

School Development Plan: Published Summary

School Self-evaluation: Summary

Strengths:

- The school has a clear vision that promotes the Ty Coch recipe of respect, high expectation, challenge, integrity, passion, and enjoyment.
- Through its work the school celebrates the diversity of all pupils, staff, and stakeholders.
- Leadership is stable and effective across all levels. Roles and responsibilities are clear and ensure appropriate distribution of important activities.
- The school has an extensive range of partners. It works well with all parents and works to engage them in school life through a range of events.
- The school effectively maintains partnerships with a range of businesses, local artists, musicians, and horticultural experts. The school uses these partnerships to augment and refine the curriculum for all pupils.
- The focus on a core professional learning offer has ensured that all staff receive constant training in key areas. The use of Colour Works, Situational Leadership coaching models has resulted in a workforce that understand themselves well and know how to collaborate with those around them effectively.
- The school uses a range of self-evaluation and improvement planning processes to systematically self-reflect and improve.
- Self-evaluation reports are delivered to Governor panels at regularly and constructive criticism is sought to ensure effectiveness.
- The school uses a range of accreditation boards to check the quality of work produced by pupils and award certification for all pupils' achievements.
- The quality of teaching across the school allows almost all pupils to make good progress in line with their diagnosis. A range of methods are used to regularly check the quality of teaching.
- The new curriculum for Wales is fully embedded and an effective and robust person-centred skills-based curriculum supports learning across the school.

Areas for Development:

- A new headteacher has begun working at the school and this has presented the school with the opportunity to review leadership structure, values and principles.
- At times the behaviour of a very small number of pupils interferes with the learning of others.
- Teachers would benefit from further working in triads or small groups to effectively self-evaluate and improve upon their own practice.
- Although well developed and robust, the use of the New Curriculum for Wales requires review to ensure it is relevant for all learners.
- The environment of the main school building limits the nature of some activity's pupils can take part in.

School Development Plan Evaluation 2022 /2023	
Priority	Evaluation of progress
Developing High Quality Teaching and Learning Which Improves Outcomes for All	<ul style="list-style-type: none"> • The school has developed a curriculum model that supports the needs of all learners and links to range of professional networks. • Overall progress across the school is very good. • The school is a leading organisation in Move and has achieved the centre of excellence award. • The school has improved its use of ASD strategies and continuous provision supports effective teaching across the school
Investing in Staff to ensure high quality outcomes for all	<ul style="list-style-type: none"> • The school uses innovative psychology approaches to form cohesive teams and ensure best outcomes for pupils. • The school supports a range of staff to develop and become the teachers of the future. • Teachers are enhancing their understanding of assessment linked to progression and beginning to digitise their marking. • Staff use enquiry to further enhance their professional learning and improve standards across the school. • The school have engaged with a range of professional networks including the South Wales Progression and Assessment Network and sit as a steering member of the group.
Unconditional Support for Parents/Families	<ul style="list-style-type: none"> • The school links effectively with parents and stakeholders through its family centre and sensory gardening club held on Saturdays. • The school has developed robust ALN reform processes and ensured that key staff are trained effectively to deliver outstanding person-centred practice and development plans. • Reducing behaviours that challenge is a core focus of the school, and this is tracked robustly.
Celebrating Difference in the Community	<ul style="list-style-type: none"> • The school has enhanced its curriculum further by developing curriculum linked enrichment days. • The school has given all pupils opportunities to perform in a range of high-quality musical and drama performances. • The school prepares pupils for the world of work through its Hair Salon, Café, and college provisions.
Enhancing the Physical Environment to support progress.	<ul style="list-style-type: none"> • The school has a robust refurbishment plan that ensures the environment improves quality of life for all pupils through improvements. • Playground equipment and environment has continued to be improved in order to target children's physical skills and sensory processing skills.

SCHOOL DEVELOPMENT PLAN PRIORITIES 2023/2024

Priority	Key Actions	Support
1. Skills: Improve pupils' holistic language, literacy, communication, and problem-solving skills.	<p>Enhance the core expressive and receptive skills of pupils.</p> <p>Enhance pupils functional use of money.</p> <p>Enhance pupils use of Welsh.</p>	<p>Central South Consortium</p> <p>Senior School Staff</p> <p>Speech and Language Service</p>
December Milestones <p>Trial a range of motor skills programs.</p> <p>Establish small MDT working party to discuss the focus of improving vocabulary.</p> <p>Rollout developmentally appropriate Welsh language mats</p>	March Milestones <p>Link trackers progression Model.</p> <p>Total Communication approach training to be rolled out by Speech and Language Service.</p> <p>Learning walks to review the use of money academically across the school.</p> <p>Lesson observations and Seesaw capture use of Welsh throughout.</p> <p>Welsh language embedded in context booklets</p>	July Milestones <p>Prewriting activities implemented in all classes.</p> <p>Co-construct a range of range of learning opportunities for the use of money with teaching staff.</p> <p>School achieves Cymraeg Campus Silver Award</p>
2. Quality of Life: Diversify the school's wellbeing strategy to improve quality of life for all stakeholders.	<p>Improve the use of functional behaviour analysis and the teaching of functionally equivalent skills across the school.</p> <p>Further enhance the wellbeing strategy in school.</p> <p>Enhance school council processes to act as a subcommittee to the Governors.</p> <p>Enhance quality of life for all stakeholders using sport and physical movement</p>	<p>Central South Consortium</p> <p>Senior School Staff</p> <p>Cwm Taff Health Board</p> <p>External Consultants</p>
December Milestones <p>Identify the use of FBA tools across the school.</p> <p>Develop a 3-year plan to outline the progression path of the Taith y Meddwl processes and mechanisms.</p> <p>Develop sub committees for the school council (eco council, Criw Cymreig, digital committee)</p>	March Milestones <p>Receive training on FBA for all staff & ensure compliance with reducing restrictive practices.</p> <p>Improve the exit criteria from the Ty Hwyl provision.</p> <p>Contact other special schools to identify if there is a desire for an RCT Special School's Parliament.</p>	July Milestones <p>Develop a TIS & PBS pastoral team and develop their skills in the use of FBA.</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>Gain Rights Respecting Rules Gold Award- all new staff aware of RRRS.</p>

<p>Maintain links with Disability Sports Wales.</p> <p>Develop a strategic plan to further develop physical movement across the school.</p>	<p>Engage in various sporting activities with other special schools, ensuring engagement for all opportunities e.g., boccia, football, rugby etc.</p> <p>Develop methods of supporting a range of movement activities across the school.</p>	<p>Invite sporting professionals to school through enrichment days.</p> <p>Ensure the school maintains its status as a Move Centre for Excellence.</p>
<p>3. Pedagogy: Ensure all pupils are progressing and that all staff are developing a deeper understanding of holistic progression.</p>	<p>Enhance the teaching of communication, play skills and problem-solving skills across the school.</p> <p>Improve staff understanding of the DCF.</p> <p>Review the school's integration of the Curriculum for Wales</p> <p>Enhance the schools use of assessment and progression.</p>	<p>Central South Consortium</p> <p>Senior School Staff</p> <p>Speech and Language Service</p> <p>Wider Special Schools Network</p> <p>SSPAN Network</p>
<p>December Milestones</p> <p>Problem solving skills awareness training.</p> <p>Implement a relevant and robust digital DCF skills tracker.</p> <p>Review the curriculum using external expertise.</p> <p>Relaunch target setting for all pupils.</p>	<p>March Milestones</p> <p>Enhance pupil opportunities to access forest schools' activities identified in the curriculum and context booklets.</p> <p>A target setting system will be developed to support the teaching and assessment of digital skills.</p> <p>SLT/WLT to remain fully involved with CSC – Curriculum network.</p> <p>Plan any changes to the curriculum after review.</p> <p>Develop a qualitative and quantitative progression journey for all pupils</p>	<p>July Milestones</p> <p>Ensure pupils are faced with problems they can solve through communication, collaboration, experimentation, or patience.</p> <p>Ensure all pupils are baselined on the DCF and staff understand the skills to be taught across the curriculum.</p> <p>Fully investigate the relevance of the non- maintained nursery curriculum. Relaunch / maintain the curriculum after its review.</p> <p>Support other schools in their development of a progression system.</p>
<p>4. Individual & School Development: Secure the school's use of IDPs and ensure provision and</p>	<p>Ensure all pupils move from Statements to IDPs and fully embed</p>	<p>RCT Access & Inclusion</p> <p>Central South Consortium</p>

<p>processes support pupils holistic development.</p>	<p>the whole school system for tracking progress against IDP.</p> <p>Improve pupil attendance across the school.</p> <p>Continue to self-evaluate the school's effectiveness through the Whole School Approach to Mental Health and Emotional Wellbeing Toolkit</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, sibling support and parental engagement.</p>	<p>Senior School Staff</p>
<p>December Milestones</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>Individual attendance to be monitored on a 3-weekly basis through the Behaviour, Attendance and Safeguarding Meeting.</p> <p>Motional scores to be collected for all pupils.</p> <p>Host Heritage days linked to diversity across the curriculum.</p> <p>Coffee mornings to be organised for all parents across both sites.</p>	<p>March Milestones</p> <p>Staff effectiveness will be evaluated through IDP monitoring and through external scrutiny.</p> <p>Whole school attendance to be discussed and addressed through Strategic Quality of Life Forum (half termly).</p> <p>Motional scores will identify pupil needs. Therapeutic responses to be provided for the pupils in most need.</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>New Headteacher to meet and greet with parents on in both BYC and Tonteg site through coffee mornings and parents' evenings.</p>	<p>July Milestones</p> <p>Provide advanced training to link IDP targets to each pupil's curriculum.</p> <p>Implement pastoral support plans for those struggling to attend school. Ensure all interventions are in place and work closely with RCT to support all families.</p> <p>Motional scores and interventions to support a reduction in blocks to learning.</p> <p>AHT to attend DARPL training, audit curriculum and work with AoLE leads to restructure any biased curriculum content.</p> <p>Parents will be invited to departmental coffee mornings and curriculum events.</p>

<p>5. Building Future Capacity: Identify the required leadership structure, unlock the capacity of both YTC and BYC and secure robust self-evaluation processes.</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, robust discussions, safe challenge, and rigour.</p> <p>Continue to offer a high-quality professional learning offer which facilitates high quality teaching and learner progression.</p> <p>Continue to improve the school environment.</p> <p>Review and refine the designation and purpose of each 'department'</p>	<p>RCT Access & Inclusion</p> <p>Central South Consortium</p> <p>Senior School Staff</p> <p>Governors</p>
<p>December Milestones</p> <p>Inset day for all staff to identify a new vision.</p> <p>Identify a structure that future proofs Ysgol Ty Coch</p> <p>Implement strategic forums to support robust challenge and regular internal self-evaluation.</p> <p>Professional learning will be linked to school strategic planning.</p> <p>Continue to review the environment in line with the current pupil body and future cohorts of pupils.</p>	<p>March Milestones</p> <p>Headteacher to host engagement sessions and co-construct the new vision with parents, governors, improvement partner and any other stakeholders.</p> <p>New vision and leadership reviewed and shared with staff, governors, and stakeholders.</p> <p>Ensure all quality assurance processes and overviews linked to Seesaw, planning, teaching, behaviour management etc are discussed and receive QA through Strategic Forums.</p> <p>Link with other schools to identify excellent practice.</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>July Milestones</p> <p>A new vision and strategic model will be developed to provide a new vehicle of self-improvement.</p> <p>Policy updated for staff structure and strategic plan in line with rising numbers and need of school.</p> <p>Minutes from each Forum to be used to support the development of Governor Committee agendas and to enhance governor challenge.</p> <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 an area of the school for a community facing enterprise space to facilitate the selling of produce from the café / garden centre / cookery room.</p>

Review the departments in other schools and understand their purposes.	Identify a departmental system for Ysgol Ty Coch. Match the needs of the pupils with the skills of staff.	integrate frameworks to support each new department / pathway and align school leadership appropriately.
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