

Ysgol Ty Coch



School Improvement Plan *2018 - 2019*

General School Information - YTC

Address	Ysgol Ty Coch Lansdale Drive, Tonteg
Telephone	01443 2013471
Fax	01443 206828
Email	David.t.jenkins@rctcbc.gov.uk
Website	www.ysgoltycoch.co.uk
DES LA Number	
Headteacher	David Jenkins
Chair of Governors	Janice Stuckey
Director of Education	Esther Thomas

Staffing Levels	Teaching	Instructor		LSAs		Childcare Officer		SEN SNSAs		Clerk		Caretaker Cleaner		Midday Supervisors		Canteen Staff		Total
	17	5		38		1				3		5		2		2		73
Number on Roll	YN	YR	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Total	
YTC 2017-2018																	144	
BYC 2017 -2018																	10	

General School Information - BYC

Address	Buarth y Capel, Ynsybwl
Telephone	01443 791424
Fax	
Email	David.t.jenkins@rctcbc.gov.uk
Website	www.ysgoltycoch.co.uk
DES LA Number	
Headteacher	David Jenkins
Chair of Governors	Janice Stuckey
Director of Education	Esther Thomas

Staffing Levels	Teaching	LSAs	SEN SNSAs	Clerk	Caretaker Cleaner	Midday Supervisors	Canteen Staff	Total
	3	6		1	1	0	1	12

Staffing Structure

Languages, Literacy and Communication		Mathematics and Numeracy		Science and Technology		Health and Wellbeing		Expressive Arts		Humanities	
AOLE LEAD	Emily R	AOLE LEAD	Rachael R	AOLE LEAD	Jo T	AOLE LEAD	Sean G	AOLE LEAD	Julia R	AOLE LEAD	Sarah J
English/LNF	Emily R	Maths/LNF	Rachael R	Science	Sara F	PSE	Sean G	Art	Libby M	ESDGC	Sharla C
Welsh	Rhianydd M	Maths	Andrew H	ICT	Chris M	SRE	Tanya E	MUSIC	Natalie W	ECO-SCHOOLS	Sharla C
	Cedwyn J	Maths	Helen K	ICT	Ashley H	SRE	Ashley H	SECONDARY XMAS CON	Libby M	FOUNDATION PHASE AND OUTDOOR LEARNING	Kristina K
	Krissy E	Maths	Kerry M	ICT	Dan H	SRE	Jo T	PRIMARY XMAS CON	Natalie W	FOREST SCHOOLS	Laura D
MFL	Rhianydd M	Maths	Laura H	ICT	John W	INTERNATIONAL SCHOOLS	Ceris G	ART/DISPLAYS	Claire M	FOREST SCHOOLS	Helen K
PECS/ASD COMMUNICATION	Debbie R	Maths	Ryan M	ASSISTIVE TECH	Natalie W	BEHAVIOUR	Danni R		Caroline A	FOREST SCHOOLS	Dani R
COMMUNICATION	Dawn L	Maths	Gareth T	ASSISTIVE TECH	Leigh W	BEHAVIOUR	Lyndsay M		Lisa A	OUTDOOR LEARNING	Debbie J
COMMUNICATION	Carlie L	Maths/Outdoor learning	Rhianydd	E-Safety	Ashley H	BEHAVIOUR	Sean G	SENSORY STORIES	Deb P	OUTDOOR LEARNING	Amy W
SENSORY COMMS	Carly E			D&T	Chris M	RRS	Ashley H			OUTDOOR LEARNING	Bethan S
SENSORY COMMS	Allison H			D&T	John W		Sean G			OUTDOOR LEARNING	Scott W
VISUALS	Danni R			FOOD TECH	Sara F	HEALTHY SCHOOLS	Carlie L			FOREST SCHOOLS	Chris L
COMMUNICATION	Laura D			FOOD TECH	Carole G	ELSA	Sara N			FOREST SCHOOLS	Danni Rees
TOUCH THERAPY	Karen M			HOSPITALITY	Emma H	ELSA	Ashley H			GEOGRAPHY	Alex M
TOUCH THERAPY	Lowri J			KS 3 HORTICULTURE	Karen P	ELSA	Lucy P			HISTORY	Alex M
TOUCH THERAPY	Juliet G			SALON	Ann Marie M	CLWB COGINIO	Kristina K			INCLUSION	Ann L
TOUCH THERAPY	Tanya E					CLWB COGINIO	Carlie L			D of E	Ashlie H
READING	Carrie B					CLWB COGINIO	Helen K			D of E	Andrew C
READING	Lisa D					CLWB COGINIO	Emily R			RE/collective worship	Tanya E
READING	Liz C					PE	Andrew C			RE	Andrea H
READING	Ann L					INDEPENDENT LIVING SKILLS	Sian T				
READING	Sian J					STUDENT COUNCIL	Ashley H				
READING	Claire P					STUDENT COUNCIL	Lauren E				

						SALON	Annmarie M.				
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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	
Lowri J		Lisa D		Danni R		Rachael R		Ashley H		John W	
Alex M		Scott W		Ann L		Sharon A		Lou L		Dan H	
Leigh W		Chris M		Huw B		Helen K		Ceris G		Huw B	
Karen P		Ashley H		Clare W		Sara N					
		Emma H		Dan H		Lyndsay M					
MANUAL HANDLING		Caroline A				Krissy E					
Karen P		Ann Marie		EVAC CHAIR				GDPR			
Sian J		Cedwyn J		Leigh W				Sharon A			
Karen M				Sian T				Lyn B			

NQT MENTOR		ROUTES FOR LEARNING		MINIBUS		POOL RESPONDERS		FIRE WARDENS		FIRST AID	
Sue S		Sue S		Carol G		Lyndsay M		Krissy E		Andrew C	
		Natalie W				Lauren E		Cedwyn J		Huw B	
ACCREDITATION		Bev T		EVC		Chris L		Carly H		Jean B	
Jo Tilley				Ashley H		Lowri J		Juliet G		Karen M	
Libby M				Dan H		Danni R		Sara N		Ashlie H	
				Ceris G		Juliet G		Danni R		Chris M	
CAREERS		DIGITAL TEAM				Natalie W		Karen P		Daniel H	
Jo Tilley		C Myhill				Sara N		Sara F		Emma H	
Chris Myhill		A Holland				Karen M		Chris M		Gareth T	
Kerry Murphy		D Ramsay						Huw B		Dawn L	
Ann Marie Morgan		J Woodrow						Andrew C			
		N Williams						Ashlie H			

		L Wharton					Laura D			
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AOLE Enrichment Days

AREA OF LEARNING AND EXPERIENCE (AOLE)	EVENT/DATE
EXPRESSIVE ARTS	28 th September – ABC Opera
LANGUAGE, LITERACY AND COMMUNICATION	30 th November – International school focus
SCIENCE AND TECH	22 nd February – STEM (Chris Walters STEM Day) – Dr Who Theme
HEALTH AND WELLBEING	15 th March – Special Olympics Theme
NUMERACY AND MATHS	10 th May – Outdoor focus (orienteering, map reading, treasure hunt etc...)
HUMANITIES	14 th June – Battle of Britain

Focus:

- To develop an internal structure which mirrors Pioneer School AOLE Groups
- To keep abreast of the latest developments in each area of learning and experience associated with the new curriculum
- To plan exciting and engaging enrichment days which act as a vehicle to improve staff understanding of the new National Curriculum in Wales
- To design a policy and action plan for each AOLE with clearly defined roles and responsibilities
- To begin embedding the 4 key purposes of the new curriculum through AOLEs
- To improve knowledge of the 12 pedagogical principles

Resource Allocation – Grants

Source	Amount
EIG – YTC	£30,309
PDG	£34,500
Early Years PDG	£3500
PDG CLA	£4234 * Estimate
Ysgol Ty Coch	Buarth y Capel
Capitation - £17,000	Capitation - £2000
ICT - £20,000	ICT - £1,639

School Budget Allocation

Targeted Private additional Income:

- School to School Support = £4000
- Friends of Ty Coch = £6000
- Private Business Links = £4000
- ESTYN/CSC/SWASSH/Moderation - £2000

Total Target = £15,500

<u>Ysgol Ty Coch</u>	<u>Buarth y Capel</u>
Capitation	Capitation
£2k – Primary – Resourcing the curriculum	Enterprise Earnings used to supplement
£2k – KS3 & KS4 – Resourcing the curriculum	£5000 for Roger Crookes – cross site working
£3k – ASD Classes – Resourcing the curriculum	
£2k – Sensory Classes – Resourcing the curriculum	
£2k – General Curriculum Resources – Resourcing the curriculum	
ICT - £21,000	
20 x laptops	
50 x PDAs for all classrooms	
20 x laptops	
2 x printers	
7 x CTouch White boards	
£6000 – ICT equipment/Assistive Equipment/sensory room	
Planned Maintenance	
Family Centre Completion	
Quad Playground	
Blinds, Carpet and Soft furnishings	
AV Equipment in Hall	
Whiteboard Installation	

The school has a very clear and ambitious 4 Year vision based around 5 key themes:

- **Developing the Highest Quality Teaching and Learning**
- **Investing in the staff team**
- **Providing unconditional support for Parents**
- **Celebrating diversity and difference in the local & Business community**
- **Enhancing the Physical Environment of the School**

These key priorities are informed by sound and thorough self-evaluation processes which places the needs of pupils at the heart of the process. The school realises that to ensure this happens, parents, staff and a range of other professionals are essential partners

There are also several pieces of legislation influencing this strategic direction. These include but are not limited to:

- A Curriculum for Wales, A Curriculum for Life - Our National Mission
- ALN Act
- Social Services and Wellbeing Act
- Changes to ESTYN Inspection Arrangement – 'Learning inspectorate'.
- Adverse Childhood Experiences (ACES) Research
- FaCE
- Literacy and Numeracy Framework & Digital Competence Framework
- Foundation Phase
- OECD - Schools and Learning Organisations

The National Priorities for Education are:

- Literacy
- Numeracy
- Closing the Gap left by disadvantage

ESTYN Recommendations:

- Improve the provision for pupils Welsh Language Development
- Ensure that teachers provide specific feedback to pupils to help them improve their work
- Strengthen a very few areas of self-evaluation processes to ensure sufficient focus on the progress that pupils make



The aim of this plan is to take a holistic view, based on evidence and professional opinion to improve elements of provision which matter most to our learners. We recognise that no single intervention, approach or commercial scheme can improve outcomes for our exceptional pupils. Instead, we believe in an inter connected, personalised and aspirational approach which places people at the heart of positive change in the best interests of pupils

4 Year Strategic Overview 2018 - 2022

Year 1 – Aims & Aspirations: 2018-2019	Year 2 – Aims & Aspirations: 2019-2020	Year 3 – Aims & Aspirations: 2020 - 2021	Year 4 – Aims & Aspirations: 2021 - 2022
<p>High Quality Teaching, Learning & Outcomes</p> <ul style="list-style-type: none"> Improve standards of writing through creative approaches Improve comprehension and receptive language skills – utilising a total communication approach and Welsh Language ESTYN Reducing the gap between numeracy and literacy focussing on number. Establish Forest School methodology to focus on number Embed creative use of ICT in lessons focussing on STEM. Purchase of Significant ICT infrastructure. Improved use of DCF Assistive Technology – assessed well using DCF Improve understanding and outcomes for pupils' emotional wellbeing – Research ACES and attachment through nurture Refine 14-19 options to ensure suitable balance between breadth and high outcomes in key skills. Improved target setting Refine Post 16 Education to promote more emphasis on Enterprise Improve ASD awareness and knowledge of Sensory Integration across the school - Physiotherapy and OT SLA signed and provision in place. Improve feedback and mechanisms for recording of pupil work (focussing on ASD learners) – ESTYN Identify key staff for ALN ACT training as and when the code is finalised. Begin to design the training offer in readiness for the ACT. Respond to consultation and trial IDP template <p>Investing in Staff – Results through Relationships</p> <ul style="list-style-type: none"> Further develop the Movement curriculum in sensory classes Form internal AOLE groups to promote curriculum awareness and enrichment. Governing Body roles aligned to AOLEs Clearly define new roles and create TA structure to focus on 4 key purposes Embed evidence based approach to teaching and learning by promoting CONTINUA and new professional teacher standards. Target feeding back to learners at whole school level ESTYN Continue to embed coaching philosophy to secure high performing staff team Utilise ERASMUS as a vehicle for CPD <i>Strengthen a very few areas of SER process- Voluntary leadership workshops established – ESTYN</i> <p>Unconditional Support for Parents</p> <ul style="list-style-type: none"> Further develop suite of accredited learning for parents/carers Instructor to lead family centre developments 3 days/week - Promote drop in sessions in family centre Further Develop workshops and coffee and create sessions Improved advice for parents during transition Improve attendance via improved parental relationships <p>Celebrating Difference in the Community</p> <ul style="list-style-type: none"> Secure base in local college to improve transition and spread expertise Begin to work closely with Learning Support classes to provide expertise for pupils outside of school Begin to develop business links within the community to raise additional income. Aim to raise £10,000 MDT Transition forum to promote smooth P19 transition <p>Enhancing the Physical Environment</p> <ul style="list-style-type: none"> Continue to improve the physical environment of the building: <ul style="list-style-type: none"> Family Centre BYC expansion and broadening age range New Hoists Improvements to quad playground New AV Equipment in the hall 	<p>High Quality Teaching, Learning & Outcomes</p> <ul style="list-style-type: none"> Full curriculum review evaluating last 4 years and incorporating WG guidance ALN training offer – succession planning for QTHI/QTVI/QTMSI/ALNCO – moderate IDP and improve tracking of targets met. Include PCP targets in IEPs. Banding review and provision map to ensure the school well placed to maintain IDP (1 Week of DHT time away from school to complete this). Improve standards of writing by linking specifically to advice from OT focussing on fine/gross motor needs TOTAL communication approach enhanced ensuring basic CPD in place Target reading approaches for the most complex pupils e.g. POPAT/UFFCULME etc... Forest Schools/Outdoor learning raising standards of numeracy Effective ICT links with businesses established e.g. GE, RENISHAW to promote improved standards and teaching AT being used extensively across school including driving school, personal eye-gaze equipment and improved links with Rookwood hospital. Vibrant and successful PLC established All classes to have new technology to enable embedded and creative Digital Competence skills to develop 14-19 Learning pathways ensure more pupils attend college P19 by focussing on effective transition Sixth form to be running 'Chillies' 5 days a week. Moving towards 6th form house becoming shop/café/garden centre. BYC Plant nursery emerging and e-commerce maximised. Curriculum written ASD Centre of excellence – fully operational OUTREACH <p>Investing in Staff – Results through Relationships</p> <ul style="list-style-type: none"> All staff trained in MOVE. Recognised centre of excellence status. Physio and OT embedded in class routines AOLE groups extend their influence across the curriculum. Further enrichment days ensure curriculum responds to WG Teachers Work load dramatically reduced. CONTINUA being used effectively, efficiently and robustly to bring about sustained evidence based improvement in teaching ERASMUS funding facilitating more staff exchanges <p>Unconditional Support for Parents</p> <ul style="list-style-type: none"> Family centre in operation 5 days per week running a range of accredited and non-accredited training Family centre linking with Café Coch to provide mutually beneficial links More opportunities for parents to be active partners in learning ALN Training for parents – workshops and parental working parties to evaluate <p>Celebrating Difference in the Community</p> <ul style="list-style-type: none"> College class to ensure yr14 pupils are well prepared to leave school More pupils engaged in sports and musical performances Learning support classes PILOT STUDY by Ysgol Ty Coch – all satellites used well to promote inclusive learning Strong, reliable and robust links with business to provide significant financial support to the school. Aim to raise £17,000 Update strategic equality plan <p>Enhancing the Physical Environment</p> <ul style="list-style-type: none"> BYC site to expand to cater for 50 pupils 11-19 SI equipment and Sensory rooms enhanced and refurbished Additional wing built to improve accommodation in YTC Wheelchair accessible play equipment installed and used Improved toilet facilities across the school College class expanding for sixth form pupils 	<p>High Quality Teaching, Learning & Outcomes</p> <ul style="list-style-type: none"> WG Curriculum for Wales fully embedded and YTC curriculum adapted accordingly ALN Act fully implemented a culture of PCP firmly embedded. Transition coordinator employed Assistive Technology embedded in every day teaching. Significant number of pupils using AT daily High quality ICT embedded in lessons to improve standards Significant expertise development in relation to pupils' wellbeing needed e.g., ACES Sixth Form established as social enterprise. Most learning facilitated through this approach 14-19 learning options reviewed to ensure relevance and motivation <p>Investing in Staff – Results through Relationships</p> <ul style="list-style-type: none"> CPD relating to ALOE and new curriculum firmly in place SMART processes for performance management reduce workload and allow teachers to focus on what matters Creative approaches to Staff wellbeing maintain sickness absence rates Voluntary Leadership workshops firmly embedded Voluntary pedagogy groups offered ColourWorks reinforced <p>Unconditional Support for Parents</p> <ul style="list-style-type: none"> School facilities to be open 8-8 to promote efficient respite Improved after school and holiday clubs established Increased range of specialist advice being offered to parents through the family centre ALN Training for parents <p>Celebrating Difference in The Community</p> <ul style="list-style-type: none"> Links with local business aiming to raise £25,000 Satellite provision including offering appropriate, high quality inclusion More pupils engaged with musical and sporting competitions <p>Enhancing the Physical Environment</p> <ul style="list-style-type: none"> Feasibility study for new school building closely linked to college Upstairs space to be opened up to provide additional secondary accommodation AT independent/environmental controls in place across school 	<p>High Quality Teaching, Learning & Outcomes</p> <ul style="list-style-type: none"> School to be a fully compliant learning organisation Literacy, Numeracy and ICT provision to remain cutting edge Primary and Secondary nurture provisions embedded P16 – Self-sustaining social enterprise Outstanding provision for pupils wellbeing Post 16 curriculum published ALN Act Provision formally evaluated <p>Investing in Staff – Results through Relationships</p> <ul style="list-style-type: none"> All staff maintaining high quality CPD to keep abreast of local initiatives Coaching and Mentoring philosophy written as research and shared Enhanced promotion opportunities to support school growth and diversification Leadership/pedagogy workshops leading to significant improvements <p>Unconditional Support for Parents</p> <ul style="list-style-type: none"> Family centre used for families to support other families Sibling support programmes on offer across the school Family Centre reaching more families across RCT ALN implementation <p>Celebrating Difference in the Community</p> <ul style="list-style-type: none"> Golf Days, class sponsorship raise in excess of £32,000/yr School continues to be synonymous with excellence Nationally <p>Enhancing the Physical Environment</p> <ul style="list-style-type: none"> Pushing for new build 21st Century Band C BYC expansion planned for increased numbers

Priority 1: To Enhance the Quality of teaching, learning and outcomes

- Improve standards of writing through creative approaches
- Improve comprehension and receptive language skills – utilising a total communication approach
- Reducing the gap between numeracy and literacy focussing on number. Establish Forest School methodology to focus on number
- Embed creative use of ICT in lessons focussing on STEM. Purchase of Significant ICT infrastructure. Improved use of DCF
- Assistive Technology – assessed well using DCF
- Improve understanding and outcomes for pupils' emotional wellbeing – Research ACES and attachment through nurture
- Refine 14-19 options to ensure suitable balance between breadth and high outcomes in key skills. Improved target setting
- Refine Post 16 Education to promote more emphasis on Enterprise
- Improve ASD awareness and knowledge of Sensory Integration across the school - Physiotherapy and OT SLA signed and provision in place
- Improve the quality of feedback to learners
- Identify key staff for ALN ACT training as and when the code is finalised. Begin to design the training offer in readiness for the ACT. Respond to consultation and pilot the IDP template

Priority 2: Investing in Staff – Results through Relationships

- Further develop the Movement curriculum in sensory classes
- Form internal AOLE groups to promote curriculum awareness and enrichment. Governing Body roles aligned to AOLEs
- Clearly define new roles and create TA structure
- Embed evidence based approach to teaching and learning by promoting CONTINUA and new professional teacher standards. Target feeding back to learners at whole school level **ESTYN**
- Continue to embed coaching philosophy to secure high performing staff team
- Utilise ERASMUS as a vehicle for CPD
- *Strengthen a very few areas of SER process- Voluntary leadership workshops established*

Priority 3: Unconditional Support for Parents – to ensure consistency and access to 24hr curriculum

- Further develop suite of accredited learning for parents/carers
- Instructor to lead family centre developments 3 days/week - Promote drop in sessions in family centre
- Further Develop workshops and coffee and create sessions
- Improved advice for parents during transition
- Improve attendance to 91.2% as a result of improved parental support

Priority 4: Celebrating Diversity and Divergence in the Community – maximising the community to improve provision and outcomes

- Secure base in local college to improve transition and spread expertise
- Begin to work closely with Learning Support classes to provide expertise for pupils outside of school
- Begin to develop business links within the community to raise additional income. Aim to raise £10,000
- MDT Transition forum to promote smooth P19 transition

Priority 5: Enhancing the Physical Environment

Continue to improve the physical environment to ensure access to high quality learning environments of the building:

- Family Centre
- Aderyn conversion/refurbishment – including SI equipment
- BYC expansion and broadening age range
- New Hoists
- Scoping for additional wing
- Improvements to quad playground

Priority 1 - Promoting High Quality Teaching and Learning

Link Governor – Standards Committee

LLC AOLE Lead – Sharon A/Libby Morris

Mathematics and Numeracy AOLE Lead – Rachael R

Science and Technology Lead – Jo Tilley

Health and Wellbeing Lead – Sean Gilbertson

Responsibility – Deputy Headteachers

OVERVIEW OF TARGETS:

- Add year 4 content to the curriculum
- Improve standards of writing through creative approaches including Peg to Paper and Squiggle while you wriggle
- Improve comprehension and receptive language skills – utilising a total communication approach and Welsh Language
- Reducing the gap between numeracy and literacy focussing on number. Establish Forest School methodology to focus on number
- Embed creative use of ICT in lessons focussing on STEM. Purchase of Significant ICT infrastructure. Improved use of DCF
- Assistive Technology – assessed well using DCF
- Improve understanding and outcomes for pupils' emotional wellbeing – Research ACES and attachment through nurture
- Refine 14-19 options to ensure suitable balance between breadth and high outcomes in key skills. Improved target setting. Refine Post 16 Education to promote more emphasis on Enterprise
- Improve ASD awareness and knowledge of Sensory Integration across the school - Physiotherapy and OT SLA signed and provision in place
- Identify key staff for ALN ACT training as and when the code is finalised. Begin to design the training offer in readiness for the ACT. Respond to consultation

Target

1. Add year 4 content to the curriculum before 2019-2020 review
 2. Improve standards of writing with particular emphasis on KS2
 3. Improve Comprehension and receptive language skills – utilising a total communication approach and Welsh Language
 4. Reduce the gap between numeracy and literacy by promoting a forest schools/outdoor learning approach focussing on ASD
 5. Empower staff to use ICT in all lessons focussing on STEM. Improve Assistive Technology provision and assessment across the school – renew Microsoft Academy status and associated online training
 6. Improve school wide understanding of pupils' emotional wellbeing. Clear research into ACES and attachment disorders.
 7. Refine 14-19 options to ensure suitable balance between breadth and high outcomes in key skills. Improved target setting. Refine Post 16 Education to promote more emphasis on Enterprise
 8. Improve ASD awareness and knowledge of Sensory Integration. Physio and OT SLA to add significant value and expertise.
 9. Improve quality of feedback and recording of work for pupils with ASD – **ESTYN**
- Identify key staff for ALN ACT training as and when the

Success Criteria

Curriculum forum (SLT) to add year 4 content to the context booklets prior to the formal curriculum review in 2019-2020

Peg to Paper purchased and training given to all members of staff. Resources allocated to class teams. Assistant HT to provide further training to ensure classes uses the resources. Additional packages such as Scribble while you wriggle should be cascaded throughout the school. Shonette Bason training attended. Instructional Rounds should comment on how extensively are being used in teaching and learning

Regular workshops identified on the school's training calendar to include: Signalong, PECS, OOR, Assistive Tech. Increased confidence of all staff to use a total communication approach in lessons. All staff to receive training. Higher % of pupils having access to a communication device if needed

Forest School qualified member of staff with designated slot on the timetable within the ASD department. Rotation of staff should facilitate all ASD classes having access to Forest Schools. Skills to be disseminated to class teams in order to promote outdoor learning. BYC environment used more extensively for forest school

Significant infrastructure purchased to include 50 x iPad, 20 x laptops, 20 x desktops, 7 x CTouch boards. Building from staff skills audit run a series of workshops aimed at upskilling staff. DCF wheel implemented as improved assessment. All pupils to be re-baselined in DCF and most to show progress throughout the year. **360 degree safe award to be gained. 3rd Millennium award to be gained.** Significant AT infrastructure to be purchased. AT development plan designed. Additional staffing resources provided to allow 2 x members of staff to focus on AT development. PLC to be established and chaired by YTC. Higher % of pupils using an AT Device. Improved relationship with Rookwood. Driving school established. Wish list for environmental controls developed

Timetable de-cluttered to ensure consistent time to address pupils' emotional wellbeing. Primary and Secondary Nurture provisions established on revolving door basis. Improved THRIVE, behaviour and attendance data. Improved understanding of ACES and attachment **RRS Level 1 gained.**

Refine curriculum offer to de-clutter timetable. Identify improved opportunity for increased focus on discrete literacy and numeracy. Improve IEP target setting completion %

ASD knowledge to be improved across the school. Improved knowledge of TEACCH, Visual and structured teaching, PECS, Social stories etc... Specific improvements to Afl for ASD learners which focus on direct, formative verbal feedback. Succession plan in place for ASD leadership

OT and Physio SLA signed and implemented. Regular sessions on the training diary to be dedicated to SI and ASD. Speed learning methodology implemented. 3% reduction in Level 1 and 2 behaviour incidents. Improved staff confidence in ASD strategies leading to improved inclusion.

Design and implement a consistent and efficient way of recording pupil work/progression. e.g. e-portfolios etc...in light of ESTYN changing requirements

Begin to identify key staff for ALN specific training as an when the code is finalised. This will begin with Governors, TLR holders and SLT and will involve the ALN transformation programme and

Priority 1a - Improve standards of writing with particular emphasis on KS2

Target – Literacy	CIF	Action	Staff involved	Date	Cost	How will we measure
Add year 4 content to the curriculum following review in 2015		Curriculum forum (SLT) to meet together to populate the curriculum with year 4 content. Canvas opinion of staff to ensure content is appropriate	SLT	Sept 2018	N/A	Year 4 content added Planning monitoring CONTINUA Official review to take place in 2020
Disseminate writing approaches into all classes		Ensure that writing approaches e.g. Peg to Paper, Scribble while you wriggle, write dance are shared across all departments where relevant	Emily Russ Sharon Arnold Rhianydd Maguire	Easter 2019		Instructional Rounds Lesson Observations Work Scrutiny
Create discrete approaches with Post 16 for pupils to develop writing		De-clutter the 14-19 options timetable to ensure there are multiple, timetabled slots for pupils to enhance their functional writing skills Renewed focus on Post 16 IEP target completion throughout the curriculum	Libby Morris Chris Myhill Ashlie Holland	Summer 2019		14-19 discussions Timetable BKSB results P16 IEP target completion to fall in line with the rest of school
Use advice from OT to help pupils develop gross and fine motor skills to improve writing		Embed advice from OT looking specifically at pre writing skills. Explore the use of PEG to PAPER to develop staff awareness of pre writing skills	Sharon Arnold Emily Russ OT	Summer 2019		OT INSET Peg to Paper training Work scrutiny Instructional Rounds
Encourage the use of AT to assist pupils with PMLD to access writing		Purchase additional AT resources. Form AT PLC and purchase software to promote writing skills. All pupils to have AT profile embedded into their IEP	Natalie Williams Leigh Wharton Sarah Jones	Easter 2019		Increased % of children with AT profile Increased % of pupils submitting work through eye gaze for LNF moderation

Priority 1b – Improve Comprehension and receptive language skills – utilising a total communication approach

Target – Numeracy	CIF	Action	Staff involved	Date	Cost	How will we measure
Provide foundation training in signalong to key members of staff		Sharon Arnold to train 15 members of staff in foundation signalong. Re-introduce sign of the week to coincide with welsh phrase of the week. Key signs to be used in teaching and whole school assemblies/events	Sharon Arnold Emily Russ Debbie Ramsay	Oct 18	N/A	15 staff receive training improved signing in assemblies improved signing in lessons
Re-train 1 member of staff as signalong train the trainer		Deputy Headteacher to undertake signalong train the trainer and plan systematic role of out of training	Sarah Jones	XMAS 18	£500 £200	2 members of staff train the trainer accredited Systematic training plan developed
Renew training on PECS/iPad as communication devices		Purchase 20 iPad specifically for communication purposes. install necessary software and allocate to pupils based on their assessments	Debbie Ramsay	XMAS 18	25*£275	Ipads purchased and software installed Improved communication for pupils communication aids used holistically

Priority 1c- *Reduce the gap between numeracy and literacy by promoting a forest schools/outdoor learning approach focussing on ASD*

Target	CIF	Action	Staff involved	Date	Cost	How will we measure
Disseminate appropriate target setting in Numeracy / maths for IEPs in pedagogy groups		Meet in pedagogy groups to discuss target setting and how to break these down (smart targets)	All	2018-2019		Improved IEP achievement in maths
Share good practice and resources		Meet in pedagogy groups to share useful ICT resources or bright ideas and resources for teaching different mathematical concepts.	All	2018-2019		Continua Lesson observations Peer Enquiry
Plan and delivery a maths enrichment day		Meet as an AOLE to plan a whole school maths enrichment day based in outdoor learning.	All	May 2019		Soft monitoring Enrichment day evidence video Pupil engagement Pupil problem solving results
Thematic promotion days		Plan and deliver a mini topic around holding a toy sale. Pupils to have real opportunities to handle money.	All	Autumn 2018		Pupil engagement Pupil In Step assessment results in money Pupil work
Planning for context books in maths cross phase and provision		Meet in pedagogy groups to enhance context books in maths incorporating outdoor learning	All	Termly		Work scrutiny Teacher planning

Priority 1d- *Empower staff to use ICT in all lessons focussing on STEM. Improve Assistive Technology provision and assessment across the school*

Target	CIF	Action	Staff involved	Date	Cost	How will we measure
Ensure ICT infrastructure in school keeps abreast of latest technologies		<ul style="list-style-type: none"> Explore leasing options with the Governing Body Purchase a range of infrastructure including iPad, laptops, desktops, whiteboard Provide training in the use of this equipment 	Dave Jenkins Chris Myhill Ashlie Holland	September 2018		<ul style="list-style-type: none"> Increased equipment within the school Improved staff confidence to use equipment 3rd Millennium Award 360 degree safe award
Implement a clear DCF tracker which allows teachers to plan effectively		<ul style="list-style-type: none"> Explore different tracking models in operation across other schools Implement a consistent and robust tracker <ul style="list-style-type: none"> Provide training and time for staff 	Sharon Arnold	XMAS 2018		<ul style="list-style-type: none"> DCF implemented Training provided Pupils baseline information transferred to new tracker
Ensure curriculum clearly signposts to DCF skills		<ul style="list-style-type: none"> Provide time for Curriculum planning team to review curriculum and planning documentation Ensure contexts link to areas of the DCF to 	Julia Render Sarah Jones SLT	Easter 2019		<ul style="list-style-type: none"> DCF implemented Training provided Pupils baseline information transferred

		ensure coverage				to new tracker
Provide Microsoft academy training for all staff to ensure ICT embedded in all lessons		<ul style="list-style-type: none"> Provide training for teachers to explain the Microsoft Academy resources Provide time for staff to undertake online modules Encourage staff to use skills in innovative lesson planning 	Chris Myhill Ashlie Holland Leigh Wharton	JULY 19		<ul style="list-style-type: none"> Nearly all staff to have visited the Microsoft Academy website Clear digital leaders identified to support other staff Training evaluations indicate excellent feedback
Promote the use of Gsuite to improve collaboration and innovative learning		<ul style="list-style-type: none"> Regular training to be identified on the timetable improved opportunities for collaboration Teachers to use gsuite applications in teaching 	Chris Myhill Ashlie Holland Leigh Wharton	EASTER 19		<ul style="list-style-type: none"> Training provided to all staff Clear guidance documents Clear online safety documents Improved collaboration
Provide training to encourage teachers to take risks using ICT in lessons		<ul style="list-style-type: none"> Instructional rounds to focus on innovative ICT use Improved sharing of information and teaching amongst teachers Teachers planning to focus on ICT 	Chris Myhill Ashlie Holland Leigh Wharton	EASTER 19		<ul style="list-style-type: none"> Instructional Rounds Training Records DCF assessments Work scrutiny
Improve the use of AT across the school		<ul style="list-style-type: none"> AT team formed AT development plan written Purchase of additional AT resources - starting with the basics Establish external PLC to share best practice 	Leigh Wharton Natalie Williams Sarah Jones	EASTER 19		<ul style="list-style-type: none"> improved resources in school 5 year development plan written PLC established

Priority 1e- *Improve school wide understanding of pupils' emotional wellbeing. Clear research into ACES and attachment disorders.*

Target	CIF	Action	Staff involved	Date	Cost	How will we measure
Provide training to all staff focussing on ACES and attachment		<ul style="list-style-type: none"> Specialist speakers invited into school to deliver training on ACES Family support offered through the family centre 	Sarah Jones Sean Gilbertson	EASTER 19		<ul style="list-style-type: none"> Training Feedback Improved empathy and understanding amongst the staff Improved attendance at Family centre events
Improve understanding of CLA - Gain quality mark		<ul style="list-style-type: none"> Using the PDG CLA cluster funding, arrange training and gain CLA accreditation Embed knowledge through family centre provision Ensure Family Courses cater for CLA children 	Karen Murphy Julia Render	XMAS 18		<ul style="list-style-type: none"> CLA accreditation Improved engagement with CLA families <ul style="list-style-type: none"> improved range of family training/support
all classes to receive THRIVE reassessment		<ul style="list-style-type: none"> TLR for wellbeing to be released to undertake robust THRIVE assessments Scores collated and planning coaching with teachers to embed strategies 	Sarah Jones Sean Gilbertson	JULY 2019		<ul style="list-style-type: none"> Dedicated time provided for high quality assessment and coaching <ul style="list-style-type: none"> clear analysis of THRIVE data Improved teacher planning
Promote pupils' rights more widely across the school - gain RRS		<ul style="list-style-type: none"> Renew drive on RRS - Ensure policy review references Rights of Child Review curriculum to ensure coverage of RRS 	Ashlie Holland Sean	ONGOIN G		<ul style="list-style-type: none"> Clear curriculum coverage linking t RRS framework

Level 1 status		<ul style="list-style-type: none"> framework Apply for and undertake assessment for Level 1 	Gilbertson GB			<ul style="list-style-type: none"> Level 1 accreditation gained Policy review undertaken
Establish a primary and secondary Nurture provision on revolving door basis		<ul style="list-style-type: none"> Pilot a new primary nurture base in the Primary area - revolving door approach Establish new secondary nurture provision utilising a revolving door approach Undertake and analyse BOXALL data to show impact 	Sara Nuthall Lyndsay Moulden Sean Gilbertson	EASTER 19		<ul style="list-style-type: none"> Refurbishment of classroom Purchase of additional resources New timetable to facilitate revolving door Data analysis

Priority 1f- *Refine 14-19 options to ensure suitable balance between breadth and high outcomes in key skills. Improved target setting. Refine Post 16 Education to promote more emphasis on Enterprise*

Target	CIF	Action	Staff involved	Date	Cost	How will we measure
Analyse performance data across the 14-19 department		<ul style="list-style-type: none"> Department review of 14-19 performance data Highlight strengths and AFLs Highlight improved links with BYC 	J.Render C.Myhill S. Fargher J.Tilley K.Murphy A.Holland	XMAS 18	N/A	<ul style="list-style-type: none"> Data Pack Maintained work between 2 sites Maintained transfer of staff and pupils between 2 sites
Increase IEP Target completion %. Renew focus on formal opportunities to develop pupils literacy and numeracy skills		<ul style="list-style-type: none"> When reviewing the timetable and in conjunction with pupils, identify regular slots to teach discrete literacy and numeracy Accredit learning with appropriate formal accreditation modules Use all timetabled opportunities to formally recognise literacy and numeracy 	J Render C Myhill	July 19		<ul style="list-style-type: none"> Improved balance to curriculum offer Improved IEP target completion % which is in line with rest of the school Improved target setting procedures and recording procedures to recognise achievement across the curriculum
Review the 14-19 timetable to strip out cluttered aspects		<ul style="list-style-type: none"> arrange multiple 14-19 review meetings Establish terms of reference for meetings Open and honest dialogue - what's working and what's not working? Create opportunities to focus on pupil wellbeing, literacy and numeracy De-clutter the timetable 	J.Render C.Myhill S. Fargher J.Tilley K.Murphy A.Holland	XMAS 18	N/A	<ul style="list-style-type: none"> New timetable developed meeting minutes Consensus into new curriculum offer which prioritises wellbeing and skills needed for transition
Refine options menu to focus on high quality provision		<ul style="list-style-type: none"> Options and college options to be refined to ensure high quality Focus curriculum offer on developing social enterprise methodology Create time for P16 teachers to engage in action research leading to a very clear vision for curriculum implementation for next 5 years 	J.Render C.Myhill S. Fargher J.Tilley K.Murphy A.Holland	XMAS 18	6 session s cover =£522	<ul style="list-style-type: none"> Options which add the least value removed New options menu developed which seek to promote skills needed for independent living Improved opportunities for transition

Refinement of tracking and assessment procedures - SISS		<ul style="list-style-type: none"> Focus curriculum offer on developing social enterprise methodology Create time for P16 teachers to engage in action research leading to a very clear vision for curriculum implementation for next 5 years Use Gsuite to enable effective tracking of pupil achievement using the SISS Improved target setting which is SMART and which links to pupil need 	J.Render C.Myhill S. Fargher J.Tilley K.Murphy A.Holland	EASTER 19	6 sessions cover =£522	<ul style="list-style-type: none"> SISS methodology reinforced as an effective tool for tracking Gsuite used extensively to host the SISS. All members of staff and pupils comfortable with uploading evidence Staff reporting reduced workload and efficient record keeping Time allocation identified for staff to be covered to focus on curriculum design
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Priority 1g- *Improve ASD awareness and knowledge of Sensory Integration. Physio and OT SLA to add significant value and expertise*

Target	CIF	Action	Staff involved	Date	Cost	How will we measure
Review PM data and identify transferable skill set		<ul style="list-style-type: none"> identify person to lead on: <ul style="list-style-type: none"> visual schedules PECS Forest School Sensory Integration Touch Therapy Reading Identify within the timetable opportunities to share this practice across the department in a fluid arrangement 	Sharon Arnold ASD staff	Easter 2019	N/A	<ul style="list-style-type: none"> Improved identification of staff skill set Improved utilisation of staff skills across ASD department Pupils to have exposure to high level expertise Highly effective staff CPD
Employ OT technician to lead on sensory integration across the department		<ul style="list-style-type: none"> Work closely with UHB to identify an OT technician with specific emphasis on sensory integration Enter into SLA and employ OT in the school Develop clear action plan to meet the needs of pupils' SI needs. Link with YYD to replicate sector leading practice 	DJ GB	SEPT 2018	£22,000	<ul style="list-style-type: none"> OT employed SI development plan written visits to local YYD special school SI plans developed for pupils Improved provision for SI
Create new sensory integration room with associated equipment in Dosbarth Aderyn		<ul style="list-style-type: none"> Work closely with LA to redesign Dosbarth Aderyn - work hard to secure funding Research and purchase specific SI equipment - provide time for teacher to engage in this research 	DJ TE	July 2019	2 x days £170	<ul style="list-style-type: none"> New classroom designed LA funding secured New equipment purchased AT plans for all pupils who need them Improved SI provision for pupils

Sharon Arnold to provide high level ASD coaching across the school		<ul style="list-style-type: none"> Sharon Arnold to have timetable teaching time to focus on upskilling staff across the ASD department PPA cover to be provided by Sharon which is the vehicle to improve ASD knowledge and awareness Additional PPA sessions to be provided by Sharon 	Sharon Arnold ASD Dept	XMAS 2018		<ul style="list-style-type: none"> Succession plan for ASD lead Improved staff awareness and understanding of ASD across the school additional PPA cover provided to ensure focussed action research
Improve consistency of recording pupil work		<ul style="list-style-type: none"> Form a small working party to design a consistent way of recording pupil work which aligns to ESTYNs 'Learning Inspectorate. Focus on e-portfolios which collect work efficiently and do not create unnecessary workload but which clearly demonstrates progress Refine SISS for P16 	Curriculum working party	XMAS 2018	5 days cover = £700	<ul style="list-style-type: none"> A school wide mechanism in place agreed by teachers to record progress mechanism allows for improved feedback for learners

Priority 1h

Target	CIF	Action	Staff involved	Date	Cost	How will we measure
Identify key staff for ALN ACT training as and when the code is finalised. Begin to design the training offer in readiness for the ACT. Respond to consultation		Work closely with ALN transformation lead and cluster of schools to ensure compliance with the new ALN ACT. Respond to suggestions in the Code of practice and contribute to the wider consultation approx December 2019	S. Jones D. Jenkins ALNCO	July 2019		Dissemination of knowledge to staff Consultation response
Complete ALN Readiness Tool		In collaboration with cluster schools, complete the RAG rated readiness tool. This should inform future training requirements and school improvement objectives in future years	D Jenkins S Jones J Render	Feb 2019	£400	Readiness tool completed and analysed Readiness tool used to inform cluster working Readiness tool used to inform SIP
Undertake trial of IDP template		Link with 4 parents/pupils/professionals to run 4 pilot IDP meetings. Record strengths, concerns and costs analysis	D Jenkins S Jones J Render ALNCO Admin	Feb 2019		Clear understanding of the IDP procedures Better understanding of joint responsibility Analysis given to cluster lead
General Staff training – over view of ALN Act and Code of practice given to staff		Basic overview of changes presented to staff for their involvement in consultation. IDP pilot analysis presented to staff. As many staff as possible to be involved in working the pilot	S Jones ALNCO All Staff	Easter 2019		Better understanding of act Better understanding of code
General Parent training		During Open evening and annual reviews, present an overview to parents focussing on rights of appeal and the main changes	SLT	Easter 2019		

Priority 2 – Investing in Staff – Results Through Relationships

Link Governor – HR Committee of GB

MOVE Programme – Sarah Jones

Curriculum Coordinator – Julia Render

Health and Wellbeing Coordinator – Sean Gilbertson

TLR holders

Responsibility – D Jenkins

OVERVIEW OF TARGETS:

Further develop the Movement curriculum in sensory classes

Form internal AOLE groups to promote curriculum awareness and enrichment. Governing Body roles aligned to AOLEs

*Embed evidence based approach to teaching and learning by promoting CONTINUA and new professional teacher standards. Target feeding back to learners at whole school level **ESTYN***

Continue to embed coaching philosophy to secure high performing staff team

Utilise ERASMUS as a vehicle for CPD

Creative solutions to staff wellbeing explored. Maintain low sickness rates and high levels of morale and team spirit to ensure staff are fresh to teach their pupils

Strengthen a very few areas of SER process- Voluntary leadership workshops established

Target

1. Add rigour to the movement based curriculum for pupils with a physical impairment
2. Restructure the staff roles and responsibilities to form AOLEs
Realign Governor link roles and develop AOLE enrichment days
3. Embed a culture of evidence based teaching and learning improvements to reduce workload linking to CONTINUA and professional teacher standards
4. Embed culture of coaching to promote high performing staff team
5. Utilise ERASMUS funding to secure high quality CPD for staff
6. Creative solutions to staff wellbeing explored. Maintain low sickness rates and high levels of morale and team spirit to ensure staff are fresh to teach their pupils
7. Strengthen a very few areas of SER process- Voluntary leadership workshops established **ESTYN**

Success Criteria

Work with the UHB and Greenfields School to undertake 2 day MOVE training for 5 members of staff. Train all staff in MOVE principles and refine the curriculum to ensure every opportunity for movement is taken for all pupils. OT and Physio SLA to enhance this provision and build staff confidence in facilitating a movement based curriculum. Positive feedback from parents and Multi-disciplinary team **Gain Quality Mark**

1:1 interviews with all members of staff leading to efficient performance and re-distribution of roles and responsibilities. Member of leadership team to chair each AOLE and ensure it responds to Welsh Government guidance. All staff to be aligned to an AOLE curriculum area. Time scheduled in the timetable for AOLE to meet (at least half termly). Each AOLE to plan an enrichment day to embed the 4 key principles. Pupils to experience enhanced learning experiences which motivate and engage all.

Time allocated in the calendar of events for teachers to focus on administration of CONTINUA. Instructional Rounds to continue and will focus on patterns identified in CONTINUA including feeding back to learners. Teaching and Learning policy updated in response to new information. Where possible, staff are will be released to focus on project based work e.g. ICT development across the school. Improved knowledge of professional teacher standards and associated pedagogy through Performance Management and focus on 12 pedagogical principles

ColourWorks methodology to be embedded throughout the year. Leadership team to identify regular slots throughout the year to coach and mentor staff. Staff conflict to be minimised as proactive solutions to be identified first. Using staff skill in having difficult conversations and their self-awareness, professional relationships will be enhanced. Members of SLT to received coaching advice and mentoring from external consultation. **Investors In People Platinum to be researched**

International Schools Forum to meet termly. Several applications to be submitted for ERASMUS funding which focus on the following areas; Staff wellbeing, Forest School & Outdoor learning, European Culture. 12 more pupils to attend European Exchanges. International events celebrated as part of the curriculum. Improved e-twinning in use across the school. Pupils to gain better understanding of ESDGC

Staff wellbeing committee to be developed. 1 termly event which focusses on staff wellbeing to be designed and compulsory attended by all staff. This work should focus on bridging the gap between BYC and YTC. Staff sickness rates to remain below 4%. Staff perception questionnaires to return positive results. More efficient working practices and reduced workload leading to improved teaching and consistency

A programme of voluntary leadership topics to be published by HT. Staff invited on voluntary basis. Leadership team to work collaboratively on SER using improved distributed processes. Tiered approach to SER informing whole school SER which focusses on progress. As a result, pupils experiencing enhanced provision

Priority 2a: Add rigour to the movement based curriculum for pupils with a physical impairment

Target	CIF	Action	Staff involved	Date	Cost	How will we measure
<p>Improve PMLD pupil wellbeing through physical movement opportunities.</p> <p>Improve PMLD communication opportunities.</p>		<ul style="list-style-type: none"> Five members of staff to be trained with the MOVE programme (2 day training) alongside physiotherapists. Whole school awareness training of the MOVE programme with all school staff. SLA with Health to establish O.T. and physiotherapist for five days a week within YTC. Allocated bus for the Sensory department one day a week. Health (R.H.) to support Band 3 nurse / nurse for specific, well planned trips with pupils who have complex health needs. Specific staff within the Sensory department to maintain MIDAS. Specific staff within the Sensory department to undertake clamping training. Access to therapeutic services to be enhanced through ongoing support of specific physiotherapy programmes and experiences. Timetable hall, bus and hydro-pool opportunities. Maintain ongoing assessment for PMLD pupils using Routes for Learning. Member of SLT to maintain close links to RfL of South Wales. Provide increased time for member of staff from Sensory department to further develop use of Eye gaze technologies and mobility systems. Sensory impairments of pupils to be highlighted, as appropriate within Individual Educational Programmes. 	<p>Sarah Jones Lowri Jones Leigh Wharton Alex Morgan Karen Pitman</p>	<p>Oct 18</p>	<p>£195 Hotel £500 – cover £22,000-SLA</p>	<ul style="list-style-type: none"> Five members of staff to complete MOVE training. School to be recognised as a MOVE provider. Attendance of school staff for whole school training. <ul style="list-style-type: none"> SLA with Health. Timetabled access to bus Timetabled access to Rebound / Warm Water based opportunities. Photographic / filmed evidence of movement / trip opportunities. <ul style="list-style-type: none"> MIDAS to be maintained. Completion of clamping training. Master folder of up to date physiotherapy programmes with evidence / write up of experiences, achievements, distance travelled. RfL overviews and evidence for specific pupils. Specific sensory areas of support to be acknowledged within IEP's, as appropriate. Member of SLT to maintain information for RfL forum and support developments. Member of Sensory staff (L.W.) to maintain evidence folder of progress using Eye gaze / mobility systems.

Priority 2b- Restructure the staff roles and responsibilities to form AOLEs Realign Governor link roles and develop AOLE enrichment days

Target	CIF	Action	Staff involved	Date	Cost	How will we measure
<p>Raise awareness of the new curriculum in Wales</p> <p>Embed the 4 Key purposes</p> <p>Establish more curriculum enrichment days</p>		<p>All members of staff to be assigned to a broad AOLE. AOLE to be led by a member of SLT. They should work closely with information shared from Pioneer Schools and SIG groups</p> <p>1:1 interviews with staff and Headteacher to ensure staff skill set well matched to AOLE.</p> <p>Training calendar to be coordinated to ensure 2 termly meetings of AOLE groups. Each group to run an enrichment day (making 6 across the year) focussing on embedding the 4 key principles of the curriculum</p>	<p>Julia Render Sarah Jones Sharon Arnold Libby Morris Jo Tilley Rachael Rogers Sean Gilbertson</p>	<p>July 2019</p>	<p>N/A</p>	<ul style="list-style-type: none"> 6 Enrichment days coordinated Improved staff awareness of 4 key purposes Pupil enjoyment in enrichment days Improved Governor knowledge of the New Curriculum YTC curriculum keeping pace with new WG requirements Begin to embed 4 key purposes Begin to facilitate staff understanding the 12 pedagogical principles

Improve understanding of pedagogical principles associated with the New Curriculum		<p>Governing Body link roles aligned to AOLEs and produce clear AOLE policies and vision statements</p> <p>AOLE internal groups to focus on understanding the pedagogy begin the new curriculum</p> <p>Ensure robust links with WG/CSC/RCT/Pioneer Schools to ensure the school is up to date with latest advice and guidance</p>	DJ JR SJ	ONGOING		
Create clear differences within the support staff structure to facilitate continued growth		<p>Undertake review of current support staff structure</p> <p>Undertake review of formal induction of new staff arrangements</p> <p>Draft new support staff structure</p> <p>Draft internal NNEB style training programme</p> <p>Level 3 staff to be appointed 1 per class</p>	DJ GB INSTRUCTORS GRADE 6 Staff	July	£3290	<ul style="list-style-type: none"> • Clear support staff structure • New NNEB programme written • New coaching arrangements agreed • Improved induction for new staff

Priority 2c- *Embed a culture of evidence based teaching and learning improvements to reduce workload*

Target	CIF	Action	Staff involved	Date	Cost	How will we measure
<i>Embed a culture of evidence based teaching and learning improvements to reduce workload linking to CONTINUA and professional teacher standards</i>		<p>Training calendar to clearly identify time for teachers and support staff to complete CONTINUA/PLPs and attach evidence</p> <p>Undertake Instructional Rounds with a focus on feeding back to learners. Inform the teaching and learning policy and Assessment for Learning policy with the results of the research. Update teaching and learning policy with contextual information from new professional standards</p> <p>Identify regular whole staff training to refresh staff awareness of professional teaching standards. Align CONTINUA with the new standards and ensure this forms the focus of Performance Management</p> <p>Refine processes quality assurance procedures which dovetail with LNF moderation. Results of quality assurance to be included in teaching CONTINUA to form efficient PM.</p> <p>Work with CONTINUA to write a support staff version of the framework</p> <p>Identify time on the timetable for SLT to cover teachers for blocks of time to pursue project working backed by evidence.</p>	<p>Sharon Arnold</p> <p>SLT</p> <p>All staff</p> <p>Julia Render</p>	<p>Ongoing throughout the year</p> <p>Clearly identified dates in diary</p>	SA cover 5 days	<p>Efficient use of CONTINUA indicating distance travelled for teachers</p> <p>PM target completion to be increased for all staff</p> <p>Better Work: Life balance for staff – anonymous questionnaires to test</p> <p>SLT better involved in quality assurance procedures to test the quality of learning</p> <p>Teachers and staff spending more time in front of pupils rather than paperwork. Increased standards.</p> <p>Increase % of Excellent teaching to 52%</p>
Ensure sufficient PPA cover exists to provide appropriate cover to encourage		<ul style="list-style-type: none"> • School leadership team to ensure a rolling programme for additional staff cover to free teachers to engage in systematic action research 	Julia Render	Sept 2018	N/A	<ul style="list-style-type: none"> • Improved staff feedback through questionnaires • PPA robust

project based studies for teachers		<ul style="list-style-type: none"> Additional PPA cover arrangements developed to ensure robust PPA and additional action research time Multiple and planned action research projects to be identified with clear support time allocations 				<ul style="list-style-type: none"> high quality action research studies developed
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Priority 2d- *Embed culture of coaching to promote high performing staff team*

Target	CIF	Action	Staff involved	Date	Cost	How will we measure
Continue to conduct SLT meetings using a coaching philosophy		<ul style="list-style-type: none"> Using intelligent information relating to individual styles, ensure that SLT meetings have an agenda well and link to professional styles HT to engage in coaching with a professional organisation and use these skills to disseminate skills throughout the school Using the leadership principles developed by the school, ensure all members of SLT promote a coaching philosophy when leading staff Work with class teachers to enable them to lead their support teams using a coaching style 	D.Jenkins SLT	ONGOING	3 sessions with Colour Works £500	<ul style="list-style-type: none"> Self-Evaluation Staff questionnaires Performance Management SLT meeting minutes - Actions completed
Renew drive on Restorative approach		<ul style="list-style-type: none"> Refresh staff awareness and knowledge of the Restorative Approach Deputy Headteacher to arrange whole school training aiming to refresh the principles relating to Restorative Approach Staff to use these approaches within lessons 	J RENDER	EASTER 19	2 X Twilights	<ul style="list-style-type: none"> Self-Evaluation Staff questionnaires Performance Management SLT meeting minutes - Actions completed

Priority 2e- *Utilise ERASMUS funding to secure high quality CPD for staff*

Target	CIF	Action	Staff involved	Date	Cost	How will we measure
Secure Funding from ERASMUS to continue European Links		<ul style="list-style-type: none"> Apply for another Key Action 1 Project Complete current Key Action 1 project - completion of 1 x German and 1 x Portuguese exchange Apply for 3 Key Action 2 projects Gain the International Schools Award 	Ceris Griffiths Sean Gilbertson Lyn Bundy	XMAS 18	£GRANT	<ul style="list-style-type: none"> Completion and Evaluation of projects Staff feedback Pupil feedback Parental Feedback CPD/PM records
Facilitate European exchanges for interested staff		<ul style="list-style-type: none"> Develop staff skills in the following areas by undertaking multiple projects: <ul style="list-style-type: none"> HT wellbeing Outdoor learning 	Ceris Griffiths Dave Jenkins Chris Myhill	JULY 19	£GRANT	<ul style="list-style-type: none"> Multiple staff CPD exchanges completed Impact on teaching practice evaluated

		<ul style="list-style-type: none"> o STEM technologies 				<ul style="list-style-type: none"> • New skills disseminated to staff
Develop the school's engagement with e-twinning		<ul style="list-style-type: none"> • Using new ICT infrastructure, continue to establish excellent links with the British Council • Identify pilot classes to form and establish e-twinning links with schools in different countries • establish clear e-twinning protocols 	Ceris Griffiths Ashley Holland	ONGOING	£GRANT	<ul style="list-style-type: none"> • eTwinning embedded in pilot classes • projected evaluations written and presented to staff

Priority 2f- *Creative solutions to staff wellbeing explored. Maintain low sickness rates and high levels of morale and team spirit to ensure staff are fresh to teach their pupils*

Target	CIF	Action	Staff involved	Date	Cost	How will we measure
Identify 6 additional twilight INSET sessions to replace the final INSET day -focus these sessions on staff wellbeing		<ul style="list-style-type: none"> • 6 additional twilight hours written into the school's training calendar • Wellbeing committee to canvas staff opinion and develop action plan to assign these 6 sessions to staff wellbeing events. Activities to include: <ul style="list-style-type: none"> o Team building events o therapeutic input o Staff wellbeing events 	SLT SEAN G	ONGOING	N/A	<ul style="list-style-type: none"> • Staff wellbeing placed at the centre of school improvement strategy • Staff wellbeing questionnaires • Improved staff wellbeing • Maintained sickness levels below 2%
Ensure the training calendar identifies ample opportunity for teachers and teams to undertake administrative tasks		<ul style="list-style-type: none"> • SLT to ensure the training calendar is well coordinated to meet the requirements of SIP • Training calendar to identify ample time for teachers and staff to work on key priorities e.g. <ul style="list-style-type: none"> o IEPs/PHP o Planning and Assessment o Annual Reviews o Assessments o CONTINUA • In addition, ensure there is capacity in the system for teachers to focus on professional learning e.g. independent research, action research and projects 	SLT	ONGOING	N/A	<ul style="list-style-type: none"> • Training calendar and deadline dates published early and consulted on by staff • Coherent dates support teachers maintain a good work: life balance and ensure they are fresh to teach pupils • Professional learning opportunities developed for teachers

Priority 2g- *Strengthen a very few areas of SER process- Voluntary leadership workshops established **ESTYN***

Target	CIF	Action	Staff involved	Date	Cost	How will we measure
Involve Middle leaders in the ongoing, formal procedures for self-evaluation		<ul style="list-style-type: none"> • Coaching sessions with HT understanding the process of SER and the links with ESTN CIF • Coaching sessions aimed at improving Middle leaders' understanding of evaluative writing and quality assurance • Coaching sessions aiming at interpreting data • 2 x days spent together as an SLT to complete the process 	D Jenkins SLT	ONGOING		<ul style="list-style-type: none"> • Improved SLT understanding of SER • SER written using a range of first hand evidence • efficient procedures for writing SER

		of formal SER				<ul style="list-style-type: none"> Fully evaluative and succinct SER produced efficiently
Involve middle leaders in the formal process of school improvement planning		<ul style="list-style-type: none"> Coaching sessions with HT understanding the process of SIP Coaching sessions aimed at improving Middle leaders' understanding of linking SER and SIP Coaching sessions aiming at interpreting data and formulating a clear vision 2 x days spent together as an SLT to complete the process of formal SIP 	D Jenkins SLT	ONGOIN G		<ul style="list-style-type: none"> Tiered SIP produced with clear targets which supports the wider vision SIP targets broken down into departmental targets with very clear accountability structures SIP presented to all staff and explained thoroughly
Ensure all members of staff understand the role they play in SER		<ul style="list-style-type: none"> SER activities clearly defined in the school training calendar with time allocated for whole school involvement SER activity calendar should make opportunity for all stakeholders to have an input into SER using a range of first hand evidence 	D Jenkins J Render S Jones S Arnold	ONGOIN G		<ul style="list-style-type: none"> SER diary produced and shared with all staff Time allocated in training calendar for teachers to focus on quality assurance
Ensure the work of the school is fully quality assured		<ul style="list-style-type: none"> Define a clear protocol for evidencing examples of pupil progress which is not overly bureaucratic Working with teachers and staff, build from action research to embed efficient and helpful quality assurance procedures Quality assurance to be built around CONTINUA for teachers and TAs All members of SLT to have an improved understanding of key performance indicators 	S Arnold R Rogers L Morris S Gilbertson J Tilley	ONGOIN G		<ul style="list-style-type: none"> Clear guidance provided for evidencing pupil work Clear quality assurance procedures which respond to staff feedback and aim to improve teaching and learning CONTINUA records fully up to date and clear sense of ownership by staff
Play a broader role in the development of CSC self-improving system		<ul style="list-style-type: none"> Using middle and senior leaders expertise, develop small inter-school working party aimed at improving the system wide use of CONTINUA as part of the self-improving system HT to play a key role as a delegate Headteacher in CSC to influence policy and develop the self-improving system 	D JENKINS S JONES	EASTER 19		<ul style="list-style-type: none"> Key performance measures developed collaboratively with all CSC special schools and PRU's Engagement in self-improving system peer enquiry model

Priority 3 – Unconditional Support for Parents

Link Governor – S Bailey and D Rees

Responsibility – Sarah Jones

Family Liaison Officer – Karen Murphy

ASD Lead – Sharon Arnold

Wellbeing - SG

Accountability – D.Jenkins

OVERVIEW OF TARGETS:

Further develop suite of accredited learning for parents/carers

Instructor to lead family centre developments 3 days/week - Promote drop in sessions in family centre

Further Develop workshops and coffee and create sessions

Improved advice for parents during transition

Improve attendance to 91.2% through improved relationship and support to parents

Target

1. *Further develop suite of accredited learning for parents/carers*
2. *Instructor to lead family centre developments 3 days/week - Promote drop in sessions in family centre*
3. *Further Develop workshops and coffee and create sessions*
4. *Improved advice for parents during transition*
5. *Improve attendance to 91.2%*

Success Criteria

The school should add to the existing suite of workshops by adding accreditation. The following training programmes should be made available to a range of parents with children with additional needs across RCT. BYC parents should also be targeted and several events should be held in BYC to ensure all parents are reached. As a result, pupils experience increased consistency between home and school leading to improved outcomes in communication, behaviour and wellbeing

- *Signalong*
- *Positive Behaviour Management*
- *Sleep Management*
- *Healthy Eating*
- *Continence issues*
- *Sensory Stories & Touch Therapy*
- *MOVE*

Instructor job description to be amended to include 3 days per week operating the family centre. This should focus on drop in sessions combined with more formal learning. Instructor should coordinate all advertising and communication relating to the family centre. Parents who drop/pick up their children should be targeted in the short term. This should coincide with broadening the role of Café Coch and provide effective forums for parents to support each other.

The Instructor should take a lead role in coordinating all parents evenings, coffee morning, specialist events for class teams across the school. The aim should be to significantly improve the footfall of parents accessing the school. Sessions should include:

- *Coffee and Create Sessions*
- *Coffee Mornings*
- *Open Evenings*
- *Parents Evening*
- *Transition Evenings*

A transition evening should be arranged in collaboration with the Careers coordinator. A range of providers should be invited to the evening which should be held in conjunction with other special schools

Priority 3a- Further develop suite of accredited learning for parents/carers

Target	CIF	Action	Staff involved	Date	Cost	How will we measure
Using PDG CLA funding, produce a suite of training/support /workshops available to all parents in the locality		<ul style="list-style-type: none"> Time allocated for a member of staff to develop a multi-agency support package for parents. Training and support to include: <ul style="list-style-type: none"> Positive behaviour management Healthy eating for picky eaters Key points of reference/support agencies Sleep clinics Continence clinics Workshop culture developed to help promote the 24hr curriculum. Developing consistency with communication and boundary setting Information sessions aimed at improving parental knowledge of the curriculum and assessment procedures 	J render K murphy S jones	Sept 2018]	£4000	<ul style="list-style-type: none"> Improved attendance by parents at support events Comprehensive training package for parents developed which takes into account their feedback Systematic implementation of training package with multiple dates aimed at catering for working and non-working parents Workshop culture full established. Moving to a point where parents also lead workshops where relevant Improved parental knowledge of the school's curriculum and assessment

Priority 3b; Instructor to lead family centre developments 3 days/week - Promote drop in sessions in family centre

Target	CIF	Action	Staff involved	Date	Cost	How will we measure
Using PDG funding, Create an internal role for an instructor aimed at opening the Family Centre 3 days per week		<ul style="list-style-type: none"> Identify Karen Murphy to pilot opening the family centre 3 days per week <ul style="list-style-type: none"> Monday, Thursday and Friday Work towards implementing the training programme on timetabled days Work towards developing a drop in culture where parents and carers can drop in for informal support Develop a system that dovetails with Post 16 coffee shop to promote social enterprise Improved coordination of coffee mornings, Ty Coch Tots etc... 	S Jones K Murphy	XMAS 18	£34,000	<ul style="list-style-type: none"> Increase in number of parents/carers dropping into the school Fully attended training/workshops Increased reach into the community targeting parents of pupils with ALN in the Taff area Marginal increase in pupil attendance through improved relationships with parents
Conduct annual review meetings from the family centre on Tuesday to promote its use		<ul style="list-style-type: none"> Extend annual reviews over Tuesday and Wednesday to accommodate for an increase in numbers Arrange all annual review meetings to take place in the family centre Increase awareness of the family centre by conducting reviews in the centre 	L Langley S Jones	EASTER 19		<ul style="list-style-type: none"> Improved awareness of specialist topics Improved communication with home Improved attendance at review meetings
Improve arrangements and knowledge around P19 transition		<ul style="list-style-type: none"> Improved coordination of transition events for pupils in Year 9 and above Improved coordination of multi-agency meetings for pupils in Year 14. These should use the family centre as a venue Improved taster days in P19 service providers 	K Murphy J Render	EASTER 19		<ul style="list-style-type: none"> Reduced anxiety around transition Improved coordination for P19 provision in Year 14 Improved communication for parents and carers Improved awareness and preparedness for pupils in Year 14

Priority 4 – Support in the Community - Celebrating Difference

Link Governor – L Walker & P Gullidge

Responsibility – David Jenkins

14-19 – Julia Render

Charity Involvement – Sarah Jones

Business PR – Sean Gilbertson

Accountability – D.Jenkins

OVERVIEW OF TARGETS:

Secure base in local college to improve transition and spread expertise

Begin to work closely with Learning Support classes to provide expertise for pupils outside of school

Begin to develop business links within the community to raise additional income. Aim to raise £10,000

MDT Transition forum to promote smooth P19 transition

Target

1. *Secure base in local college to improve transition and spread expertise*
2. *Begin to work closely with Learning Support classes to provide expertise for pupils outside of school*
3. *Begin to develop business links within the community to raise additional income. Aim to raise £10,000*
4. *MDT Transition forum to promote smooth P19 transition*
5. *Further Develop involvement in community based events*

Success Criteria

- *P16 Classes to be taught part time in an appropriate room in the college. Students to gain more independence skills using the college facilities. Students to become more comfortable with the setting and better placed to make a P19 transition into the college. Students to focus on e-commerce activities with an emphasis on key functional literacy and numeracy skills. Vocational learning pathways to be followed back in school e.g. Horticulture, Salon, Café Coch, Carpentry etc...Improved opportunity for P19 learners*
- *YTC staff well placed to Upskill College staff in aspects of ALN. Improved transition via improved transfer of information. Staff shadowing and pupil observation to ensure transition into college is very effective*
- *Work closely with LA to redesign the SLA to support learning support classes. Run a pilot model to support 6 LSCs. This should increase inclusion opportunities for YTC pupils and allow YTC to better manage the intake. Improved links with mainstream schools leading to improved collaboration and sharing of expertise.*
- *Aim to raise £10,000 private income and £17,000 through the Friends of Ysgol Ty Coch. Establish robust business links with 7 local businesses in exchange for training. All of whom to sponsor a class. £500/class. Establish a famous ambassador to support the school Establish inaugural golf day with Pinnacle Office Solutions. Offer professional training to a range of audiences including:*
 - *Signalong*
 - *Transport Training*
 - *Leadership Mentoring*
 - *Aspiring Leaders*
 - *ESTYN Peer Inspection*
 - *Teachers New to SEN*
- *Establish a multi-agency transition network to include all key partners. 3 other special schools to join the initiative. This should lead to improved information sharing, better planning and improved success rates for P19 provision*
- *Pupils to engage in an increasing range of inter school competitions e.g. Tate Modern exhibition, Shakespeare Schools, Tramshed exhibitions, young enterprise, Joh Hopla etc...*

Priority 4a- Further Develop involvement in community based events

Target	CIF	Action	Staff involved	Date	Cost	How will we measure
Promote and implement involvement in a variety of activities to enrich the curriculum		<ul style="list-style-type: none"> • KS3 to enter the Welsh Heritage Competition and the John Hopla Competition • Annual interschool sporting events and special school games • BYC working with the Community Council to clear paths and collect litter and provide services to support the immediate community • Friends of the School Christmas and Summer Fetes and evening functions including Race night/Quiz night etc. • Provide pumpkins from school allotments to sell at Pugh's Garden Centre • Display artwork to Wenvoe Garden Centre • Community based work experience including Rosie's tea shop, Ynsybwl Co-op and Pugh's Garden Centre • KS3 to access Garth Olwg Lifelong Learning Centre to use the library and Cyber Cafe • KS4 to attend inclusion sessions at Bryncelynog Comprehensive for Science lessons • Continue Inclusion Project for some Year 6 pupils with Llanilltud Faerdref Primary one afternoon per week • Primary to continue accessing Greenmeadow Riding for the Disabled • Secondary Careers Transition evening involving a wide variety of outside agencies and providers • Work towards extend school cafe opening hours and open to locality 	<p>J Render</p> <p>J Tilley</p> <p>K Murphy</p> <p>C Myhill</p> <p>A Holland</p> <p>P16 staff</p>	ONGOING		<ul style="list-style-type: none"> • School well represented at external events • BYC engaging better with the school community e.g. XMAS fayres • Improved engagement with RCT sport • Improved parental engagement with PTA events • £15,000 raised through PTA and business strategy • Improved numbers of pupils accessing inclusion placements • School Cafe open 3 days per week by the end of the Summer Term 2019 • Plant nursery established in BYC • P16 skills centre becoming a full time social enterprise. Steps taken to turn the front of the house into a garden centre selling produce from the school garden and BYC nursery • improved e-commerce facilities within the p16 social enterprise

Priority 4c- Further Improve the link work with Coleg Y Cymoedd

Target	CIF	Action	Staff involved	Date	Cost	How will we measure
Refine the College link courses and streamline for relevance		<ul style="list-style-type: none"> Undertake impact review of college link courses - establish value for money Multiple 14-19 meetings set up to focus on curriculum offer Refine the college link courses - is there an alternative model 	D Jenkins 14-19 staff	XMAS 18		<ul style="list-style-type: none"> Clear value for money analysis Clear refinement of curriculum offer Improved relevance of college options
Research and implement a pilot satellite class in Nantgarw College		<ul style="list-style-type: none"> Work closely with CYC and Access and Inclusion to secure funding for satellite college class Identify appropriate provision and undertake logistical planning exercise for a class to be based in college Improved links and working relationships with college ALN staff. Staff link visits, CPD sharing etc... Improved transition planning 	D Jenkins J Render LA	JULY 19	LEA	<ul style="list-style-type: none"> College satellite provision identified and feasibility study undertaken Logistics finalised of p16 pupils moving their operation to the college multiple staff visits from college and school staff aimed at sharing expertise Improved numbers of pupils accessing college as an appropriate p19 provision

Priority 4g- Develop robust and mutually beneficial links with local businesses

Target	CIF	Action	Staff involved	Date	Cost	How will we measure
Develop a clear business strategy to raise essential funds to support the work of the school		<ul style="list-style-type: none"> Work with Governing Body to define the business strategy. Develop communication with 5-7 local business with whom the school could enter into a relationship Mutually beneficial relationship established. in return for £500/annum, business to receive following benefits <ul style="list-style-type: none"> Classroom sponsorship ASD/Sign language training 	D Jenkins S Gilbertson	ONGOING		<ul style="list-style-type: none"> £2500 raised through sponsorship business strategy Corporate Golf Day arranged raising approx. £2000 for the school Additional corporate sponsorship opportunities developed including masquerade balls, ambassador links with famous people

Priority 5 – Enhancing the Physical Environment

Link Governor – Health and Safety Committee

Responsibility – Primary – RR

Secondary – Lm

ASD – SA

BYC – JT

Wellbeing – SG

Accountability – D.Jenkins

OVERVIEW OF TARGETS:

Continue to improve the physical environment of the building to enhance teaching and learning:

- Family Centre
- Aderyn conversion/refurbishment – including SI equipment
- BYC expansion and broadening age range
- New Hoists
- Improvements to quad playground
- Scope wheelchair accessible equipment to support MOVE
- Make arrangements to celebrate the school's 40th Anniversary

Target

- Continue to improve the physical environment of the building to enhance teaching and learning:
 1. Family Centre
 2. Aderyn conversion/refurbishment – including SI equipment
 3. BYC expansion and broadening age range
 4. New Hoists
 5. Improvements to quad playground
 6. Scope wheelchair accessible equipment to support MOVE

Success Criteria

The physical environment is very important to the quality of teaching and learning. There are a number of key projects which need to be completed this year as part of the school's systematic improvement cycle. The following tasks should be completed this academic year

- a. Completion of the family centre – all soft furnishings should be completed including blinds, furniture, office equipment and internet connections. New conference tables and chairs to be purchased. New changing beds to be in place in the hygiene area. The result should be an environment conducive to high quality work and support for families. This will in turn lead to improved access to the 24hr curriculum
- b. Dosbarth Aderyn is a classroom currently accommodating 10 children with a diagnosis of ASD. There are multiple break out rooms which work well. However, the acoustics in the room are very poor. The school should work with the LA to redesign this space focussing on the following
 - i. Relocation of the kitchen and know through rooms to establish a dining/food skills area
 - ii. Replace the current kitchen with a Sensory integration room and associated equipment
 - iii. Renovation of hygiene areas and knock through into cupboard for improved privacy/access
 - iv. Installation of false ceiling to improve acoustics
 - v. Painting and decorating throughout
- c. Feasibility study into using BYC more dynamically for 11-19 year old with ASD. Continue to develop outdoor spaces to form and environment conducive for class trips. Bus timetable to facilitate classes travelling to BYC to explore sensory trails, sensory rooms etc...
- d. New overhead hoists in Dosbarth Seren Fach to be installed by the LA to include direct access into the swimming pool. Improved access to all areas of the classroom to facilitate MOVE programme
- e. Improved environment to be established in the Quad playground e.g. artificial turf, wall mounted play equipment, climbing structures, writing walls etc...
- f. Renew strategic quality plan/accessibility plan
- g. Renew all Health and Safety Policies and provide training

Towards Easter, the school should continue to look at expanding BYC Provision for the 19-20 academic year. A feasibility study should be undertaken with the LA to look at moving Dosbarth Dreigiau to BYC

