



# Ysgol Ty Coch

School Development Plan

2024 – 2025

## School self-evaluation: summary

### Strengths:

- The school has a detailed plan to make things better, like improving lessons, training teachers, and fixing buildings.
- Students learn important skills like reading, writing, and solving problems. We also get to practice life skills and work experience.
- Each student has a special plan to help them learn in the best way called an Individual Development Plan (IDP). Teachers use different ways to help students communicate better and work well with Pyramid UK.
- Teachers get lots of training to learn new ways to help students. We also work with other schools to get better at teaching.
- The school cares about students' feelings and mental health. We have special programs to help students feel happy and safe.
- The school has events like coffee mornings and workshops to involve parents and the community. We celebrate different cultures and make everyone feel welcome.
- The school is planning to build new rooms and improve old ones. They want to make sure there are enough spaces for all the activities that our pupils enjoy and learn from.

### Challenges

- The school is growing, so we need to make sure there is enough space and resources for everyone.
- The school needs to make sure we have enough teachers and staff to help all the students.
- The school is always trying to make lessons better and make sure we meet the needs of all students.
- Some students show behaviours of concern, so teachers and support staff continue to learn the best ways to help them.
- We want to get more parents involved and make sure they understand what the school is doing.
- The school needs to make sure we have enough support for students' mental health and feelings.
- The school staff continue to work to renovate and fix our ageing building. We also need to make sure there is enough parking and that the school remains a nice place to be.
- Ysgol Ty Coch is working hard to make the school a great place for students to learn and grow. We have many strengths and are working on our challenges to make things even better for everyone.

## SCHOOL DEVELOPMENT PLAN EVALUATION 2023/2024

Priority	Evaluation of progress
<p><b>Priority 1: Skills</b></p> <p><b>Goal:</b> Improve pupils' holistic language, literacy, communication, and problem-solving skills.</p>	<ul style="list-style-type: none"> <li>• <b>Writing Skills:</b> The school reintroduced "Peg to Paper" in primary classes and "Handwriting Motorway" in secondary classes. Many pupils showed progress in handwriting and physical skills.</li> <li>• <b>Vocabulary:</b> Staff collaborated with Speech and Language Therapists (SALT) to enhance vocabulary teaching. Communication profiles and Total Communication approaches were used effectively.</li> <li>• <b>Reading Comprehension:</b> The "Read, Write Inc. Fresh Start" scheme was implemented in secondary classes, leading to improved reading and comprehension scores.</li> <li>• <b>Money Skills:</b> Pupils engaged in various activities to understand money, showing progress in handling money through practical experiences.</li> <li>• <b>Welsh Language:</b> The school worked towards the Cymraeg Campus Silver Award, increasing the use of Welsh in classes and achieving the award.</li> </ul>
<p><b>Priority 2: Quality of Life</b></p> <p><b>Goal:</b> Diversify the school's wellbeing strategy to improve quality of life for all stakeholders.</p>	<ul style="list-style-type: none"> <li>• <b>Behavior Analysis:</b> Functional behavior analysis (FBA) tools were introduced, reducing Level 1 behavior incidents. A pastoral team was developed to support behavior management.</li> <li>• <b>Taith y Meddwl:</b> A plan was developed to improve the effectiveness of Taith y Meddwl, including training for staff and the introduction of a school dog.</li> <li>• <b>Governance:</b> Subcommittees for the school council were established, ensuring pupil voice in decision-making. The school achieved the Eco Platinum award.</li> <li>• <b>Sports Network:</b> Links with Disability Sports Wales were maintained, and pupils participated in various sports events, enhancing their physical skills.</li> <li>• <b>Physical Movement:</b> A strategic plan was developed to enhance physical movement activities, maintaining the school's status as a Move Centre for Excellence.</li> </ul>
<p><b>Priority 3: Pedagogy</b></p> <p><b>Goal:</b> Ensure all pupils are progressing and that all staff are developing a</p>	<ul style="list-style-type: none"> <li>• <b>Communication Skills:</b> Communication profiles were embedded across the school, and staff received training in Sign Along. Observations showed a range of communication supports used in classrooms.</li> </ul>

<p>deeper understanding of holistic progression.</p>	<ul style="list-style-type: none"> <li>• <b>Play Skills:</b> Opportunities for developing play skills were increased through structured activities and training for staff.</li> <li>• <b>Problem-Solving:</b> Pupils were engaged in problem-solving activities, both in classrooms and outdoor areas, enhancing their skills.</li> <li>• <b>Digital Competence Framework (DCF):</b> Whole school training on DCF was conducted, and a digital skills tracker was implemented. Staff were baselined on DCF skills, and digital skills were assessed and tracked.</li> <li>• <b>Curriculum Review:</b> The curriculum was reviewed by external experts, and policies were updated to ensure relevance. The non-maintained nursery curriculum was considered for supporting curriculum development.</li> </ul>
<p><b>Priority 4: Individual &amp; School Development</b></p> <p><b>Goal:</b> Secure the school’s use of IDPs and ensure provision and processes support pupils' holistic development.</p>	<ul style="list-style-type: none"> <li>• <b>IDPs Transition:</b> All pupils transitioned from Statements to IDPs, with staff receiving training on writing and maintaining IDPs. External scrutiny ensured the effectiveness of IDPs.</li> <li>• <b>Attendance:</b> Pastoral support plans were implemented for pupils with attendance concerns, and regular meetings were held to monitor attendance.</li> <li>• <b>Mental Health:</b> The Whole School Approach to Mental Health and Emotional Wellbeing Toolkit was used to identify priorities and provide therapeutic responses. Staff received counseling and supervision.</li> <li>• <b>Diversity:</b> Heritage Days were hosted to emphasise diversity, and staff received training on avoiding bias in planning and delivery. The curriculum was audited for anti-racism.</li> <li>• <b>Parental Engagement:</b> Fortnightly coffee mornings and weekend forest school sessions were held to engage parents and provide support.</li> </ul>
<p><b>Priority 5: Building Future Capacity</b></p> <p><b>Goal:</b> Identify the required leadership structure, unlock the capacity of both YTC and BYC, and secure robust</p>	<ul style="list-style-type: none"> <li>• <b>Vision and Strategic Plan:</b> A new vision and strategic plan were developed with input from parents, pupils, governors and staff. The school’s rebranding project began.</li> <li>• <b>Leadership Structure:</b> The leadership and staff structure were reviewed and updated to align with the new vision. New permanent job posts were created to support the school’s growth.</li> </ul>

<p>self-evaluation processes.</p>	<ul style="list-style-type: none"> <li>• <b>Quality Assurance:</b> Strategic forums were implemented to ensure robust self-evaluation and transparency. Moderation activities and enquiry projects were conducted to enhance teaching and learning.</li> <li>• <b>Professional Learning:</b> An enhanced professional learning offer was developed, linked to strategic planning and self-evaluation. Some staff visited other schools to understand how other schools do things.</li> <li>• <b>Infrastructure:</b> Plans were made to improve the school's buildings and create new intervention rooms. A community-facing enterprise space project began, and the school maintained its status as a Move Centre for Excellence.</li> </ul>
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**SCHOOL DEVELOPMENT PLAN PRIORITIES 2024/2025**

<b>Priority</b>	<b>Key Actions</b>	<b>Support</b>
<p><b>Priority 1:</b></p> <p><b>Teaching, Learning &amp; Skills</b></p>	<ul style="list-style-type: none"> <li>• Enhance the Welsh language skills of the school community.</li> <li>• Enhance the communication skills of pupils across the school.</li> <li>• Continue to evaluate and refine the school’s shared understanding of assessment and progression.</li> <li>• Identify the impact of the Non-Maintained Nursery Curriculum on the Explorers Curriculum and pupil achievements.</li> </ul>	<p>Central South Consortium</p> <p>Pyramid UK</p> <p>SSPAN Network</p>
<p><b>Priority 2:</b></p> <p><b>Quality of Life</b></p>	<ul style="list-style-type: none"> <li>• Develop a school-wide cultural understanding of Positive Behaviour Support.</li> <li>• Ensure Taith y Meddwl and Ty Hwyl pupils develop skills needed for reintegration and future qualifications.</li> <li>• Ensure IDPs are robust, person-centred, and drive each pupil’s individual curriculum.</li> <li>• Refine the school’s ability to use and respond to the Whole School Approach to Mental Health and Emotional Wellbeing Toolkit.</li> <li>• Enhance the provision for parental and stakeholder engagement.</li> <li>• Enhance the development of pupil leadership across the school.</li> </ul>	<p>Prospect PBS</p> <p>Brisith Institue of Learning Disabilities</p> <p>Rhondda Cynon Taff Local Education Authority</p>
<p><b>Priority 3:</b></p> <p><b>Leading and Improving</b></p>	<ul style="list-style-type: none"> <li>• Communicate the vision and strategic plan to all stakeholders.</li> <li>• Ensure all staff are clear on their roles and responsibilities.</li> <li>• Embed the school’s quality assurance procedures.</li> <li>• Offer a high-quality professional learning offer.</li> <li>• Modernise the school’s IT infrastructure.</li> <li>• Ensure the school’s accommodation and infrastructure provide an excellent learning environment.</li> </ul>	<p>Central South Consortium</p> <p>Parents, Governors and Staff</p> <p>Professional Learnig Providers</p>

