W (VI)	
Karen M				Sian T			Lyn B	Rebecca L (MSI)	

NQT/PGCE MENTOR		ROUTES FOR LEARNING		MINIBUS		POOL RESPONDERS		FIRE WARDENS		FIRST AID	
				Sian P							
Cara Chaffe		Natalie W		R Stewart		Lyndsay M		Krissy E		Andrew C	
Rebecca L		Alex M		K Williams		Lauren E		Cedwyn J		Ceris Griffiths	
ACCREDITATION				EVC		Chris L		Carly H		Karen M	
Jo Tilley		BEHAVIOUR		Ashley H		Karen M		Juliet G		Ashlie H	
Libby M		Julia Render		Ceris G		Danni R		Sara N		Chris M	
Sara F		Lyndsay M				Juliet G		Danni R		Emma H	
CAREERS		Sean G		Nurture/tis		Natalie W		Karen P		Gareth T	
Karen Pitman		Danni R		Sara N		Sara N		Sara F		Dawn L	
Chris Myhill				Lyndsay M				Chris M		Forest School	
Kerry Murphy		Communication		Sean G		ELSA		Huw B		Danni Rees	
Ann Marie Morgan		Emily Russ Carlie Lloyd		Krissy E		Krissy Evans Sara Nuthall		Andrew C		Helen Kelly	

		Sarah Jones		Dave J		Ashlie Holland		Ashlie H		Chris Lloyd	
		Leigh Wharton Debbie Ramsay		C Myhill		Emma Hall		Laura D		Rhianydd M	
		Libby Morris		C Howland		Helen Kelly				Laura Davies	

2 Year Strategic School Improvement Plan

School Strategic Aim	2023-2024	2024-2025
Learning	<p>Review and refresh writing strategy with focus on Pre-intentional learners</p> <p>Improve pupils reading comprehension in KS3 and KS4</p> <p>Further develop Pupils' problem-solving skills through forest school</p> <p>Improve the relevance of pupil's vocabulary acquisition</p> <p>Further improve communication skills of pupils in ASD foundation phase</p> <p>Undertake a Humanities Review to ensure high quality curriculum content</p> <p>Undertake an expressive arts review to ensure high quality curriculum content</p>	<ul style="list-style-type: none"> • Health and Wellbeing Review to ensure high quality curriculum content • Language and Literacy Review to ensure high quality curriculum content • Ensure • ASD provision review and subsequent improvements in light of changing cohort of learners • Formal curriculum review and engagement with others schools to quality assure the curriculum offer
Wellbeing	<p>Continue to embed physical literacy with specific emphasis on MOVE to ensure pupils develop excellent mobility skills</p> <p>Improve the analysis of the functions of behaviour in order to reduce the amount of level 1 behaviour incidents</p> <p>Further develop pupils' play skills with particular emphasis on pupils with ASD in the foundation phase</p> <p>Improve the reach and impact of Taith y Meddwl by changing the delivery model</p>	<ul style="list-style-type: none"> • Firmly embed the international professional learning opportunities into the school's PL offer • Identify and engage with cutting edge teaching practices as they develop • Embed the journey of becoming a 'teaching school' by improving partnerships with others schools, universities and businesses • Embed the YTC Learning journal with possible links with university level research to share critique and share practice

	Develop more ways to capture and react to the opinions of learners to ensure their views remain at the centre of the school	
Teaching	<p>Improve the creativity of teachers delivery for DCF. Ensure effective systems for tracking progress in DCF directly impact on subsequent planning</p> <p>Improve the systems and effectiveness for assessing pupils' progress regarding Principles of Progression and qualitative statements with consideration also of the other 3 AOLES e.g. Humanities, Science and Tech and Expressive Arts</p> <p>Review and refine the designation and purpose of each 'department' to ensure the potential pathway of a pupil through the school is well understood and progressive</p> <p>Build on the newly established Special School sports network to provide further opportunities for competitive and representative sport</p> <p>Continue to invite external scrutiny to 'test' the effectiveness of the school's curriculum offer</p> <p>Continue to evaluate and refine the school's shared understanding of assessment and progression to ensure our systems capture what's important for our pupils</p>	<ul style="list-style-type: none"> • Full review of ALN implementation • Full review of parental involvement in curriculum design and implementation • Implement further accredited courses for parents • Embed sibling support classes • Continue to explore afterschool and holiday provision
Care, Support and Guidance	<p>Ensure all pupils move from Statements to IDPs and fully embed the whole school system for tracking progress against IDP</p> <p>Further develop person centred practices across the school to further improve holistic target setting</p> <p>Continue to improve the school environment to ensure a reduction in level 1 behaviour incidents</p> <p>Continue to encourage good pupil attendance using a range of creative and person centred approaches</p> <p>Continue to embed a whole school approach to wellbeing methodology and begin to understand the psychology that lies behind behaviours that challenge</p> <p>Continue to embed the cross-cutting themes across the curriculum with particular emphasis on diversity</p> <p>Further develop the provision for parental workshops and sibling support</p>	<ul style="list-style-type: none"> • Fully established sporting clubs • Engagement with All Wales special school games • Increased number of pupils engaged in participative and representative sport • Increased number of expressive arts clubs with work being showcased • Robust integration programme in place • Enhance the knowledge all staff to release capacity for focused FBA to occur for all Level 1 behaviours

<p>Leadership</p>	<p>Ensure a smooth and thorough transition of the new Headteacher</p> <p>Review and articulate a new vision and strategic plan to continue the school's improvement journey</p> <p>Review and amend the school's leadership and staff structure to reflect the new vision and context of the school</p> <p>Continue to refine the school's Quality assurance procedures to ensure they promote self-reflection and rigour in equal measure</p> <p>Continue to offer a high quality professional learning plan which facilitates high quality teaching and captures learner progression robustly. Facilitate visits to other schools to learn from the sector</p> <p>Ensure the school's accommodation continues to provide a good learning environment for the increasing pupil role</p> <p>Further develop links with Universities to enhance culture of enquiry and 'growing our own' staff.</p>	<ul style="list-style-type: none"> ● Refurbishment of the administration areas of the school ● Refurbishment of 2 classrooms <ul style="list-style-type: none"> ○ Broga ○ Seren ● Install sports pitch on BYC land to facilitate engagement in sport
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