

Ysgol Ty Coch PDG Grant Strategy Statement 2023-2024

Annex 1: Pupil Development Grant School Statement template

This statement details our school's use of the PDG for the 2023 to 2024 academic year. It outlines our strategy, how we intend to spend the funding in this academic year and the effect that last year's spending had within our school.

If your numbers are 5 and below please use a * instead of the allocation to protect the identification of children.

School Overview

Detail	Data
School name	Ysgol Ty Coch
Number of pupils in school	231
Proportion (%) of PDG eligible pupils	38.4%
Date this statement was published	September 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Simon Willson Julia Render
PDG Lead	Julia Render
Governor Lead	Lyndon Walker

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£57500
Cost of TA	26909
Cost of HLTA	29860
Cost of Team Teach refresher training for 5 persons	£550 = 2750 plus cover £115 per day x 10 = £1150 Total = £3900
Cost of Implementing Early bird and Teen Life courses	£660
Total budget for this academic year	£57500 (cost of staff £56,769) Total cost of £61,329 (3,829 to be paid from school)

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Part A: Strategy Plan

Statement of Intent

You may want to include information on:

Objectives of plan: 5 days per week

1. To ensure that Trauma Informed Approaches are being supported through the school.

- Champion TIS approach throughout the school and support the TIS development through the Taith y Meddwl classes and approach
- Support wellbeing of pupils in the Ty Hwyl provision including meeting with the parents
- Support Trauma informed approaches with the two classes in TYM- primary and secondary provision

Objectives for Pupils being Supported:

- Whole school approach with Trauma Informed at the centre
- Understanding of pupils when they have complex behaviour needs
- Supporting of pupils across the school using a Trauma Informed Approach

- *How does your current strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

- Highly skilled member of staff who is trained to Trauma Informed Diploma Level to work with pupils who have complex emotional needs, helping them within an intervention environment and supporting them into class.

- Support an intervention environment for identified pupils throughout the school who need this approach for specific time during the week, therefore helping them cope in their main classes.

- Improve opportunities for pupils in TYM class with outreach opps to college, off site, work experience

- Support the class teachers in the TIS approach as vulnerable pupils across the school benefit from the TIS approach

- Supporting identified pupils from TYM into their classes so there are opportunities for inclusion and developing social skills with their peers

- Supporting families with pupils have the skills, confidence and resources to actively support their child's learning at home.

- To gain TT refresher training in order to lead Team Teach training courses within the school, promoting the 95% of de escalation. The school has grown so

the need is for 5 TT trainers to support behaviour clinics, FBA and MAS assessments, in addition to ensuring whole school training.

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2. Ensure communication is developed throughout the school, that ASD strategies are supported and enhanced as there has been an increase in pupils with ASD and in ASD classes

- communication be supported by a HLTA improving communication through working closely with classes, identifying pupils in need of AAC support and different forms of communication
- developing PECs within classes
- training in Total Communication strategies for all staff including PECs, AAC, Signalong and Intensive Interaction
- Communication profiles supported throughout all classes

Objectives for Pupils being Supported:

- Ensuring all pupils are supported through a Total communication approach
 - Ensuring pupils have targets and make progress within the TC approach
 - Ensuring the optimum learning is achieved through pupils having suitable Communication provision
 - Liaising with parents and conducting staff training to ensure holistic communication approach
 - Visual timetables, ASD strategies shared with parents - reducing behaviours at home
 - Ensure pupils are supported with ASD strategies and staff training enhanced through practical demonstration of these strategies.
 - Ensure staff are trained as trainers for NAS courses to deliver training to parents (improved parent/ school links, improved confidence with parents as behaviour is reduced through ASD strategies
- *How does your current strategy plan work towards achieving those objectives?*
 - *What are the key principles of your strategy plan?*

-Highly skilled member of staff who is trained as an Implementor to work with pupils who have ASD, assisting them in the use of PECS within class, including upskilling of new staff to manage demand of increased numbers on roll

- Run communication groups through the ASD classes
- Support the class teachers in the use of PECS and AAC for pupils with ASD such as LAMP, ensure correct devices for those who need as these pupils manage back in their classes
- To assist parents with LAMP and PECs training
- Provide training for teachers and support staff regarding Total communication approach

- Promote ASD strategies within classes such as Teacch, structure and routine, visual supports, “working for” “ now and next”
- Work individually with pupils and staff to provide support for enhanced ASD strategies/ communication for those pupils whose behaviour is communicating an unmet need
- trainers in Early Bird, Early Bird Plus and Teen Life put on workshops for parents to their improve knowledge of ASD, reduce parental anxiety,
- all staff in specific ASD classes trained in NAS Teacch, all classes in school use ASD strategies as is necessary for optimum learning.

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Number of pupils accessing the TYM intervention and making of progress against their targets	Progress in motional, OPP targets, Connecting steps, teacher observations. More pupils access college, off site provision and can liaise with a variety of peers
All staff trained in Team teach via 5 TT trainers - as part of a 24 month rolling programme each September ensuring all staff at any one time are TT trained (one day refresher course)	Achieve Team teach trainer and deliver courses. TT trainers support other local special schools to deliver training or new staff to achieve training Identified Governors in YTC trained in Team Teach, promotes understanding
Trained new staff in team teach	Achieve Team teach training 12 hours so can conduct duties in class and promote 95% of de-escalation Identified Governors in YTC trained in Team Teach, promotes understanding

Activity in this academic year

This details how we intend to spend our PDG **this academic year** to address the challenges listed above.

- To ensure that Trauma Informed Approaches are being supported through the school by paying TA Grade 6 to support pupils within the TYM provision and extend it to the primary phase
- Team teach Trainer refresher course January 2024
- Train new staff in team teach -2 day course in September 2023, governors to be trained in Team teach
- Train staff in refresher Team Teach September 2023 as part of the rolling programme
- Support staff and pupils with FBA and MAS for identified pupils to understand the behaviour need and put strategies in place.
- ASD champion to visit classes with older pupils - reciprocate to improve teaching and learning
- Ensure communication is developed throughout the school, that ASD strategies are supported and enhanced by paying HLTA to support communication with the increased numbers of pupils within the school who have ASD. Communication Profiles are to be written for all pupils.
- Ensure parents are supported with ASD strategies and understanding of ASD from a young age and into puberty

Learning and Teaching

Budgeted cost: £ 56769

Activity	Evidence that supports this approach
Support pupils within the TYM provision for TIS approaches and within the school	Number of pupils accessing TYM provision. Progress of pupils, reduction in behavioural forms, improved Motional (after a period of time), progress in OPP. number of pupils going back into the main provision. Progress shown on Seesaw. Older pupils make progress in accreditation matched to their learning need.
<i>Support pupils with the ASD classes for communication and also pupils in need of communication and ASD strategies within the main classes</i>	Number of pupils within classes who have an ASD approach, communication progress. Progress in communication profiles. Progress in Connecting steps, progress in OPP. Progress shown on Seesaw. Reduction in behaviours due to improved communication and ASD strategies Improved communication at home and anecdotal evidence from home of a reduction in behaviours.

<i>who may have a secondary diagnosis of autism</i>	Staff using ASD strategies within classes, improves engagement , therefore improving learning
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Community Schools

Budgeted cost: £ 660

Activity	Evidence that supports this approach
<i>Close support for family of pupils identified</i>	Phone calls and meetings supporting parents and learners ensuring families have the skills, confidence and resources to actively support their child's learning at home. home visits where it is needed
<i>Strategies to aid identified families with pupils with ASD</i>	Teaches parents in workshops regarding ASD awareness and strategies

Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)

Budgeted cost: £ 3900

Activity	Evidence that supports this approach
Train 5 Team Teach trainers - refreshers throughout the year	Achieved trainer status and assists in delivering statutory training to ensure that 95% de - escalation strategies are used
Train staff in 12 hour Team teach	all school staff are qualified in Team Teach

Total budgeted cost: £ 57,500 from PDG (£61,329 in total)

Part B: Review of outcomes in the previous academic year

PDG outcomes

This details the impact that our PDG activity had on pupils in the 2022 to 2023 academic year.

Ensure Taith y Meddywl provision is staffed using highly skilled and qualified staff, promoting TIS approaches through the school, to ensure a holistic approach.

- a programme of intervention has been staffed by an instructor to support pupils in need of trauma informed
- whole school approach to Trauma Informed. It has been written into the context booklets, is referenced in teacher planning and is holistically part of the school vocabulary, TIS approaches used in meetings and referred to.
- Staff are more likely to refer into Taith y Meddwyll and earlier identification of issues. Support given for more identified pupils in the primary phase, using ELSA support. Pupils are also accessing it as an intervention, TIS approaches have been used across the school so that pupils are more heavily supported in their classes
- There are more children accessing support on a set basis- some pupils have returned to main classes. Improved academic scores. Pupils are able to talk about their feelings and parents are also supported. This has helped pupils with anxieties. Nearly all pupils have improved their motional scores and their Connecting Steps scores. This has shown that the interventions have enabled them to progress well against their targets. (See further detail from TYM to support)
- Families of pupils are closely supported through TYM staff including regular meetings and phone calls.
- Pupils have been able to access the community more including extending their learning, visiting offsite provision such as going to college for those who are older and also enhancing their learning from visits to local shops, cafes etc.

2. Ensure communication is developed throughout the school, that ASD strategies are supported and enhanced

- communication has been supported by a HLTA improving communication through working closely with classes, identifying pupils in need of AAC support and different forms of communication
- support given to newly created classes with a different range of ASD needs. The number of pupils in the school has considerably increased with many pupils needing access to ASD approaches and communication.
- Supporting training of staff in ASD strategies and ensuring communication aids are used. Whole school staff training and bespoke training in Autumn and Spring Term. Staff are more confident with using PECs, core boards. Signalong is being developed further.
- NAS Teacch training has ensured all teachers working in classes with pupils with predominantly ASD have received Teacch training and have an improved understanding of the needs of the pupils and strategies to be used.

- assessed individual pupils and worked individually with staff to provide support for enhanced ASD strategies/ communication for those pupils whose behaviour is communicating an unmet need.
- Worked closely with parents to support PECS at home or AAC in the form of LAMP.

Externally provided programmes

Please include the names of any programmes that you purchased in the previous academic year. This will help us identify which ones are popular in Wales.

Programme	Provider
Trauma Informed schools Training - providing knowledge and understanding of the effect of trauma Early Bird training and Teen Life- ASD friendly parenting programme to aid awareness and understanding NAS Teacch - supporting staff with enhanced knowledge and understanding of ASD strategies Team Teach - Positive Behaviour Train the Trainer sessions	Trauma Informed schools Training Early Bird training and Teen Life NAS Teacch Team Teach