

Ysgol Ty Coch



School Improvement Plan 2022 - 2023

Address	Ysgol Ty Coch Lansdale Drive, Tonteg
Telephone	01443 203471
Email	David.jenkins@ysgoltycoch.rctcbc.cymru
Website	www.ysgoltycoch.co.uk
DES LA Number	
Headteacher	David Jenkins
Chair of Governors	Janice Stuckey
Director of Education	Gaynor Davies

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

AOLE Enrichment Days

AREA OF LEARNING AND EXPERIENCE (AOLE)	EVENT/DATE
EXPRESSIVE ARTS	30.09.22
HEALTH AND WELLBEING	25.11.22
HUMANITIES	20.01.23
SCIENCE AND TECHNOLOGY	03.03.23
LANGUAGE, LITERACY AND COMMUNICATION	12.05.23
MATHS AND NUMERACY	16.06.23

Focus:

- To develop an internal structure which promotes collective ownership, collaboration and innovation in/of the curriculum
- To inspire young people to achieve great learning
- To keep abreast of the latest developments in each area of the cross cutting themes 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 continuously evaluate, reflect and refine on curriculum design and content to meet the needs of learners
- To Continue embedding the 4 key purposes of the new curriculum through AOLES
- To develop teaching and learning experiences, skills and knowledge associated with topical events to improve connections in learning

Resource Allocation – Grants School Budget Allocation

Source	Amount	Allocated to
EIG – YTC	37,420	Physio Tech/OT – supplemented by school budget
PDG	50,900	Communication – Debbie Ramsay TIS – Ann Marie Morgan
	9000	ASD Parental training e.g. Early Bird, Early Bird+, Teen Life
Early Years PDG	4,600	ASD Foundation Phase Developent – Lauren Evans
PDG CLA	5,000	Leigh Wharton – PMLD Communication
Professional Learning Grant	9,618	Generate capacity to release teachers – WM
Collaboration Funding	7,938	Generate capacity to release teachers – WA
Parklane Secondment Saving		Staff Remuneration and contingency
Maintenance Grant (estates) –		Dosbarth Pabi Coch Refurbishment
RRRS	7,627 10,678	Establishing an home outreach service for pupils with high anxiety through Taith Y Meddwl. Off Set Andrew Bishop additional costs to release Sara Nuthall to engage in home outreach
ALN	10,122	Alleviation of the administrative set up demands and the addressing of issues relating to regulatory change. Offset Louise Langley costs

Spending Overview

Ysgol Ty Coch	Out of School Activities
Capitation	Roger Crookes
£4k – Primary – Resourcing the curriculum	Andy Pidcock
£4k – Secondary – Resourcing the curriculum	Reflexology
£4k – ASD Classes – Resourcing the curriculum	MOVE
£2k – Sensory Classes – Resourcing the curriculum	D of E
£2k – General Curriculum Resources – Resourcing the curriculum	After School Club provision
£2k - Art Resources	
£4000 – AOLE Enrichment	
	Buarth y Capel
ICT - £22,000	Capitation
£11,000 – Resources to complete 1 device per pupil strategy	Enterprise Earnings used to supplement
£5000 – peripheral devices to enable SeeSaw etc...	£5000 for horticulture
£5000 – Peripherals upgrade and software licensing	£5000 – ICT refresh

Planned Maintenance	
£30,000 – Aderyn Yard Updates	Salon floor re-lay
£20,000 – Dreigiau small room, Pabi Coch refurb, Broga toilets, Broga partition wall	Sensory Room conversion
£5000 – Sixth form door and fencing	KS3 toilet reconfiguration

School Improvement and Evaluation Rationale

Internal Factors	External Factors
<ul style="list-style-type: none"> Realising the Vision of being 'More than Just a School. 	<ul style="list-style-type: none"> Curriculum for Wales Implementation
<ul style="list-style-type: none"> Bringing the 2 sites of the school together 	<ul style="list-style-type: none"> IDP Implementation
<ul style="list-style-type: none"> Accommodating significant growth over a sustained period of time 	<ul style="list-style-type: none"> ESTYN reform
<ul style="list-style-type: none"> Findings from Self-Evaluation 	<ul style="list-style-type: none"> National Evaluation and Improvement Framework (NEIF)
<ul style="list-style-type: none"> Recovering from COVID 	<ul style="list-style-type: none"> Schools as Learning Organisations
<ul style="list-style-type: none"> Generating time for rich professional learning and avoiding burnout 	<ul style="list-style-type: none"> Embedding a Whole School Approach Wellbeing

Parklane Identified Joint Working

<ul style="list-style-type: none"> ALN – IPD coordination & administration support 	<ul style="list-style-type: none"> TEAM TEACH and positive behaviour management
<ul style="list-style-type: none"> RSE – Joint project and roll out 	<ul style="list-style-type: none"> Staffing – Pooling expertise and creating our own relief bank
<ul style="list-style-type: none"> Assessment – bsquared and moderation 	<ul style="list-style-type: none"> Professional Learning & Enquiry and Schools learning organisation
<ul style="list-style-type: none"> Coaching and mentoring 	<ul style="list-style-type: none"> Curriculum Design – CfW, Post 16 options, , AOLE Enrichment, Dof E
<ul style="list-style-type: none"> Trauma informed Schools 	<ul style="list-style-type: none"> Staff induction and internal training programme
<ul style="list-style-type: none"> Manual Handling 	<ul style="list-style-type: none">

3 Year Strategic School Improvement Plan

School Strategic Aim	2022-2023	2023-2024	2024-2025
Developing High Quality Teaching and Learning	<ul style="list-style-type: none"> Continue to evaluate, reflect and improve the curriculum design in response to quality assurance undertake over last few year Undertake a Maths and Numeracy Review to identify AFI Undertake a Science and Technology review to identify AFI Refresh and embed the School's strategies for TOTAL COMMUNICATION Improve the mechanism and effectiveness of pupil voice across the school Continue to embed and develop the health and wellbeing strategy across the school Improve the curriculum offer for learners in Post 16 by adding a broader range of formal and informal options Improve the reading, comprehension and BPVS scores for pupils in Key Stage 4. Provide additional integration opportunities in mainstream school Improve provision and ASD strategies across the school to improve engagement, behaviour and attainment Improve pupils' experiences and standards in Welsh Language Development 	<ul style="list-style-type: none"> Review and refresh writing strategy with focus on Pre-intentional learners Keep abreast of latest developments in Assistive Technology to make environment more accessible Further develop Outdoor Learning and Forest School provision with a focus on play Undertake a Humanities Review to ensure Undertake an expressive arts review to ensure: BYC - standards/curriculum/accreditation offer Review to ensure the offer meets learners' needs and collaborates well with the Tonteg provision Refine curriculum Context booklets to further embed a project style to learning Refine curriculum context booklets to build on the coverage of the cross cutting themes 	<ul style="list-style-type: none"> Health and Wellbeing Review to ensure high quality curriculum content Language and Literacy Review to ensure high quality curriculum content Ensure ASD provision review and subsequent improvements in light of changing cohort of learners Formal curriculum review and engagement with others schools to quality assure the curriculum offer
Investing in Staff to ensure Excellent outcomes for all pupils	<ul style="list-style-type: none"> Invest in the high performing team by improving emotional intelligence through the colour works and resilience through the school's wellbeing offer Embed a culture of coaching and collaboration in order to improve the quality of teaching and leadership Embed of high quality internal PL programmes leading to engagement with the wider system Unconditional support for staff wellbeing and recovery from COVID – leading to sustained high morale and consistency for pupils Embed all new assessment and progression arrangements Embed new MER, accountability and quality assurance processes in line with NEIR with a focus on teaching Further develop a culture of enquiry across the school with the publication of best practice case studies 	<ul style="list-style-type: none"> International Professional Learning – continue to explore international professional learning opportunities which replace ERASMUS Fully implemented succession plan for professional learning in specialist areas e.g ASD, HI, VI, MSI Teacher training centre of excellence in ALN – taking steps to become a 'teaching school' in collaboration with local university Pilot YTC learning journal in collaboration with University level research. Showcasing highest quality teaching and learning Further develop links with Universities to enhance culture of 'growing our own' staff. 	<ul style="list-style-type: none"> Firmly embed the international professional learning opportunities into the school's PL offer Identify and engage with cutting edge teaching practices as they develop Embed the journey of becoming a 'teaching school' by improving partnerships with others schools, universities and businesses Embed the YTC Learning journal with possible links with university level research

			to share critique and share practice
Providing Unconditional Support for Parents	<ul style="list-style-type: none"> • Provide increased opportunities to consult with parents on curriculum reform following 3 years of successful implementation • Provide increased opportunities to consult with parents on ALN reform following 1 year of piloting the approach • Provide increased workshops and training to deliver Early Bird, Early Bird+ and Teen Life programmes in collaboration with Parklane • Provide increased workshops and training relating to the MOVE programme • Pilot a support programme for siblings of pupils in YTC • Improve the robustness of after school club and holiday club provision that provides equity for all children 	<ul style="list-style-type: none"> • Continue to nurture relationships with parents/families against a backdrop of a cost of living crisis • Continue to consult with parents to ensure their views re: the curriculum are fully captured • Second year of parental courses/workshops to be implemented • Implement second year of sibling support workshops • Enhance the afterschool and holiday club provision which seeks funding from other sources 	<ul style="list-style-type: none"> • Full review of ALN implementation • Full review of parental involvement in curriculum design and implementation • Implement further accredited courses for parents • Embed sibling support classes • Continue to explore afterschool and holiday provision
Celebrating Difference and Diversity in the Community	<ul style="list-style-type: none"> • Continue to develop links and embed advice from a range of MDT professionals e.g. therapies • Significantly improve opportunities for pupils to participate in Physical Literacy, Movement and sport at all levels leading to MOVE Centre of Excellence Status • Develop formal links with the Welsh Rugby Union (WRU) to enhance curriculum enrichment • Improved opportunities to celebrate pupils' expressive arts achievements in the local, regional and national community • Further improve the provision and impact of The International Schools programme in light of BREXIT and COVID • Improve the school's Sixth Form Enterprise studies by organising learning through 4 main enterprises which link well with the community • Add further rigour to the work of the Governing Body by engaging in self-evaluation and GIG work in light of increasing the membership – Governors Self Evaluation 	<ul style="list-style-type: none"> • Re-engage with vision to open the enterprise projects to the public e.g. garden centre/chillies/Salon/Printing service • Ensuring the community is used effectively to support authentic contexts for learning • Improved opportunities for pupils to engage in competitive and representative sport and expressive arts • Sustain highly effective links with business for both financial and curriculum support • Improved opportunities for work related education in the community • Improve links with college to improve Post 19 transition offer • Re-engage with international link visits between schools (subject to COVID) • Further develop links with WRU as an official partner of the school • Improved opportunities for integration in mainstream schools and colleges 	<ul style="list-style-type: none"> • Fully established sporting clubs • Engagement with All Wales special school games • Increased number of pupils engaged in participative and representative sport • Increased number of expressive arts clubs with work being showcased • Robust integration programme in place
Enhancing the Physical Environment to improve engagement	<ul style="list-style-type: none"> • Continue with classroom renovation scheme by significantly improving the environment for • Improve the play facilities for pupils with ASD by redeveloping the following yards 	<ul style="list-style-type: none"> • BYC supporting 50 learners with appropriate adaptations to the environment • Continue to expand college provision to cater for more learners 	<ul style="list-style-type: none"> • Refurbishment of the administration areas of the school • Refurbishment of 2 classrooms

and outcomes	<ul style="list-style-type: none"> Improve the effectiveness of several foundation phase environments by improving external storage and continuous provision resources Improved provision for emerging independent/semi-independent wheelchair users Improved access to the Forest School Environment 	<ul style="list-style-type: none"> Continue to invest in professional working spaces for staff to promote high quality professional learning Further develop KS3 classroom accommodation to keep abreast of growth/complexity Refurbishment of 3 x classrooms <ul style="list-style-type: none"> Aderyn Sixth Form Pili Pala Refurbishment of 2 playground spaces <ul style="list-style-type: none"> Pili Pala Quad 	<ul style="list-style-type: none"> Broga Seren Install sports pitch on BYC land to facilitate engagement in sport

Priority 1 – Developing High Quality Teaching and Learning Which Improves Outcomes for All

Target and Anticipated Outcome	National Mission Link	Action	Lead Enquiry Group/Person	Date	Cost and Resources	Evaluation and Monitoring	RAG
Continue to evaluate, reflect and improve the curriculum design in response to quality assurance undertake over last few year:	CfW ALNET ESTYN 1.1 2.1 2.2	<p>Add pre-formal, semi-formal and formal elements</p> <p>Add further content and coverage in response to changing pupil need. Whole school INSET to invite ideas in response to the audit</p> <p>Assign clear literacy texts, books, stories etc...</p> <p>Assign clear TOTAL COMMUNICATION information to context booklets as a second language</p> <p>Assign clear enhanced and continuous provision to context booklets</p> <p>Add further clarity to AOLE groups in terms of membership and purpose</p>	<p>Julia Render</p> <p>Sarah Jones</p> <p>Dave Jenkins</p> <p>Sean Gilbertson</p> <p>Libby Morris</p> <p>Rachael Rogers</p> <p>Emily Russ</p>	Dec 2022	<p>2 X INSET</p> <p>Release time for courses</p> <p>TLR for enrichment</p>	<p>Enquiry - How successful has enrichment been on improving implementation of the cross cutting themes and improving partnerships?</p> <ul style="list-style-type: none"> Formal evaluation/audit undertaken leading to identified strengths and areas for further develop to ensure appropriate coverage and compliance with CfW AFIs' improved through sustained collaborative approach with all staff. Context booklet content significantly improved Staff clearly understand expectations for pre-formal, semi-formal and formal learners Curriculum model tried and tested with Parklane and LNF moderation group as a quality assurance activity 	

		<p>To refine enrichment programme to:</p> <ul style="list-style-type: none"> • Link to topical events throughout the year • ensure AOLE groups are functioning well to evaluate progress • Ensure Cross cutting themes e.g. Careers, RSE, RVE, Human Rights, LNF, DCF, Diversity BAME etc...are mapped well across the curriculum • Form a formal link with the Welsh Rugby Union 				<ul style="list-style-type: none"> • Enrichment programme reinvigorated with a clear partnership with WRU. This should focus on topical events leading to improved coverage of cross cutting themes • Improved staff knowledge of cross cutting themes • Enrichment content embedded into curriculum design for subsequent years 	
<p>Implement the new curriculum monitoring schedule as part of the revised MER. The aim is to ensure that all AOLES are systematically reviewed and enhanced over a 3 year rolling programme:</p>	<p>ESTYN 3.1 3.2 5.1 5.2 NEIF</p>	<ul style="list-style-type: none"> • Undertake a Maths and Numeracy Review to ensure <ul style="list-style-type: none"> ○ Curriculum content is meaningful ○ Pupils achieve good progress in the M&N AOLE ○ Interventions are well matched to pupil need ○ Moderate teacher assessment judgements based on the scrutiny of pupils' work in real time • Undertake a Science and Technology review to ensures <ul style="list-style-type: none"> ○ Improved opportunities for exciting Digital learning experiences and improve outcomes for pupils' digital competency skills ○ Embed the DCF across the curriculum and improve pupils' digital competency skills ○ Moderate teacher assessment judgements 	<p>D JENKINS C MYHILL (Dcf) S JONES J RENDER AOLE LEADS</p>	<p>Jul 22</p>	<p>Appoint additional teacher to provide cover = 16,000</p>	<p>Enquiry – Making the DCF real in a special school. Overcoming the challenges and fear to generate outstanding learning opportunities</p> <ul style="list-style-type: none"> • A comprehensive picture is developed of the provision and standards associated with maths/numeracy and Science and technology • Strengths and areas for improvement identified and interventions implemented. Moderated T&L activities built into the context booklets • Improvement in pupils performance in maths/numeracy with a particular focus on KS4 • Peer observations leading to an Improvement in staff knowledge of pedagogy associated with Science/Tech and DCF • Wider range of innovative science related teaching and learning activities developed and included in context booklets 	

		<p>based on the scrutiny of pupils' work in real time</p> <p>○</p>				<ul style="list-style-type: none"> Improvement shown with pupil's progress in science and tech AOEs 	
<p>Refresh and embed the School's strategies for TOTAL COMMUNICATION with a focus on provision for pupils with complex ASD and those with PMLD</p>	<p>ESTYN</p> <p>1.1</p> <p>2.1</p> <p>2.2</p> <p>3.1</p> <p>5.3</p>	<p>Design and implement a robust professional learning package which makes use of significant staff expertise:</p> <ul style="list-style-type: none"> PECS/OOR AAC Communication Profile Colourful Semantics <p>Enhance the role of the communication champion in each class to ensure there is a renewed drive on developing pupils' communication skills.</p> <p>Continue to link with private and NHS SALT colleagues to robustly implement the communication profile for every pupil. This should be evidenced in teacher's planning following training.</p> <p>2 x staff to act as communication team lead. They should focus on complex ASD and PMLD respectively</p> <p>Use professional learning to increase opportunities for spontaneous communication throughout the school day e.g. playtime, lunch time etc...</p> <p>Ensure context booklets are populated with key vocabulary to support teaching and learning</p> <p>Improvement in pupils' communication skills particularly those with complex, non-verbal ASD/PMLD</p>	<p>E Russ</p> <p>S Jones</p> <p>D Ramsay</p> <p>L Wharton</p> <p>SALT</p>	<p>Dec 22</p>	<p>PDG Grant – 27,251</p>	<p>Enquiry – Keeping up with increasing pupil numbers. The challenges of professional learning in relation to communication for complex pupils</p> <ul style="list-style-type: none"> Feedback from professional learning indicating high levels of satisfaction/competence building Context booklets updated to include key vocab Lesson observations/work scrutiny = improved pupils communication skills as referenced through more evidence of progression Communication champions functioning well in class leading to improved communication and reduced incidents of challenging behaviour Communication profile fully implemented in all classes as seen in teachers planning, work scrutiny and assessment outcomes 2 x staff successfully trained as PECS implementers Reduction in pupils behaviour and increase in spontaneous communication as observed in learning walks and lesson obs 	

		<p>Reduction in challenging behaviour as a result of reduced frustration linked to improved communication skills</p> <p>2 x staff to be renew PECS implementer training</p>					
<p>Improve the mechanism and effectiveness of pupil voice across the school leading to a demonstrable impact on several aspects of school life:</p>	<p>ESTYN 1.1 2.1 4.1 5.2</p>	<p>Various student councils re-convened following democratic processes to work on clearly defined projects</p> <ul style="list-style-type: none"> • Student Council – involvement with enrichment programmes • Eco-Council – lead the school's work on recycling and sustainability • Crew Gymraeg – to help plan exciting and engaging teaching and learning activities and to improve the planning of topical Welsh competitions e.g. Eisteddfod <p>All pupils to be involved in class based reviews of contexts for learning with all feedback informing future planning</p>	<p>A Holland L Evans K Hooper C Chappell R Lewis R Maguire</p>	<p>Apr 22</p>	<p>Cover for teachers Collaboration funding 7,938</p>	<p>Enquiry – reconnecting after COVID. What are pupils saying and feeling now? And how do we respond?</p> <p>Following the challenges posed by COVID, all student committees will meet multiple times to plan and implement a programme of works</p> <p>Demonstrable impact of student council e.g. interviews, appointments, projects etc...</p> <p>Demonstrable impact of eco-committee in terms of improving recycling and reducing waste/energy consumption</p> <p>Demonstrable impact of Crew Gymraeg in terms of increase incidental Welsh and improved celebrations of Welsh culture</p> <p>Gain RRS Gold Award</p>	
<p>Continue to embed and develop the health and wellbeing strategy across the school:</p>	<p>ESTYN 1.1 ESTYN 2.1 2.2 ESTYN 2.2</p>	<p>Continue to embed all elements of WG legislation and continue to promote the work of the school locally, Regionally and Nationally</p> <p>Continue to develop provision to meet the needs of the very few pupils who are too anxious to regularly return to school.</p>	<p>S GILBERTSON L WHARTON L MOULDEN T EVANS</p>	<p>Jul 22</p>	<p>PDG Grant – 24,210 EIG – Physiotherapy/O</p>	<ul style="list-style-type: none"> • Full implementation of the 'Embedding a whole school approach to wellbeing' strategy • Improved provision, outreach and attendance for the very few pupils who are reluctant to return to school following the Pandemic • Gain MOVE Centre of Excellence Status • Gain TIS Quality Mark 	

	<p>ESTYN 3.1</p> <p>ESTYN 4.1 4.2 4.3</p>	<p>Develop provision in collaboration with LA and MDT</p> <p>Build on recent MOVE Gold award to become a centre of excellence. Train more trainers and facilitate staff to work externally as trainers. Ensure all eligible pupils are enrolled on the MOVE programme</p> <p>Continue to embed TIS approaches throughout the school and outreach expertise where the need exists. Gain the TIS quality mark</p> <p>Ensure that recently developed RSE scheme of work is sensitively and robustly implemented. Engagement sessions with parents and governors should be arranged</p> <p>Build on the outstanding physical literacy work to fully embed the approach in ALL classes. Develop and disseminate resource boxes to all classes. Measure impact on physical and emotional health through MOTIONAL</p>	<p>B GRIFFITHS</p> <p>PHYSIO</p>		<p>T/SALT - 37,420</p>	<ul style="list-style-type: none"> • 5% reduction in the incidents of Level 2 and 3 challenging behaviour • Attendance target = 89% • Full implementation of RSE scheme of work which is embedded into curriculum design • Fully embed and build on the excellent physical literacy work • Demonstrable improvement in pupils Health and Wellbeing outcomes 	
<p>Improve the curriculum offer for learners in Post 16 by adding a broader range of formal and informal options</p> <p>Improve the reading, comprehension and BPVS scores for pupils in Key Stage 4. Provide additional integration opportunities in mainstream school</p>	<p>ESTYN 1.1 2.2 3.1</p>	<p>Improve the sixth form environment to facilitate the opening of Chillies more often</p> <p>Improve the salon to facilitate the opening of the hairdressing salon to a great number of pupils/community members</p> <p>Improve the horticulture environment to facilitate opening a Garden Centre to be run from the school environment</p> <p>Improve the provision and accredited learning for digital media studies including DCF</p>	<p>J RENDER</p> <p>L MORRIS</p> <p>A HOLLAND</p> <p>S GILLARD</p> <p>B GRIFFITHS</p> <p>C MYHILL</p> <p>S FARGHER</p>	<p>Apr 22</p>	<p>Prof Learning Grant</p> <p>9,618</p>	<p>Enquiry – How can Enterprise enhance learning in the Sixth form?</p> <ul style="list-style-type: none"> • Following the COVID pandemic, re-establish the vision for post 16 which places enterprise and careers education at the centre. Development • Improved work across Tonteg and BYC to increase the learning offer for all sixth form pupils • Increased number of learning options available leading to increased number of accreditation 	

		<p>Continue to engage well with the local community to improve sport, leisure and recreation programmes of study</p> <p>Continue to improve the provision of functional literacy and numeracy to provide balance within the curriculum</p> <p>Continue to embed Read, Write Ink in KS4 and Sixth form. Continue to embed WEST in sixth form to raise standards</p>				<ul style="list-style-type: none"> Fully embed the Read, Write Ink scheme for older pupils within the school Improved rate of progression for learners in KS4 in their reading, comprehension and BPVS Nearly all pupils in KS4 attending mainstream schools for science lessons 	
<p>Improve provision and ASD strategies across the school to improve engagement, behaviour and attainment</p>	<p>ESTYN 1.1 2.1 2.2 3.1 5.3</p>	<p>Undertake a staff skills audit in light of significant growth of the staff team and increased complexity of pupils</p> <p>Engage with an external consultant to focus on foundation phase ASD provision</p> <p>Significantly improve staff skill, expertise and experience through an 8 week training carousel targeting:</p> <ul style="list-style-type: none"> ASD Awareness and Attention Autism TEACCH Structuring the environment Sensory processing, play and learning PECS Intensive interaction Schedules and visuals Assistive technology <p>Ensure learning environments are conducive to high quality learning with high levels of structure, communicative opportunities, visuals to help pupils engage, regulate and achieve</p>	<p>E RUSS S GILBERTSON J RENDER</p>	<p>SEP 22</p>	<p>Visits to other schools 200 x 5 staff</p> <p>TEACCH training = 2000</p> <p>INSET plan</p> <p>AA training = 1000</p>	<p>Enquiry – structuring the environment to improve engagement and reduce incidents of challenging behaviour</p> <ul style="list-style-type: none"> All staff to receive update training in ASD strategies across the school Particular focus on the foundation phase learners to introduce structured teaching, communication systems and effective sensory processing provision at an early age ASD strategies combined effectively with Foundation Phase principles to improve the continuous provision offer TOTAL communication training for all staff to improve the pre-intentional skills of all pupils with focus on the foundation phase Improve pupils’ attention within the foundation phase by fully implementing attention autism 5% Reduction in incidents of challenging behaviour 	

Improve pupils' experiences and standards in Welsh Language Development	ESTYN 1.1 4.1	<p>Welsh PLC to continue working towards the Bronze Award</p> <p>Review of context booklets and key vocab added</p> <p>Review of context booklets and activities improved to celebrate Welsh culture throughout the year. E.g. enrichment programme</p>	R MAGUIRE R LEWIS	NOV 22	5 days release time for RR and RL – 1000 grant funding CSC	<ul style="list-style-type: none"> Engage with the Criw Gymraeg initiative All contexts booklets to have robust coverage of key Welsh language/vocab All contexts booklets to have robust coverage of Welsh cultural experiences and famous people Gain the Bronze Quality Mark 	
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Priority 2 – Investing in Staff to ensure high quality outcomes for all

Target and Anticipated Outcome	National Mission Link	Action	Lead Enquiry Group/Person	Date	Cost and Resources	Evaluation and Monitoring	
<p>Invest in the high performing team by improving emotional intelligence through the colour works and resilience through the school's wellbeing offer</p> <p>Embed a culture of coaching and collaboration in order to improve the quality of teaching and leadership</p> <ul style="list-style-type: none"> More staff to receive coaching training All members of staff to receive coaching during performance management cycles All staff empowered to take ownership of their performance and professional learning through a coaching model CONTINUA data demonstrating improved performance which is verified by other QA procedures Culture of autonomous learning exists within the staff team 	ESTYN 5.1 2.1 3.2	<p>Undertake whole school staff training with The Colour Works</p> <p>Encourage self reflection and team reflection using the Colour Model.</p> <p>Identify strengths and AFIs of each team and ensure each team is high performing through the use of coaching</p> <p>Undertake regular questionnaires and CARI surveys to test the impact of investment on staff wellbeing, morale and effectiveness in work</p> <p>All staff to receive minimum of 2 x performance management interviews which should be conducted in coaching style.</p>	D JENKINS S GILBERTSON SLT	Dec 22	<p>Colour Works = 2200</p> <p>New teacher to provide release time</p> <p>CONTINUA = 1400</p>	<p>Enquiry – Keeping the team focussed on pupil outcomes, together, high in morale and motivated throughout extreme turmoil, cost of living crisis and COVID recovery</p> <ul style="list-style-type: none"> Improved staff awareness of their own professional styles Improved staff wellbeing as illustrated through questionnaires and CARI information Improved team working and morale across the school Maintain exceptionally low levels of staff absenteeism Coaching methodology effective in improving teaching as verified through CONTINUA 	

		CONTINUA records to be used to promote peer and self improvement which are verified by SLT QA procedures					
Embed high quality internal PL programmes leading to engagement with the wider system	ESTYN 5.1	<p>Full review of the current professional learning offer</p> <p>Appointment of additional teacher to provide an additional 4 days per teacher for professional learning. To be used:</p> <ul style="list-style-type: none"> • Working on PM targets • Undertaking delegated aspects of SIP • Defining potential enquiries to further improve quality of teaching • Visit to other schools to observe practice • Independent research • Tasks associated with Curriculum and ALN reform 	J RENDER D JENKINS	DEC 22	18,000 to cover engagement with uni, college and other PL partners	<ul style="list-style-type: none"> • Improved delegation of SIP • Improved teaching as verified by CONTINUA • Improved use of enquiry to support improved teaching and learning • VI, HI, MSI Training – succession planning to continue implementing specialist interventions • Improved ASD Awareness and implementation of strategies across the school in light of significant increases in numbers and staffing • Improved ASD environments leading to improved performance, behaviour and wellbeing • Engage with external system <ul style="list-style-type: none"> ○ ALN reform and person centred practices ○ Middle leaders programme ○ New to SEN programme ○ Teaching Assistant Programme 	
Embed all new assessment and progression arrangements	ESTYN 3.2 4.1 5.1	<p>Full review of 2021-2022 collaboration sessions. Refine the new assessment and progression policy and info graphic</p> <p>Refine the skills wheel (learning wheel) to ensure each lesson follows a consistent structure and is suitably focussed around progression</p> <p>Ensure SeeSaw continues to be used well to provide real time examples of progression to be shared with a range of stakeholders</p>	R ROGERS J RENDER S JONES	DEC 22	<p>2 x INSET days</p> <p>SLT release time for moderation = 1000</p> <p>SeeSaw = 1000</p>	<ul style="list-style-type: none"> • Fully articulate the collaborative discussions from last year into a new Assessment and progression policy • Teachers comfortable using an accepted range of assessment toolkits to plan for continuous progression on a person centred basis • All pupils demonstrating good or better progress throughout the year • All pupils have a fully digital portfolio which articulates their progress 	

		Ensure systems continue to develop for collaborative moderation to quality assure and to share best practice				<ul style="list-style-type: none"> • Excellent systems embedded to moderate and verify teacher judgement using peer challenge and support models • High levels of teacher accuracy with assessment and progression 	
<p>Continue to embed new, co-constructed MER, accountability and quality assurance processes in line with NEIR with a focus on teaching</p> <p>Further develop a culture of enquiry across the school with the publication of best practice case studies</p>	<p>ESTYN 5.1 5.2 5.3</p> <p>NEIF</p>	<p>Further training and time to be provided to ensure all staff are familiar with CONTINUA and how to use it to encourage self-reflection and self-improvement</p> <p>Undertake instructional rounds to ensure all teachers have the opportunity to observe practice across the school.</p> <p>Develop theories of action statements which allow the teaching and learning policy to be reviewed</p> <p>Provide time for staff to engage in collaborative and development scrutiny/moderation exercises in order to share good practice</p> <p>Continue to nurture the relationship between Parklane and YTC to share, scrutinise and moderate effective practice</p> <p>Engage with the wider system to ensure teachers have opportunity to learn from colleagues and agencies outside of school</p> <p>Review the roles and responsibilities for each member of staff through a champions approach to ensure equity and clarity within the programme of delegation</p> <p>Continue to use the Spirals of Enquiry as the accepted approach across the school.</p>	<p>D JENKINS</p> <p>S JONES</p>	<p>APR 22</p>	<p>Additional teacher to generate release time</p>	<ul style="list-style-type: none"> ○ Further refinement of teachers self-reflection using CONTINUA <ul style="list-style-type: none"> ▪ 5.1 – Awareness of prior performance ▪ 4.6 – scaffolds to support learning ▪ 2.5 – learning with others ○ Further implementation of instructional rounds leading to theory of action statements ○ Further implementation in real time peer work scrutiny leading to theory of action statements and security in assessment ○ Improved mechanisms for sharing examples of good/innovative practice ○ Improved systems for collaborating, scrutinising and sharing practice between schools ○ Publication of the first Professional Learning Journal as a mechanism for evaluation, improvement planning and sharing best practice 	

		Employ an additional teacher to give improved access to professional learning time for all teachers. All SIP priorities to be evaluated using an enquiry approach. Combine the enquiries of Parklane and YTC to form a learning journal					
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Priority 3 – Unconditional Support for Parents/Families

Target and Anticipated Outcome	National Mission Link	Action	Lead Enquiry Group/Person	Date	Cost and Resources	Evaluation and Monitoring	
Provide increased opportunities to consult with parents on curriculum reform following 3 years of successful implementation	ESTYN 3.1 4.1 4.2 FaCE	<ul style="list-style-type: none"> Complete the context booklets during INSET on 5th, 6th, 7th September. This should be done collaboratively and build on feedback Arrange for multiple work shops/drop in events to present the curriculum journey to parents and invite feedback. Focus on Parents views of 'What Matters' Incorporate parental views into curriculum design Further nurture the 24 hour curriculum by consulting with parents on home work etc. Further develop robust systems for sharing teachers planning and real time progression evidence 	J Render S Jones R Rogers	October half term	Collaboration grant Professional learning grant	Enquiry – The impact of parental engagement in curriculum design. What is parents view of 'What Matters in a Special School Curriculum'?	
Provide increased opportunities to consult with parents on ALN reform following 1 year of piloting the approach	ESTYN 3.1 4.1 4.2 FaCE	<ul style="list-style-type: none"> Whole school INSET in September 2022 along with ALP Coordinators of RCT Construct new annual review/PCP schedule that meets formal obligations for new starters Further train staff in person centred practices and refine the one page profile to ensure it links seamlessly with the IDP 	L Morris L Langley Teaching Staff	SEP 22	ALN Grant 12,243	<p>Improved parental awareness of ALN reform and strategies that can be implemented at home</p> <p>Improved collaboration with school staff which links therapy, education and home environments in the best interests of pupils</p> <p>Improved behaviour and reduction in incidents of challenging behaviour</p>	

		<ul style="list-style-type: none"> • Work with RCT ALP coordinators to systematically convert statements for statutory age groups • Provide multiple opportunities for parents to attend workshops which combine curriculum awareness ALN reform • Ensure senior staff are trained in conflict resolution • Sustain acting Assistant head role (ALNCO) to lead on the school's implementation • Appoint more admin staff to ensure adequate admin cover by creating IDP Coordinator 				<p>Improved networks for parents to minimise isolation</p> <p>High levels of parental satisfaction in terms of implementation of ALN reform</p>	
Provide increased workshops and training to deliver Early Bird, Early Bird+ and Teen Life programmes in collaboration with Parklane	ESTYN 3.1 4.1 4.2 FaCE	<ul style="list-style-type: none"> • Identify 2 x staff for Early Bird training • Identify 2 x staff for Early Bird + training • Work collaboratively with Parklane to identify workshops for small groups of parents for Early Bird • Identify workshops for small groups of parents for Early Bird + 	E RUSS C GRIFFITHS T EVANS D REES K MURPHY	APR 22	Course costs = 3000	<p>Enquiry – How can parental workshops improve outcomes in school for pupils with ASD?</p> <p>Improved parental awareness of ASD and strategies that can be implemented at home</p> <p>Improved parental awareness of puberty and the challenges it faces</p> <p>Improved safeguarding and collaboration</p> <p>Improved behaviour and reduction in incidents of challenging behaviour</p> <p>Improved networks for parents to minimise isolation</p>	
Provide increased workshops and training relating to the MOVE programme	ESTYN 3.1 4.1 4.2 FaCE	<ul style="list-style-type: none"> • Ensure all pupils who are eligible for MOVE are entered onto the programme • For all pupils, ensure parents have a full briefing on the expected outcomes of the programme • Work collaboratively with parents, staff, therapists and pupils to ensure success of the programme 	L WHARTON L DAVIES K MURPHY	APR 22	Release time = 800	<p>All eligible pupils are on the MOVE programme</p> <p>All parents have a good understanding of the programme and demonstrate high levels of satisfaction with the progress made</p>	

Pilot a support programme for siblings of pupils in YTC	ESTYN 3.1 4.1 4.2 FaCE	<ul style="list-style-type: none"> Identify 3 x staff to lead this programme. Staff should have personal experience where possible Link with educational psychology services to draft a programme and approach schools where siblings may attend Work with Eye to eye services to support the programme Trial the programme with targeted families. Liaise with siblings school's to release time to be spent in YTC College provision over 6 sessions Provide unconditional support and a forum to share stories, strengths and concerns 	J DANCE H KELLY S NUTHALL K MURPHY	APR 22	Release time = 800	<p>Enquiry – How can siblings workshops improve outcomes in school for pupils with ASD?</p> <p>Draft programme developed over 6 sessions</p> <p>4-6 participants during the trial stage to engage in all 6 sessions</p> <p>Baseline undertaken to ascertain sibling's knowledge of their sibling, ability to support, their current wellbeing, challenges they face, happiness and hope</p> <p>Review questionnaire to see if there has been an improvement resulting from the 6 sessions</p>	
Improve the robustness of after school club and holiday club provision that provides equity for all children		<ul style="list-style-type: none"> TBC 				TBC	

Priority 4 – Celebrating Difference in the Community

Target and Anticipated Outcome	National Mission Link	Action	Lead Enquiry Group/Person	Date	Cost and Resources	Evaluation and Monitoring	
Continue to develop links and embed advice from a range of MDT professionals e.g. therapies	ESTYN 3.2 4.1 4.2	<p>Engage with The Speech Clinic to provide additional SALT to the school's offer</p> <p>Engage the Speech Clinic on the following model:</p> <ul style="list-style-type: none"> Whole school support and advice Triage for those potentially accessing Health Board provision To engage in IDP processes where relevant 	S JONES E RUSS SPEECH CLINIC SALT		EIG – 24,000	<p>Enquiry – The impact of additional therapy provision on the roll out of IDPs</p> <p>Improved staff knowledge of the communication profile</p> <p>All classrooms to be rich communication environments leading to improved communication outcomes and a reduction in challenging behaviour</p>	

		<ul style="list-style-type: none"> To engage in the school's implementation of the Communication profile To engage in the school's planned communication carousel of professional learning To engage with classes to provide support for Total Communication classrooms 				<p>Improved staff professional learning of communication systems/methodologies in place across the school</p> <p>IDPs to be rich in quality and signposting quickly to SALT advice where needed</p> <p>Clear triage system identified with Cwm Taf which supports pupils needing access to the Health Board SALT provision</p>	
Significantly improve opportunities for pupils to participate in Physical Literacy, Movement and sport at all levels leading to MOVE Centre of Excellence Status	ESTYN 2.1 2.2 4.2	<p>Work closely with Physiotherapy to analyse physical literacy pilot – learn from key messages and form a whole school roll out strategy</p> <p>Embed small PLC and nurture physical literacy champions in each class. Ensure relevant training and modelling before empowering champions to implement daily physical literacy sessions</p> <p>Ensure each class is resourced with a physical literacy 'kit' to be used daily</p> <p>PLC to also develop opportunities for sport. Link with other special schools to coordinate inter-school competitions</p>	B GRIFFITHS S GILBERTSON		<p>Resources = 1000</p> <p>Release time for PLC = 500</p>	<p>Enquiry – Is there a demonstrable impact on health and wellbeing by focussing on Physical Literacy</p> <ul style="list-style-type: none"> Improved physical fitness, health and wellbeing for all pupils Improved opportunities for weekly engagement in sport – establish reward system for sport engagement Increased opportunities for pupils to engage in competitive sport with other schools in collaboration with SWSSWN DSW/USW/CYC A few pupils to move towards becoming involved in representative sport which 	
Develop formal links with the Welsh Rugby Union (WRU) to enhance curriculum enrichment	ESTYN 2.1 3.2 4.1	<p>Establish formal links and a partnership agreement with the WRU</p> <p>Use this link to structure the new enrichment programme with a focus on cross cutting themes.</p> <p>Maintain the AOLE structure but link to topical events in the Welsh sporting world e.g. Women's World Cup, Football World Cup, Wheelchair Rugby World Cup etc</p>	TLR FOR ENRICHMENT S GILBERTSON B GRIFFITHS D JENKINS		N/A	<p>Enquiry – An analysis of the effectiveness of partnership working with the WRU to improve staff knowledge of the cross cutting themes</p> <p>6 x AOLEs delivered linking to a cross cutting theme. Pupils engagement is extremely high leading to excellent progression</p> <p>Pupils increased confidence and connection with disabled athletes</p>	

		<p>Ensure the school enters public competitions including WRU choir competition, WRU online safety competition and WRU gaming competition</p> <p>Work collaboratively with WRU to ensure their new digital classroom is well supported and differentiate this work to provide content for pupils across the country</p>				<p>Moderation of pupils progression within the cross cutting themes stands up to internal and external scrutiny through the All Wales moderation group</p> <p>YTC celebrated at WRU events to raise profile of our pupils' abilities</p> <p>Improved staff awareness of the cross cutting themes</p> <p>Quality Assured Content from the Enrichment Days to be built into subsequent context booklets</p>	
Improved opportunities to celebrate pupils' expressive arts achievements in the local, regional and national community	ESTYN 1.1 2.1 2.2 3.1 3.2 4.1	<p>Work closely with Children's commissioner Office to differentiate their survey to ensure it is compatible with all pupils</p> <p>Engage in a robust project with 'Forget me not Production' and Parklane school to produce an outstanding Christmas Concert to be held in Coleg y Cymoedd</p> <p>Develop pupils musicality through support from RCT Music service. Improved music resources to be used across the school</p> <p>Improved provision for music in the AOLE context booklets</p>	L WHARTON N WILLIAMS S FARGHER L MORRIS	DEC 22	RCT Music Grant = 15,000	<p>Enquiry – An analysis of the impact of an expressive arts production on the confidence, happiness and creative skill development of pupils in secondary department</p> <p>Production of The Jungle Book to be enjoyed by all pupils and members of the school community</p> <p>All pupils to develop a new set of creative skills e.g. singing, dancing, music production</p> <p>All pupils to have increased opportunity to engage in music related provision through the expressive arts AOLE</p>	
Improve the school's Sixth Form Enterprise studies by organising learning through 4 main enterprises which link well with the community	ESTYN 1.1 2.1 2.2 3.1 3.2	<p>Develop the school's sixth form curriculum in both sites of the school to support the academic/formal pathway.</p> <p>Ensure Enterprise plays a vital role in the school's curriculum through the development of the following 'businesses':</p> <ul style="list-style-type: none"> Horticulture Garden Centre 	J RENDER L MORRIS A HOLLAND S GILLARD	DEC 22	Capital programme = 5000	<p>Enquiry – Engagement with the local community...what are the mutual benefits?</p> <p>Garden Centre to be open to the public following extensive building work. Horticulture pathway to be improved to build in business planning</p> <p>Chillies restaurant to be open to the staff and public on a near full time basis following extensive</p>	

		<ul style="list-style-type: none"> • Chillies to be open 5 days per week • Salon to be opened • Workshop and Printing Service 	B GRIFFITHS			<p>building work. Ensure parental workshops and whole school events are catered for by Chillies</p> <p>Refurbish the Salon and identify accredited learning pathways for pupils</p> <p>Printing service to be reinvigorated to provide the school with corporate stationary, 4 purposes stickers, mugs, signage and uniform printing.</p>	
Add further rigour to the work of the Governing Body by engaging in self-evaluation and GIG work in light of increasing the membership – Governors Self Evaluation	ESTYN 5.1 5.2	<p>Change the instrument of Governance to recognise the growth in the school</p> <p>Recruit into vacant positions</p> <p>All members to undertake the self-evaluation to identify training needs and to ensure committee composition makes use of strengths</p> <p>Ensure active programme of committee meetings which seek to verify first hand evidence through learning walks, student council meetings etc...</p> <p>Governing Body continue to offer significant challenge and support for the school</p>	J STUCKEY D JENKINS	DEC 22	Governors Cymry subscription - 400	<p>Instrument approved by legal department</p> <p>Full governing body recruitment</p> <p>SER completed, evaluated and committee structure reviewed</p> <p>Calendar of committee meetings developed to test first hand evidence of the school</p>	

Priority 5 – Enhancing the Physical Environment to support Progress

Target and Anticipated Outcome	National Mission Link	Action	Lead Enquiry Group/Person	Date	Cost and Resources	Evaluation and Monitoring	
Continue with classroom renovation scheme by significantly improving the environment for	ESTYN 4.1 4.2 5.1 Accessibility plan	<p>Complete site audit in collaboration with Estates team. Consider accessibility and equalities documentation when identifying areas for improvement</p> <p>Consider the needs of the new intake and the school roll as a whole. Ensure that summer works are completed in order to enrol our new intake in Sept 2022</p> <p>Review class mixes after 1 month of the new year. Review class teacher feedback, FBA, Pupil work etc...to make any necessary changes to maximise use of environment</p>	D JENKINS RCT ASSOCIATED TEACHERS ESTATES STAFF	Sep 22	20,000	<p>Enquiry – Overcoming the challenges of rapid pupil growth in an ageing building. How do we ensure we continue to keep pupils safe and meet their needs?</p> <p>Dosbarth Pabi Coch – allowing all new pupils to enrol at short notice in Sept 2022</p> <p>Dosbarth Dreigiau – allowing pupils with significantly complex needs to have their needs better met through the environment = lower behaviour incidents, improved wellbeing, improved engagement</p> <p>Dosbarth Broga – allowing pupils with significantly complex needs to have their needs better met through the environment = lower behaviour incidents, improved wellbeing, improved engagement</p> <p>Dosbarth Afon - allowing pupils with significantly complex needs to have their needs better met through the environment = lower behaviour incidents, improved wellbeing, improved engagement</p>	Sept 2022 – works complete
Improve the play facilities for pupils with ASD by redeveloping 2 play spaces	ESTYN 4.1 4.2 5.1 Accessibility plan	<p>Dosbarth Aderyn/Afon playground to be redeveloped</p> <p>BYC yard to be redeveloped</p>	D JENKINS ESTATES	Sep 22	34,000 34,000	<p>BYC Extension – to be paid by RCT leading to improved space for play development, sensory integration, physical literacy. Intended to improve engagement, self-regulation and reduce incidents of challenging behaviour</p> <p>Dosbarth Aderyn – to improve play safety. improved space for play development, sensory integration, physical literacy. Intended to improve engagement, self-regulation and reduce incidents of challenging behaviour</p>	Sept 22 – Aderyn yard complete

<p>Improve the effectiveness of several foundation phase environments by improving external storage and continuous provision resources</p> <p>Improved provision for emerging independent/semi-independent wheelchair users</p>	<p>ESTYN</p> <p>4.1</p> <p>4.2</p> <p>5.1</p>					<p>Primary central area and external area</p> <p>Dosbarth Seren Fach</p> <p>Dosbarth Pili Pala</p>	
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Professional Learning Plan – Individuals engaging in sponsored professional learning

Staff Name	Professional Learning Title and Qualification	Cost to be met by school	Budget to be used
Ashlie Holland	PGCE – Post Compulsory Education	1200	School
Sarah Jones & Dave Jenkins	Coaching ILM Level 3	500	CSC
Natalie Williams	QT VI	3000	School
Natalie Williams	Habilitation	2000	RCT
Rebecca Lewis	QT MSI	3000	RCT
Ceris Griffiths	Foundation Degree & PGCE	1500	International Schools
Lilly Start	Foundation Degree & PGCE	1500	Course Fees
Lyndsay Moulden	Foundation Degree	1500	Course Fees
	Signalong Train the trainer	500	School
	Signalong Train the trainer	500	School
Debbie Ramsay	PECS implementer	500	School
Emily Russ	PECS implementer	500	School
Leigh Wharton	QT MSI	1200	School
	QT HI	1200	School
	MOVE Train the Trainer	1200	EIG
Ceris Griffiths & Emily Russ	Early Bird ASD Training	600	PDG
Danni Rees and Tanya Evans	Early Bird+ and Teen Life	2500	Course Fees
	Trauma Informed School Diploma	2000	PDG
	Trauma Informed School Diploma	2000	PDG
	Trauma Informed School Diploma	2000	School Budget
Laura Davies	MOVE Train the Trainer	1500	EIG
	MOVE Train the Trainer	1500	EIG

AOLE Groups 2020 -2021

Health and Wellbeing	Language, Literacy and Communication	Mathematics and Numeracy	Science and Technology	Expressive Arts	Humanities
Sean Gilbertson (Lead) <u>Ceris</u> (ASD) Dani (ASD) <u>Lyndsay</u> (Ty Hwyl) Kristina (ASD) Sian Thomas (Primary) Ann-Marie (Secondary) Deb Powell (Sensory) Scott Williams (ASD) Karen Pitman (Secondary) Andrew Chick <u>Bleddyn G</u> (ASD)	Emily Russ (Lead) <u>Rhianydd</u> Maguire (Primary) <u>Cedwyn</u> (Secondary) <u>Krissy Evans</u> (Ty Hwyl) Debbie Ramsay (Communication) Dawn (BYC) Carlie Lloyd (ASD) <u>Lowri</u> (Sensory) Lucy Price (ASD) Carrie Bray (ASD) Liz Carter (ASD) Alison Hughes (Sensory) Sian Jones (Secondary)	Rachel Rogers (Lead) Helen (Primary) Gareth (BYC) Andrew H (ASD) Karen M (Sensory) Emma Hall (Secondary) <u>Sara N</u> (Ty Hwyl) Lauren Evans (ASD) Cara C (ASD) Julie M (secondary) Victoria(BYC)	Jo Tilley (Lead) Sara F (Secondary) <u>Chris Myhill</u> (Secondary) Jonathan (BYC) Leigh (Sensory) Carol Gillard (ASD) Ann (Primary) Carly E (ASD) Mandy G (ASD) Zoe (Primary) Harley P (ASD)	Libby (Lead) Lisa D (Secondary) Natalie W (Sensory) Caroline (BYC) Laura H (ASD) Donna S (ASD) Andrew H (ASD) Claire P (Primary) Della (Sensory) Claire H (ASD) Kim Hooper (Secondary) Debbie Jay (primary) Alison K(ASD)	Tanya E(Lead) Laura D (ASD) Bethan S (ASD) Alex M (Sensory) Chris L (Secondary) Natalie J (Primary) Taryn (ASD) Sian P (ASD) Kerry M (BYC) Juliet G (Sensory) Sarah Jayne Casey (ASD) <u>Sharla C</u> (ASD) Ashlie H (secondary)

Additional Roles and Responsibilities

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

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

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