

Ysgol Ty Coch



School Improvement Plan 2021 - 2022

Address	Ysgol Ty Coch Lansdale Drive, Tonteg
Telephone	01443 203471
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	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								
Number on Roll	YN	YR	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Total	

YTC 2021-2022																			
BYC 2021-2022																			

AOLE Enrichment Days

AREA OF LEARNING AND EXPERIENCE (AOLE)	EVENT/DATE
HUMANITIES	01.10.21
EXPRESSIVE ARTS	26.11.21
MATHS AND NUMERACY	28.01.21
LANGUAGE, LITERACY AND COMMUNICATION	04.03.21
HEALTH AND WELLBEING	13.05.21
SCIENCE AND TECHNOLOGY	17.06.21

Focus:

- To develop an internal structure which mirrors Pioneer School AOLE Groups
- To inspire young people
- 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 Continue embedding the 4 key purposes of the new curriculum through AOLEs
- To improve understanding of the What Matters Statements and the structure of the curriculum
- To improve knowledge of the 12 pedagogical principles

Resource Allocation – Grants School Budget Allocation

Source	Amount	Allocated to
EIG – YTC	£34,900	Physio Tech/OT – supplemented by school budget
PDG	£56,350 3909 – C/F 2020-2021	International Schools/ASD – CERIS GRIFFITHS Communication – DEBBIE RAMSAY TIS – LYND SAY MOULDEN
Early Years PDG	£2,300	PMLD COMMUNICATION- LEIGH WHARTON
PDG CLA	£5000	SARAH JONES
Professional Learning Grant	£10362	Generate capacity to release teachers – LEIGH WHARTON
Collaboration Funding	£8060	Generate capacity to release teachers – CAROL GILLARD
Parklane Secondment Saving	£24000	Staff Remuneration and contingency

ERASMUS	£8000	European exchanges – RING FENCED FROM 19-20 Offset staffing to release Ceris
Maintenance Grant (estates) – Match funded by RCT	£20,000 (cost to school = 5000 as match funded)	KS3 bathroom reconfigure Dosbarth Lindysyn refurbishment
RRRS	£4448 £12,617 £7780 (2022/2023)	Additional Teacher to promote professional learning Additional classroom cover to promote intensive interaction and establishing an home outreach service for pupils with high anxiety through Taith Y Meddwl

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
£4k – Taith y Meddwl	D of E
£2k – Sensory Classes – Resourcing the curriculum	After School Club provision

£2k – General Curriculum Resources – Resourcing the curriculum	
£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	
£14000 – Aderyn Yard Updates	Salon floor re-lay
£14000 – Assistive Technology Resources	Sensory Room conversion
£6000 – Identified spending priorities	KS3 toilet reconfiguration

School Improvement and Evaluation Rationale

- National Evaluation and Improvement Framework (NEIF)
- Curriculum for Wales
- ALNET
- ESTYN
- Schools as Learning Organisations – creating a culture of enquiry
- SeeSaw used to record all evidence
- Embedding a Whole School Approach to Wellbeing

Staffing – Building in time for rich professional learning

- Debbie Ramsay – ASD Department & Total Communication Approach
- Ceris Griffiths – Primary Department & International Schools
- Leigh Wharton – Sensory Classes & Assistive Technology
- Carol Gillard – Secondary Department and School Minibusses
- Lyndsay Moulden – Taith u Meddwl & TIS
- Dawn Lawman – BYC & Vocational Access

Joint Working with Parklane Special Schools

- ALN – IPD coordination & administration support
- RSE – Joint project and roll out
- Assessment – bsquared and moderation
- Coaching and mentoring
- Trauma informed Schools
- TEAM TEACH and positive behaviour management
- Staffing – Pooling expertise and creating our own relief bank
- Professional Learning & Enquiry and Schools learning organisation
- Curriculum Design – CfW, Post 16 options, WEST, AOLE Enrichment, Duke of Edinburgh, College, accreditation
- Staff induction and internal training programme – Becoming a teaching organisation – links with University

3 Year Strategic School Improvement Plan

School Strategic Aim	2021 – 2022	2022 – 2023	2023 - 2024
<p>Developing High Quality Teaching and Learning</p>	<ul style="list-style-type: none"> • Health and Wellbeing review <ul style="list-style-type: none"> ○ Embed Trauma Informed Schools – focussing on reluctant attenders ○ Embed Physical literacy ○ Fundamental change to RSE curriculum ○ Therapies • LLC Review <ul style="list-style-type: none"> ○ Emerging readers with focus on 14-19 ○ Pre-intentional readers focus on ASD ○ Review and Refresh writing strategy to improve pupils’ writing skills at emergent level • Science and Technology <ul style="list-style-type: none"> ○ Improve opportunities for exciting Digital learning experiences and improve outcomes for pupils’ digital competency skills • Embed Curriculum Design and IDP to focus on What Matters in YTC, AOLE structure and the importance of the 4 Purposes. Promote enrichment weeks • Improve pupils’ experiences and standards in Welsh Language Development 	<ul style="list-style-type: none"> • Continue to raise standards and attendance for pupils with high anxiety through the TIS approach • Review and refresh writing strategy with focus on Pre-intentional learners • Refresh TOTAL Communication approach across the school in collaboration with SALT • 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 • Maths and Numeracy curriculum Review <ul style="list-style-type: none"> ○ Shape, Space and measure • Post 16 & BYC - standards/curriculum/accreditation offer Review to ensure the offer meets learners’ needs • Refine curriculum Context booklets to further embed a project style to learning 	<ul style="list-style-type: none"> • Review and refine reading and writing strategy • Improve provision for Using data across the curriculum linking to project style of learning • PMLD & Primary standards/curriculum offer Review • Expressive Arts curriculum Review • Humanities curriculum Review
<p>Investing in Staff to ensure Excellent outcomes for all pupils</p>	<ul style="list-style-type: none"> • Establish a culture of coaching in order to improve the quality of teaching and leadership • Development 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 • Leadership Review in light of growing role and major curriculum/ALN reform • Review and refine of all assessment/accountability and quality assurance processes in line with NEIR with a focus on teaching 	<ul style="list-style-type: none"> • VI, HI, MSI Training – succession planning to continue implementing specialist interventions • Embed Robust changes to MER and QA practices which focus on reflective practice and opportunities for collaboration • Continue to refine assessment practices - Individual learner profile which focusses on What Matters • Emotionally intelligent and robust workforce fully recovered from the trauma of COVID pandemic • Further develop links with Universities to enhance culture of ‘growing our own’. • Pilot YTC learning Journal to analyse and share best practice 	<ul style="list-style-type: none"> • International Professional Learning – learning internationally • Fully implemented succession plan for professional learning in specialist areas • Teacher training centre of excellence in ALN – taking steps to become a ‘teaching school’ • Publish YTC learning journal in collaboration with University level research.

			Showcasing highest quality teaching and learning
Providing Unconditional Support for Parents	<ul style="list-style-type: none"> Build on blended learning practices to reach all parents with support, workshops and training Establish robust after school club and holiday club provision that provides equity for all children Work collaboratively with multi-disciplinary team to support recovery from COVID Staff to receive training on Early Bird parental support 	<ul style="list-style-type: none"> ALNET – Full IDP implementation in conjunction with curriculum design to ensure robust, relevant of person centred targets Parents fully informed of ALNET and improve attendance at review meetings Accredited learning for parents to promote 24hr curriculum e.g. Early Bird, PECS, 	<ul style="list-style-type: none"> Research possible support for siblings Engage with young carers to ensure families have robust support mechanisms in place
Celebrating Difference and Diversity in the Community	<ul style="list-style-type: none"> Significantly improve opportunities for pupils to participate in Physical Literacy, Movement and sport at all levels leading to MOVE silver award Improved opportunities to celebrate pupils' expressive arts achievements in the local, regional and national community Improve the range of extra curricula opportunities after school and in the holidays as pupils and families recover from COVID Further improve the provision and impact of The International Schools programme in light of BREXIT and COVID 	<ul style="list-style-type: none"> Re-engage with vision to open the enterprise projects to the public e.g. garden centre/chillies 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 Improved opportunities for work related education in the community MOVE Centre of Excellence status Improve links with college to improve Post 19 transition offer Re-engage with international link visits between schools (subject to COVID) 	<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
Enhancing the Physical Environment	<ul style="list-style-type: none"> Improved provision for sensory based outdoor play <ul style="list-style-type: none"> Primary Aderyn/Afon BYC Improved provision for cause and effect teaching and learning activities Improved provision for emerging independent/semi-independent wheelchair users Improved access to the Forest School Environment Improve basic classroom accommodation to keep up with growth and complexity <ul style="list-style-type: none"> Afon Lindysyn Dregiau Expand BYC provision for up to 25 learners Improve bathroom provision in KS3 and ASD 	<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 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 Heulwen Pabi Coch Refurbishment of 2 playground spaces <ul style="list-style-type: none"> Pili Pala Quad 	<ul style="list-style-type: none"> Refurbishment of the administration areas of the school Refurbishment of 3 classrooms <ul style="list-style-type: none"> Broga Pili Pala 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
<p>Enhance Pupil wellbeing in response to COVID-19 recovery:</p> <ul style="list-style-type: none"> Increased emotional wellbeing illustrated through Motional Improved Physical Literacy, physical fitness and movement Improved behaviour and engagement Improved curriculum design, teaching and outcomes in RSE Gain TIS Award Gain RRS Award Gain MOVE Silver Award Accreditation Purchase a pets as therapy dog and monitor impact through MOTIONAL assessments Embed recommendations in 'Embedding a Whole School Approach to Wellbeing – WG'. 	<p>ESTYN 1.1</p> <p>ESTYN 2.1</p> <p>ESTYN 2.2</p> <p>ESTYN 3.1</p> <p>ESTYN 4.1</p> <p>4.2</p> <p>4.3</p>	<p>10 staff to have undertaken TIS Diploma by throughout the year. TIS approach disseminated to all staff</p> <p>Recovery curriculum designed and delivered.</p> <p>Motional baseline assessment for all pupils undertaken and reviewed</p> <p>Project working with Physiotherapy Physical literacy training and class champion identified. PL to form part of every day routines</p> <p>Purchase and train a therapy dog</p> <p>Continue to embed MOVE across the school leading to Silver accreditation</p> <p>Excellent feedback from WG RSE pilot to be disseminated to all staff and embedded into curriculum design/policy</p> <p>Engage with RCT and CSC Wellbeing support advisors</p>	<p>S Gilbertson</p> <p>T Evans</p> <p>L Moulden</p> <p>A Holland</p> <p>L Wharton</p> <p>L Jones</p> <p>HWB AOLE Group</p>		<p>5000</p>	<p>Enquiry – 'Recovering from the impact/Trauma of COVID – An analysis on improving whole school pupil wellbeing'.</p> <p>XMAS 2021</p> <p>EASTER 2022</p> <p>SUMMER 2022</p>	
<p>Improve teaching interventions and outcomes for emergent readers in 14-19 department:</p> <ul style="list-style-type: none"> Clear identification of emergent readers 	<p>ESTYN 1.1</p> <p>ESTYN 1.2</p>	<p>Research pupils who consistently fall short of Salford reading score but who demonstrate emergent reading ability</p> <p>Establish reading PLC to research and implement an effective, age appropriate scheme</p>	<p>E Russ</p> <p>LLC AOLE Group</p> <p>A Holland</p>		<p>5 x days release time</p>	<p>Enquiry – 'Implementing an effective reading scheme for emergent/relevant readers post COVID -19 - An analysis of the impact on reading skills following trauma of lockdown</p> <p>XMAS 2021</p>	

<ul style="list-style-type: none"> • Clear identification and implementation of appropriate reading scheme • Measurable improvement in pupils reading with higher % achieving a reading age 	ESTYN 1.3 ESTYN 3.3	Recording starting points and measure progress through daily reading intervention Implement WEST literacy diagnostic and measure impact Engage with CSC literacy advisory team and special school network to share best practice	K Pitman		2000 – reading scheme	EASTER 2022 SUMMER 2022	
<p>Review and Refresh writing strategy to improve pupils’ writing skills at all levels</p> <ul style="list-style-type: none"> • New scheme for intentional and pre-intentional learners researched & implemented e.g. RWI/POPAT • Improved staff knowledge and teaching • New strategy articulated and implemented leading to improvement in pupils writing 	ESTYN 1.1 ESTYN 3.3	Research undertaken into ‘intentional and pre-intentional writing/literacy’ schemes to support what we already have Staff professional learning around the subject leading to identified schemes to enhance the strategy Writing strategy to be implemented daily across the curriculum	E Russ LLC AOLE Group		2000 writing scheme	Enquiry – ‘Implementing an effective and engaging writing scheme for intentional/pre-intentional learners – An analysis of the impact on reading skills. XMAS 2021 EASTER 2022 SUMMER 2022	
<p>Improve opportunities for exciting Digital learning experiences and improve outcomes for pupils’ digital competency skills</p> <ul style="list-style-type: none"> • Improved staff training, confidence and skills re: DCF • Implement new DCF tracker and baseline pupils • Context booklets populated with exciting Digital learning experiences e.g. animation, coding, drone, movie making etc... • Tangible distance travelled through DCF 	ESTYN 1.3 3.3	Staff to receive training on the DCF including the new tracker document developed in lockdown – Re-baseline of pupils using this documents as part of the COVID Recovery Staff to receive training to ensure they know the location of supportive T&L activities within the context booklets Ensure all ICT infrastructure in place Staff to plan and experiment with Digital learning activities to support context for learning.	C Myhill A Holland Science and Tech AOLE		Release time x 5 days C Myhill to engage in CSC cluster	Enquiry – ‘Using the DCF to create exciting and engaging opportunities to improve pupils’ skills – An analysis of curriculum design, professional learning which leads to improved outcomes and value for money XMAS 2021 EASTER 2022 SUMMER 2022	
<p>Embed Curriculum Design and IDP to focus on What Matters in YTC, AOLE structure and the importance of the 4 Purposes:</p> <ul style="list-style-type: none"> • IDPs & OPP to be embedded in curriculum design and at the heart of teachers planning 	ESTYN 3.1 3.2 4.1 4.2	Staff training undertaken to refresh their knowledge of curriculum design, AOLE structure, ALN reform, 4 purposes and how this is arranged in YTC curriculum Design Update Curriculum Policy and publish context booklets as a resources	J Render S Jones R Rogers L Morris		10 days curriculum release time	Enquiry – ‘Our curriculum Journey this far and towards 2022 – the impact of enrichment, staff professional learning, specialist intervention and ALN reform on Curriculum Design XMAS 2021	

<ul style="list-style-type: none"> Specialist assessment frameworks should be supported by therapists and embedded in curriculum design e.g. AET, MOVE, MOTIONAL, SALT Pupils achievement of individual targets to increase to 95% achieving Context booklets to be updated and published 4 purposes to be embedded across the school to motivate learners 6 X AOLE Enrichment activities to be delivered and quality assured bringing the AOLE enrichment day programme to a close 		<p>Research alternative assessment programmes to INSTEP and ensure other accepted frameworks are used consistently to support specialist teaching e.g.:</p> <ul style="list-style-type: none"> AET MOVE MOTIONAL <p>Reinforce teacher assessment through rigorous moderation and promotion of learning journey e.g. SeeSaw</p> <p>Plan and deliver 6 x exciting AOLE enrichment days and complete thorough evaluation</p>	<p>S Gilbertson</p> <p>E Russ</p> <p>J Tilley</p> <p>L Morris</p> <p>K Kelly</p>		<p>Motional license fee</p>	<p>EASTER 2022</p> <p>SUMMER 2022</p>	
<p>Improve pupils' experiences and standards in Welsh Language Development</p> <ul style="list-style-type: none"> LLC context booklets to reflect Welsh language Development Welsh Champion in each class responsible for improving experiences Staff basic Welsh skills to improve Pupils use of incidental Welsh to improve 	<p>ESTYN</p> <p>1.1</p> <p>1.2</p> <p>1.3</p>	<p>Continue to implement Welsh Sign and word of the week through practical demonstration</p> <p>Plan more opportunities to celebrate Welsh culture e.g. Welsh AOLE Day, Eisteddfod, Food and drink fayre etc....</p> <p>Ensure context booklets are supported by key vocabulary, signs and symbols</p>	<p>R Maguire</p> <p>C Jones</p> <p>R Lewis</p> <p>LLC AOLE</p>		<p>3 days for RM to engage in CSC Welsh Cluster</p>	<p>Enquiry – Ensuring Welsh Language Development is an integral part of LLC AOLE. An analysis on the impact of raising the awareness and skill of staff</p> <p>XMAS 2021</p> <p>EASTER 2022</p> <p>SUMMER 2022</p>	

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>Research and implement a consistent approach to coaching across the school to support high performance and staff wellbeing after COVID</p> <ul style="list-style-type: none"> 4 Staff to receive coaching train the trainer accreditation Coaching training given to all SLT and HLTAs 	<p>ESTYN</p> <p>3.1</p> <p>3.3</p> <p>ESTYN</p> <p>5.2</p> <p>ESTYN</p> <p>5.3</p>	<p>4 x SLT members to receive Train the Trainer coaching. 2 X SLT to complete ILM Level 3 in coaching</p> <p>9 staff from YTC and 3 from PL to be identified to receive training to be coaches. This should focus on SLT and HLTA to ensure approaches are used with the full school community</p>	<p>S Jones</p> <p>D Jenkins</p> <p>J Render</p> <p>K Kelly</p> <p>D Ramsay</p>		<p>5000 – CSC Support</p> <p>2000 CONTIN UA – CSC</p>	<p>Enquiry – An analysis of the impact of coaching and self-evaluative quality assurance on staff wellbeing, morale and performance</p> <p>XMAS 2021</p> <p>EASTER 2022</p> <p>SUMMER 2022</p>	

<ul style="list-style-type: none"> • SLT to combine coaching to PM arrangements to secure improvement and wellbeing • Sustained high performing teams – leading to high staff satisfaction • CONTINUA indicating sustained improvement in targeted areas: <ul style="list-style-type: none"> ○ CONTINUA 3.2 ○ CONTINUA 4.1 ○ CONTINUA 5.1 • Improved staff wellbeing and attendance throughout the COVID recovery 		<p>Consider the role of coaching in performance management cycles and articulate a plan to ensure all staff receive regular coaching to improve performance</p> <p>Lesson observations, CONTINUA and work scrutiny to be cross referenced with self-evaluation e.g. Staff questionnaires used to demonstrate impact</p> <p>Analysis of pupil outcomes and CONTINUA evidence to indicate improvement. Analysis with wider CSC data set</p>	<p>C Griffiths</p> <p>D Lawman</p> <p>L Wharton</p> <p>C Gillard</p> <p>L Moulden</p>				
<p>Staff feel supported as they recover from their individual experiences of COVID. Ensure that staff wellbeing is prioritised and leads to sustained high performance</p> <ul style="list-style-type: none"> • Continued investment in SAS insurance leads to large menu of wellbeing support • Additional counselling purchased to provide onsite, regular opportunities for professional counselling • Investment in gym equipment and an ethos of physically active school stakeholder • Sustained low sickness absence = high consistency for pupils = improved teaching • Highly effective TIS supervision in place to assist debrief process 	<p>ESTYN 5.3</p> <p>5.4</p>	<p>Continue to take a person centred approach to reflection and staff wellbeing as the school recovers from COVID</p> <p>Utilise the resources available through SAS insurance to ensure targeted support</p> <p>Supplement these resources with additional onsite counselling to ensure staff have access to supervision. This is intended to improve emotional health of staff and keep them motivated, focussed and emotionally well after trauma of COVID</p> <p>Improved environment for staff break to enable them to ‘switch off’ during the school day</p>	<p>S Gilbertson</p> <p>SLT</p> <p>Taith y Meddwl</p>		<p>25,000 SAS Insurance</p> <p>5000 Gym equipment</p> <p>1600 TIS Supervision</p>	<p>Enquiry – A critical analysis of the wellbeing support offered to staff. What impact does this have on wellbeing and consistency of teaching</p> <p>XMAS 2021</p> <p>EASTER 2022</p> <p>SUMMER 2022</p>	
<p>Ensure the staff leadership structure responds to sustained growth in order to sustain the school’s excellent performance:</p> <ul style="list-style-type: none"> • Leadership structure review which scrutinises roles and responsibilities and rearticulates for clarity 	<p>ESTYN 5.1</p> <p>ESTYN 5.2</p>	<ul style="list-style-type: none"> • Undertake coaching training with all members of SLT • Issue and analyse staff perception questionnaires • 360 degree leadership review – whats working what needs to improve 	<p>D Jenkins</p> <p>Governing Body</p>		<p>N/A</p>	<p>Enquiry – Responding to growth and change management in our special school?</p> <p>XMAS 2021</p> <p>EASTER 2022</p>	

<ul style="list-style-type: none"> Plan for growth in BYC to ensure high standards and appropriate learning experiences High quality leadership at all levels and improved support staff leadership and performance management 		<ul style="list-style-type: none"> Analyse pupil numbers, patterns and projections to ensure leadership roles reflect growth Ensure leadership roles facilitate effective implementation of CfW and ALNET Create additional capacity and experiences for leadership at all levels 			SUMMER 2022	
<p>Embed high quality professional learning across the school to raise standards of pupil learning</p> <ul style="list-style-type: none"> Finalise and implement the internal staff development programme using coaching methodology Continued engagement and progress shown on SLO surveys which demonstrate clear culture of enquiry Continued engagement with the wider school system to learn from practice Improved range of specialist professional learning opportunities Generate more release time for staff to engage in high quality learning which keeps them fresh and motivated 	ESTYN 3.2 5.3 5.4	<ul style="list-style-type: none"> Ensure the professional learning plan is revised and focusses on succession planning <ul style="list-style-type: none"> QTVI, QTHI, QTMSI Assessment, LNF moderation Coaching and Mentoring Intervener, Assistive Technology MOVE Practitioner Signalong, PECS, Intensive Interaction, colourful semantics Rebound, TEAM TEACH, Pool Responder, Forest School Manual Handling, MIDAS, D of E Invest in additional TA and teacher cover to create release time for rich professional learning away from classroom – This is to ensure staff remain fresh and reduce risk of burnout 	J Render K Kelly	2000 QTVI Training 2000 PGCE 15000 – PL training	<p>Enquiry – ‘developing a professional learning offer which caters for all members of the school community and which creates a culture of enquiry leading to improved outcomes</p> <p>Enquiry – Creating succession and continuity in the professional learning offer.</p> <p>XMAS 2021</p> <p>EASTER 2022</p> <p>SUMMER 2022</p>	
<p>To further develop a culture of continuous evaluation and improvement to secure high standards:</p> <ul style="list-style-type: none"> Implement the NEIF framework which focusses on attainment, progress of pupils and quality of teaching Improve rigour to continuous evaluation by using a range of real time information e.g. surveys, SeeSaw, Continua, enquiry Quality assurance of professional learning to support curriculum design 	ESTYN 4.1 ESTYN 5.2 5.4	<p>Ensure time is given for staff to read and understand the new NEIF documentation and implications</p> <p>Tweak MER cycle to ensure its focus remains on continuous and targeted evaluation using real time information and QA</p> <p>Continue work towards individual pupil learning profiles where progress is measured against starting points</p>	D Jenkins S Jones J Render R Rogers SLT	1500 – SeeSaw license	<p>Enquiry – Holding the school to account in the brave new world! – lessons learned and impact of improved MER through self-assessment</p> <p>XMAS 2021</p> <p>EASTER 2022</p> <p>SUMMER 2022</p>	

<ul style="list-style-type: none"> Further develop the GB role in securing accountability by engaging in peer support e.g. GIG 		<p>Build on work from COVID to take a blended approach to MER which seeks to verify self-evaluation at all levels</p> <p>Encourage instructional rounds methodology to support peer enquiry, challenge and support to raise</p> <p>GB to continue to engage with the sector to develop efficient and effective QA procedures</p>				
---	--	--	--	--	--	--

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
<p>Continue to enhance the blended approach to family engagement to further improve relationships and support:</p> <ul style="list-style-type: none"> Re-establish face to face coffee mornings, focussed workshops, training opportunities Supplement face to face meeting with Google Meets to overcome barriers to transport and work patterns Parent perception questionnaires indicating further improved relationships, support and impact on challenges being faced at home 	ESTYN 2.1 3.1 4.1	<ul style="list-style-type: none"> Continue to hold virtual coffee morning using Google Meet. Ensure parents are shown how to use the feature and ensure SeeSaw is used to host the Google Meet link Publish a list of workshops/support and training activities which utilises expertise within the school e.g. <ul style="list-style-type: none"> Comms, continence, behaviour management When risk assessment allows, hold an increasing number of face to face events to support families as they recover from indirect impact of COVID 	S Jones K Murphy S Nuthall			<p>Enquiry – Maximising the benefits of blended approaches to reach ALL parents for support, guidance and training</p> <p>XMAS 2021</p> <p>EASTER 2022</p> <p>SUMMER 2022</p>
<p>Continue with the transition from SEN to ALN acts and replace statements with IDPs:</p>	ESTYN 1.1 1.2 2.1	<ul style="list-style-type: none"> Libby Morris to be appointed as ALNCO and work closely with RCT as part of pilot. Evaluate impact of form action plan for whole school roll out 	L Morris L Langley		5000 – IDP pilot RCT	<p>Enquiry – An analysis of the lessons learned during conversion from Statements to IDPs. How do we ensure IDPs sit at the heart of curriculum planning?</p>

<ul style="list-style-type: none"> • Continue to convert all remaining statements to IDPs through the annual review process • Effectively manage conflict and anxiety during the process • Ensure enhanced therapeutic support is used effectively to support IDP • Ensure OPP continue to sit at the heart of the curriculum offer and annual reviews effectively showcase progress using SeeSaw 	2.2 3.1 4.1	<ul style="list-style-type: none"> • Hold multiple training sessions for parents to ensure they understand the process and know how to engage • Purchase additional SLA with therapies to be used as part of universal offer to support ALP and to reduce risk of conflict • One Page profiles to be at the heart of teachers planning/curriculum offer. Ensure targets are relevant and evaluated used specialist teaching/frameworks to meet ALP 	S Jones			<p>XMAS 2021</p> <p>EASTER 2022</p> <p>SUMMER 2022</p>	
<p>Further develop effective communication systems with parents to ensure they are kept well abreast of pupil progress:</p> <ul style="list-style-type: none"> • Ensure SeeSaw is used effectively and supported with assessment information to provide continuous updates in relation to pupil progress • Ensure this information is used to enhance annual review processes • Ensure targets for progression and clear and involve parents which also empowers them to work on targets at home through 24hr curriculum 	ESTYN 2.1	<ul style="list-style-type: none"> • Full evaluation of 1 year of SeeSaw. Identify strengths and refine policy which determines clear rules and minimum expectations • Provide further training and awareness for parents to ensure they engage. Provide digital device if DEL • Ensure SeeSaw is used during parents evening and annual reviews to demonstrate progress • Ensure OPP and teachers planning is hosted on the platform to improve ongoing engagement 	R Rogers		5 days release time - 1000	<p>Enquiry – Using practices developed throughout the pandemic to ensure parents are fully involved in the learning journey of their children.</p> <p>XMAS 2021</p> <p>EASTER 2022</p> <p>SUMMER 2022</p>	
<p>Develop reliable and effective extra-curricula provision to promote the 24hr curriculum and to help families stabilise and recover from effects of COVID lockdowns:</p> <ul style="list-style-type: none"> • Appointment of designated person to lead all aspects of this work • Establish effective after school club provision art, sport etc... • Establish effective holiday club provision 	ESTYN 2.2 4.2	<ul style="list-style-type: none"> • Develop JD and rationale for the extra curricula coordinator post. Advertise and appoint • Establish after school club provision for 4/5 days per week • Establish robust holiday club provision to provide essential respite and social interaction opportunities for pupils which removes their over reliance on social media in the COVID recovery 	S Gilbertson L Jones K Kelly			<p>Enquiry – The impact of robust after school/holiday club provision on wellbeing, behaviour and social interaction</p> <p>XMAS 2021</p> <p>EASTER 2022</p> <p>SUMMER 2022</p>	

<ul style="list-style-type: none"> • Research additional funding e.g. SHEP/Barnados/DCT to support and offset costs • Improve pupils social interaction skills and remove risks associated with over reliance on social media • Whilst pupils engaged in afterschool club, open family centre to provide workshops etc 						
---	--	--	--	--	--	--

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
<p>Significantly improve opportunities for pupils to participate in sport at all levels leading to:</p> <ul style="list-style-type: none"> • Improved physical fitness, health and wellbeing • 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 DSW/USW/CYC • A few pupils to move towards becoming involved in representative sport which may lead to engagement in clubs outside of school 	ESTYN 1.1 2.1 2.2	<p>Work closely with Physiotherapy to analyse physical literacy pilot – learn from key messages and form a whole school roll out strategy</p> <p>Form small PLC and identify physical literacy champions in each class. Ensure relevant training and modelling before empowering champions to implement daily physical literacy sessions</p> <p>PLC to also develop opportunities for sport. Link with other special schools to coordinate inter-school competitions</p>	S Gilbertson A Chick B Griffiths S Williams		34,000 EIG	<p>Enquiry – Measuring the impact of daily physical literacy programmes on health, wellbeing, fun and engagement</p> <p>XMAS 2021</p> <p>EASTER 2022</p> <p>SUMMER 2022</p>
<p>Improved opportunities to celebrate pupils’ expressive arts achievements in the local, regional and national community</p> <ul style="list-style-type: none"> • Eye Gaze art exhibition to raise awareness of wonderful abilities of our pupils 		Continue to ensure software and hardware are fit for purpose to encourage participation in expressive arts	N Williams A Morgan L Wharton			

<ul style="list-style-type: none"> Improved Assistive technology to ensure pupils play an active part in their communities e.g. driving school, eye gaze 		<p>Identify a venue for an exhibition to showcase the work of pupils. In doing so, raise awareness of abilities of pupils</p>					
<p>Improve the range of extra curricula opportunities after school:</p> <ul style="list-style-type: none"> 2 after school clubs established Minimum of 1 sport club/week established Summer club established Provide meaningful opportunities for pupils to transfer their skills outside of their classroom Provide meaningful opportunities for social interaction beyond the school day Improve standards in physical fitness, self-esteem, confidence and enjoyment Accelerated learning in practical subjects, accelerated re-adjustment into important routines and structures 		<p>Develop and appoint to a new Grade 7 role 37hrs/week and 52 weeks of the year using various pots of RRRS and catch up money – this role should focus on developing reliable after school club provision and holiday clubs</p> <p>Equitable offer developed for all pupils to give them the opportunity to experience an extended school day</p> <p>Suite of activities developed to cater for all pupils</p>	<p>S Gilbertson</p> <p>Governing Body</p> <p>L Jones</p> <p>K Kelly</p> <p>After school club employees</p>		5000		
<p>Further improve the provision and impact of The International Schools programme in light of BREXIT and COVID</p> <ul style="list-style-type: none"> Complete the primary link project with Poland and Romania using virtual technologies Improve pupils’ awareness of the culture of these countries Help pupils to become ethical informed citizens by giving them international experiences 		<p>Complete the existing project using a distance learning model</p> <p>Combine the links with the partner schools with our new Physical Literacy launch to culminate in 2 x celebration days with a Poland and Romania Focus</p> <p>Research replacement to ERASMUS and aim to be part of any pilot project</p>	<p>C Griffiths</p> <p>J Render</p> <p>L Bundy</p>		6000 - Ringfenced	<p>Enquiry – Overcoming the challenges of BREXIT and COVID to ensure the international dimension of our work helps learners on their journey to become ethically informed citizens</p> <p>XMAS 2021</p> <p>EASTER 2022</p> <p>SUMMER 2022</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
<p>Improved provision for sensory based outdoor play</p> <ul style="list-style-type: none"> Sensory processing training undertaken by all staff BYC playground to be re-designed with equipment which enable play to focus on sensory processing Dosbarth Aderyn/Afon yard to be re-designed to focus on sensory play Improved independent play skills Improved physical health and social communication/interaction Improved engagement/behaviour 	ESTYN 2.1 2.2 5.4	<p>Research appropriate play equipment/playground designs with the MDT</p> <p>Design play activities which support the curriculum and sensory passports/diets. Implement programmes daily across all classes to support IDP</p> <p>Establish baseline of behaviour and engagement from which to compare improvement</p>	T Evans E Russ Occupational Therapy		17,000 – Assisted by FoTC	<p>Enquiry – The impact of high quality play equipment on sensory regulation, social interaction, social communication and engagement</p> <p>XMAS 2021</p> <p>EASTER 2022</p> <p>SUMMER 2022</p>
<p>Improved provision for cause and effect teaching and learning activities</p> <ul style="list-style-type: none"> Research, design and build a new sensory room in the Tonteg site Work with OT to design activities from sensory diets to be undertaken regularly in new room Improved independent play skills Improved physical health and social communication/interaction Improved engagement/behaviour 	ESTYN 1.1 ESTYN 2.1	<p>Work closely with the LA and research other facilities in neighbouring special schools</p> <p>Work closely with OT to design a space that is effective in meeting the sensory processing profile of the school</p> <p>Ensure plans are written to maximise the use of the new room in a COVID friendly way</p>	T Evans E Russ OT Physio		17,000 – assisted by RCT	<p>Enquiry – MDT working to design a new sensory space – what impact on pupil wellbeing, engagement and behaviour for learning?</p> <p>XMAS 2021</p> <p>EASTER 2022</p> <p>SUMMER 2022</p>
<p>Improved the provision for emerging independent/semi-independent wheelchair users</p>	ESTYN 1.1 1.2 1.3	<p>Establish a joint working approach with Parklane school to purchase a mobility</p>	L Wharton N Williams		10,999	<p>Enquiry – The impact of independent/semi-independent control of a wheelchair on confidence, morale and independence</p>

<ul style="list-style-type: none"> • Research and purchase mobility platform and associated software • Research, purchase and implement adapted controls • More pupils engaging with an independent wheelchair mobility driving school • More pupils able to independently/semi-independently navigate around the school perimeter 	2.1 2.2	platform and software in a cost effective way Establish a driving school which uses internal and external areas of the school to build skill and confidence Adapt the wheelchairs to ensure a range of controls are used to improve access Track progress from starting points	L Jones		XMAS 2021 EASTER 2022 SUMMER 2022	
Improved access to the Forest School Environment: <ul style="list-style-type: none"> • Improves play skills • Improved social communication/social interaction • Improved awareness of the environment • Improved understanding of being an ethically informed citizen • Improved Motional performance • Improved HWB performance • Improvement in behaviour and happiness 		Undertake minor repairs to access routes to the forest Ensure all staff experience Level 1 style training. Re-establish the timetable to ensure that all classes have a forest school session led by a qualified person Implement time table in a COVID safe way Use accepted assessment frameworks to measure engagement and enjoyment	D Rees H Kelly R Maguire C Lloyd L Davies		Enquiry – The impact of Forest Schools on wellbeing, engagement, fun and readiness for learning. XMAS 2021 EASTER 2022 SUMMER 2022	