

<p>IA1: Teaching and learning</p> <p>Key Priorities</p> <ul style="list-style-type: none"> Upskilling of workforce - promoting team learning and collaboration amongst all staff to support excellent teaching and learning across the school. Refinement of pupil assessment process to support monitoring of pupil progress To develop a more consistent approach to the teaching of Literacy across the school. 		<p>Key Goals</p> <ul style="list-style-type: none"> Further enhance and embed our curriculum offer through development of AOLE leads, learning clusters, Champions Roles and Therapeutic Interventions To continue to embed assessment systems & processes to ensure collection, collation and interpretation of data to identify pupil progress Defined processes to support the discrete teaching of phonological awareness, phonics, early writing and reading. 			
Task	Actions	Resources / Support	Who	Timescales	Success criteria / Impact
<p>Upskilling of workforce - promoting team learning and collaboration amongst all staff to support excellent teaching and learning across the school.</p>					
<p>Further enhance and embed our curriculum offer through development of: AOLE leads</p>	<p>Identify AoLE leads (2 per area) to take responsibility for overseeing the delivery of their curriculum area</p> <p>AoLE leads to undertake an audit of practice within their curriculum area.</p> <p>AoLE action plans to be created by leads, which are then supported and monitored by SLT. These will be shared with staff and monitored over time.</p> <p>Delivery of INSET training to support wider school understanding of next steps</p> <p>Monitoring of AOLE areas to assess knowledge, skills development and application within the classroom environment.</p> <p>Complete an annual summary via AoLE Co-ordinator report</p>	<p>SLT meeting</p> <p>Timetable created to provide additional time to support - 1 day per term</p> <p>INSET training planned (1st / 5th May)</p> <p>Time to conduct learning walks/book looks</p> <p>Time - INSET</p>	<p>SLT</p> <p>AoLE leads</p> <p>SLT / AoLE leads</p> <p>AoLE leads</p> <p>AoLE leads</p> <p>AoLE leads</p>	<p>Introduced in Autumn term</p> <p>Spring Term 1</p> <p>Summer Term</p>	<p>Quality assurance of rainbow curriculum - appropriate breadth and depth of learning across all areas of the curriculum</p> <p>Whole school investment in curriculum development</p> <p>Improved Teaching & Learning through monitoring opportunities and identified support and next steps</p>

<p>Learning clusters</p>	<p>Creation of Teaching and Learning clusters document to support formation of cluster working</p> <p>Cluster teachers to meet weekly to co-plan and share good practice</p> <p>Sharing of collected rainbow data following each data drop with teachers via shared databases and pupil breakdowns.</p> <p>Review effectiveness of cluster working in Summer term to ensure effectiveness for 2026/27</p>	<p>Time</p> <p>Weekly meetings</p> <p>Time</p> <p>Time</p>	<p>SLT</p> <p>Teachers</p> <p>JP</p> <p>SLT / teachers</p>	<p>Autumn term</p> <p>Ongoing</p> <p>Once a term</p> <p>Summer 2</p>	<p>Distributed leadership opportunities that allow for partnership working / collaborative approach - in turn, raising of standards in T&L</p> <p>Analysis of data identifies pupil progress and appropriate next steps, with high expectations for all.</p>
<p>Upskilling of workforce - reestablish Champions Roles for TAs</p>	<p>SLT to define 'Champions Roles' areas and assign staff based on experience / expertise / interest</p> <p>CR action plans to be created by leads, which are then supported and monitored by SLT. These will be shared with staff and monitored over time.</p> <p>Delivery of INSET training to support wider school understanding of developments within their CR</p>	<p>Time for Champion Roles to be developed (Wed INSETs - Summer Term)</p> <p>INSET training planned (1st / 5th May)</p> <p>INSET training planned (1st / 5th May)</p>	<p>SLT</p> <p>TAs</p> <p>TAs</p>	<p>Spring 1 / 2</p> <p>Summer</p> <p>Summer</p>	<p>Distributed leadership opportunities</p> <p>Raised standards in Teaching & Learning</p>
<p>Providing suitable therapeutic interventions for identified pupils based on need and presentation</p>	<p>Ensure staff are aware of referral process for both interventions</p> <p>To build on the development of a therapeutic support offer with the collation of data to support evidence of impact, especially with regards to wellbeing and pupil engagement.</p>	<p>Time</p> <p>Meet with therapists to discuss impact.</p>	<p>SLT</p> <p>SLT</p>	<p>Autumn 1</p> <p>All year</p> <p>Summer 2</p>	<p>Embedding of a wider curriculum / intervention offer to support pupils who need additional support to engage.</p>

Ensure breadth and balance of curriculum provision for all learners.	Review Portfolios of Experiences from the past 3 years. Create a 3 year topic cycle ensuring that all What Matters Statements are reflected.	Time to discuss with staff which topics were successful and which they would like to review/change	JP & teachers	Summer 2	Pupil engagement remains high through a responsive, interesting and relevant curriculum
Refinement of pupil assessment process to support monitoring of pupil progress					
Implementation of more detailed judgements using our 'language of progression' statements	Introduction of new Progress Rainbow data area.	Time for development / supporting teachers to embed	JP	Autumn 1	Wider range / level of detail of data supports greater understanding of pupil progress being made
	Ensure teachers have the Language of Progression document and are confident in its use	Upload to new assessment area on Hwb to support	JP	Autumn	
	Dissemination of the language to TAs through teacher modelling and through moderation activities	Time / monitoring on learning walks	JP	Ongoing	
Continue to refine the use of our new assessment database	Creation of a guidance document to support teacher use of assessment systems	Time to create the document / share with staff	JP	Autumn 1	Staff are clear about what data is of value to capture, and why this supports pupil progress
	Use of new 'Learning Journey' portfolios to provide evidence that supports teacher judgement of progress.	Training teachers in how to use the new system	JP	Ongoing	
	Review interpretation of data - consider the 'what' and 'why'	Time	SLT	Summer 2	
Completion of Working Party Enquiry Project on Assessment for Learning with other Special Schools	Attend external Working party meetings to complete enquiry project on AfL	Attendance at collaboration events	JP	When arranged	School 2 school working opportunities will aid collaborative working and validate and improve systems and processes.
	Internal Enquiry Project on Assessment for Learning	Time to trial ideas	JP & BM	Spring / Summer	

To develop a more consistent approach to the teaching of Literacy across the school					
To ensure all staff have a clear understanding of the progression of Literacy skills	INSET training sessions on phonological awareness, phonics, reading, spelling, oracy and writing to be provided by Local Authority Learning Support team	Arrange training sessions	CH/SS	Autumn 2	High standards of Teaching & Learning
	INSET training session on 'Squiggle Me' series to support writing development in early years	Arrange training session	CH / BJ/JG	Autumn 2	
To ensure that the school has consistent methods of identification (through observation & assessment) and opportunities for direct teaching of Literacy skills	Phonics and reading level trackers to be used as part of assessment area on Hwb	Standardisation of tracker and upload on Assessment area	JP	Autumn 1	High standards of appropriate Literacy teaching Identified across the breadth of the school
	Teachers to identify learners that may require a different offer for phonics/reading/writing and arrange opportunities in cluster classes	Cluster support meetings	Teachers / JP	Ongoing	
	Development of Busy Bee room to support 1:1 sessions for phonics, reading and writing support	Time	Clusters 4 and 5	Autumn 1	



<p>IA2: Well-being, care, support and guidance</p> <ul style="list-style-type: none"> To continue to embed a whole school approach to emotional and mental well-being To improve systems & build capacity within the school to maximise pupil attendance, wellbeing and progress. To continue to robustly self-evaluate Safeguarding process across the school (and wider community) 		<p>Key Goals</p> <ul style="list-style-type: none"> To facilitate the empowerment of parents to develop a support network / PTA. To refine new attendance systems and sharing of information to improve pupil attendance To improve the way the school collaborates with parents/carers and the community as partners in the education process and the organisation of the school. Ongoing self-evaluation of Safeguarding processes through Safeguarding Self-Assessment 			
Key goals	Actions	Resources / Support	Who	Timescales	Success criteria / Impact
<ul style="list-style-type: none"> To continue to embed a whole school approach to emotional and mental well-being 					
To facilitate the empowerment of parents to develop a support network / PTA.	Introduce 'Coffee and Chat' monthly sessions for parents and carers	Time / community room	SS	Autumn	Parents feel part of the wider school community
	Establish a rationale and agree a name with parents to define the purpose of their support network	Time / community room	SS	Autumn	
	Discussions with parents to identify and establish useful links with external support agencies	Time / community room	SS	Spring	
	Questionnaire to gauge interest in developing a PTA	Time	SS	Summer	
	Facilitate establishment of a PTA through time, space and support	Time / community room	SS	Summer	
<ul style="list-style-type: none"> Attendance - to improve systems & build capacity within the school to maximise pupil progress 					
To successfully move over to Arbor Information Management System (from SIMs)	Initial training for Admin staff and Teaching staff to ensure attendance is accurately recorded	Time and access to online training videos Time	Admin/ SLT & Teaching staff	Autumn Term	Successful implementation of the new system Ongoing, robust safeguarding practice



	Analysis of collated attendance data that informs pupil wellbeing and subsequent engagement within school				Good attendance results in improved pupil progress and wellbeing
To establish 'Child Matters' meetings (with invitations to multi-agency professionals) to support information sharing and multiagency working	Establish a regular timetabled slot for the 'Child Matters' (CM) meetings that include the School Liaison nurse / ALNCO / SLT (fortnightly Thursday 9.30am)	Support Pathway Document Time	CH/ SS/ HT/ BM	Ongoing	Robust information sharing to improve pupil (and family) outcomes
	Teachers to complete Support Pathway for each pupil causing concern, Blue and Green sections to be completed before referring to CM meeting	Time/ meeting minutes and actions	Class Teachers	Ongoing	
	Create a referral system to support the tracking and monitoring of pupils causing concern & actions	Access to weekly MDT forum	HT	Autumn 1	
<ul style="list-style-type: none"> Provide opportunities for pupils to consider the impact of their actions, and contribute responsibly to their community 					
To support the continued development of our Eco-Schools council and the Green Flag Award scheme	Carry out action plan and work towards completion of award (see Eco Schools folder)	Time	MB	Ongoing	Successful recognition of the work being undertaken
<ul style="list-style-type: none"> To continue to robustly self-evaluate Safeguarding process across the school and wider community 					
To ensure robust processes are in place to safeguard all stakeholders	See Safeguarding self assessment (24-25) - re-evaluate focusing on red and amber markers.	Time	SLT / ALNCO / GB	Ongoing self assessment	Robust processes to ensure all of the school community are safe

<p>IA3: Leading and improving</p> <ul style="list-style-type: none"> Modelling and growing leadership Learning with and from the external environment and wider learning system Developing a shared vision centred on the learning of all learners 		<p><u>Key Goals:</u></p> <ul style="list-style-type: none"> Ongoing identification and appointment of new leadership roles to support distributed leadership Engagement with new CLIP collaborative working model To ensure staff continue to receive appropriate induction & training to ensure values, practices and procedures are shared 			
Key goals	Actions	Resources / Support	Who	Timescales	Success criteria / Impact
<ul style="list-style-type: none"> Modelling and growing learning leadership 					
<p>To increase distributed leadership to include a small tier of middle leaders</p>	<p>Appointment of / induction of shared ALNCo responsibility post to support the ongoing implementation of IDP systems and processes as well as monitoring of targets/support needed</p> <p>Appointment of TLR (teaching & learning responsibility) for assessment - (internal post), to lead and support the ongoing collation & triangulation of data embedding of the schools curriculum</p>	<p>Appointment taken place in previous Summer 2 term Time for induction into role/responsibilities</p> <p>Recruitment processes</p>	<p>SLT / ALNCo</p> <p>CH</p>	<p>Autumn 1</p> <p>Summer</p>	<p>Distributed leadership supports greater capacity across the school together with more defined R&R.</p>
<p>Upskilling of workforce - distributed leadership and professional development of Teaching Assistants (Grades 3 & 4)</p>	<p>Monitoring the impact of the professional learning that has already been undertaken</p> <p>Continuation of support for those undertaking Level 2 and Level 3 qualifications with ACT</p>	<p>Questionnaire to support collation of information following a PD opportunity</p> <p>Cover when needed, JP to liaise with ACT</p>	<p>SLT</p> <p>JP</p>	<p>When required</p> <p>All year</p>	<p>Retention of staff due to PD pathway</p> <p>Improved Teaching & Learning</p>

<p>To develop consistent SE processes within our own setting and across other Special School settings in Cardiff through a collaborative approach to SI through school 2 school working</p>	<p>To establish half termly meetings of Dysgu Caerdydd (Special Schools CLIP) with other SS HTs</p> <p>Agreement as to linked priorities to support SE To introduce 'Peer Reviews' with other SS colleagues to enhance our leadership capacity and ensure the effective monitoring of SI practices across networks</p> <p>To scaffold an effective system of sharing of evidence / facilitation of discussions to support SI.</p>	<p>Attendance of all HTs. Action Plan and minutes to be taken</p> <p>Discussions (supported by Collaboration Partner SC) Timetable of Learning Walks with HT colleagues to conduct Peer Reviews. Standardisation of success criteria and template on Nautilus.</p> <p>Identified meetings to share information and next steps.</p>	<p>CH</p> <p>CASSH Sarah Coombes CASSH Sarah Coombes</p> <p>CASSH Sarah Coombes</p>	<p>Half termly meetings</p> <p>Autumn 1</p> <p>Spring 1 onwards</p> <p>Summer 1 onwards</p>	<p>Sharing of good practice to upskill all within the sector</p>
<p>Use of 'Nautilus' https://nautilus.education/ to support the SE process so that it can involve all stakeholders effectively</p>	<p>Purchase 'Nautilus' package following demo sessions with David Rushby.</p> <p>Build templates/ survey's into the portal to allow for the capturing of observations during Learning Walks / monitoring opportunities.</p>	<p>Purchase package Training opportunities via school to school working</p> <p>Support from DR to build templates - school 2 school working to share knowledge and experience of using the portal</p>	<p>CH SLT</p> <p>David Rushby & SLT</p>	<p>Autumn 1</p> <p>Summer</p>	<p>Universal portal supports improved sharing of information and consistent practice in gathering data</p>
<p>Leaders ensure professional learning is focused on the learner's learning and the school's goals</p>	<p>Continue to resource appropriate and effective in-house / external training</p> <p>Review and refine performance management processes to allow staff to continue to engage in Professional Learning opportunities around teaching and learning</p>	<p>Leaders & Staff actively evaluate the impact of professional learning</p>	<p>SLT</p> <p>SLT</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Robust professional development offer that impacts on opportunities for pupil to progress</p>

<p>To develop and utilise the expertise within the Governing Body as we continue to grow our school community</p>	<p>Appointment of Governors with additional responsibilities - VAWDVSAW / Equity & Diversity</p> <p>SLT will continue to offer Termly Learning Walks/ Open Days opportunities for Governors to become more involved in the life of the school as well as deepening their understanding of pupils' complexity and need to inform meaningful conversations and identification of support and challenge.</p> <p>Devise a series of questionnaires that support the gathering of information / Curriculum understanding of Governors following Learning Walks across the school.</p>	<p>Appointments</p> <p>Time - planned opportunities for Learning Walks - collation of observations on Nautilus - sharing of feedback to staff</p> <p>Time - collation of feedback on Google Forms</p>	<p>GB</p> <p>CH</p>	<p>Autumn 1</p> <p>Autumn 1</p> <p>Spring 1</p> <p>Summer 1</p>	<p>Governors use their growing knowledge of all aspects of school life to continue to support and challenge the school as it grows.</p>