

**Context**

Maes Ebbw School in Newport opened in 2001. All pupils have a statement of special educational need or an Individual Development Plan (IDP) for severe learning difficulties, profound and multiple learning difficulties or autistic spectrum disorders. The school has two sites across Newport (Maes Ebbw main site and Maes Ebbw Bach). Maes Ebbw main site was expanded in 2018/19 to include 6 additional classroom spaces.

The planned admission number is 162, there are currently 158 pupils on roll. Nearly all pupils come from Newport, with very few living close to the school. 42% of the pupils are eligible for free school meals (FSM), this rises to 69% when Universal Primary Free School Meals (UPFSM) pupils are included. Approximately 35% of pupils are from ethnic minority groups. Approximately 1/3 of the pupils are female and 2/3rds are male.

The school mission is to provide a stimulating environment that challenges everyone’s abilities and expectations. This School Development Plan (SDP) incorporates the ongoing impact of the Covid 19 pandemic and the effect that it has had on our pupils’ overall development and wellbeing. While COVID-19 impacted all children, disabled young people have been particularly negatively affected by the year of multiple lockdowns and COVID restrictions. We continue to focus on the implications for young people with complex needs and how we can support them to recover going forwards.

The SDP is rooted in the outcomes of our ongoing self-evaluation and consideration of how we improve the experience and outcomes of every pupil at Maes Ebbw. Our self-evaluation led us to ask important student focussed questions which the SDP is designed to address.





Key Questions		
1	How is my wellbeing supported to ensure that I attend school regularly and make maximum progress?	Lles/ Wellbeing Presenoldeb/ Attendance
2	How am I taught to communicate successfully using an appropriate communication system for my individual needs? Do I demonstrate a willingness to communicate (as appropriate to my needs) using OOR, sign, symbols, AAC, speech, Welsh and English? Do I show an interest in or a love of stories and literature?	Cyfathrebu/ Communicate
3	How are my views and choices heard and understood? What opportunities do I have to influence and interact with the world around me?	Llais/ Voice
4	How is the curriculum suited to my needs and my learning accurately assessed so that next steps are identified enabling me to make good progress?	Cwricwlwm i Gymru Curriculum for Wales Asesu/ Assessment
5	How are my physical and sensory needs met effectively?  SEE SEPARATE PLAN APPENDED TO DOCUMENT	Corfforol/ Synhwyaidd  Physical/ Sensory
6	How do we work together as students, staff, families, Governors and partners to ensure that we all know what we do well and what we can do better?	Gwerthusiad/ Evaluation
7	What skills do staff around me need to be able to support me successfully?	Datblygiad Proffesiynol  Professional Development



**Key Area 1** How is my wellbeing supported to ensure that I attend school regularly and make maximum progress?

<p><b>Rationale: What has our self-evaluation and working with stakeholders told us:</b></p> <ul style="list-style-type: none"> <li>• Attendance at Maes Ebbw special school pupil has not recovered or improved to pre-covid levels. In 2019 attendance at Maes Ebbw was 89% in in the academic year 2023/24 overall attendance was just below 85%. The attendance of a minority of pupils is poor or disrupted, the reasons behind this can often be complex, an understanding of these reasons is therefore essential. Proactive engagement with parents/carers to find out what the issues are can create the opportunity for a co-produced solution.</li> <li>• Parents of very vulnerable or unwell children may not feel that attending school is a priority or that it is a safe place for them to be. Often, parental anxiety around the wellbeing of their child is at the heart of attendance issues.</li> <li>• School transport is also a complex issue for special school pupils. Pressure on council budgets can often mean transport is commissioned at the lowest possible cost, rather than looking holistically at best value. A further complication is transport offers little or no flexibility</li> </ul>	<p><b>Person Responsible:</b> HT  <b>Team:</b> Admin Team (Liz Mortali, Layla Paterson, Emma Prosser) Teaching staff, Family Liaison – Nicky Williams / Lucy Pugh</p> <p><b>Link Governors:</b> Hilary Leadbeater</p> <p><b>Evidence:</b>  Attendance registers, Pupil progress spreadsheet, Pupil pitstop notes and records  HT Reports to GB, Notes and minutes from transport meetings with the LA.</p>
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for families to respond to medical appointments, leading to a whole day lost rather than a part of the day.	
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<b>Actions</b> <b>Gweithgarwch</b>	<b>Success Criteria</b> <b>Meini Prawf Llwyddiant</b>	<b>Resources</b> <b>Adnoddau (Specific no. of days / costs)</b>	<b>Timescales</b> <b>Amser (Start and end date)</b>	<b>Evaluation</b> <b>Gwerthusiad</b>
<p>Further develop robust first day response to absence. Make use of all channels of communication call, text and email. Make increased use GEMs translation service to support where parents are not confident in the use of English.</p>	<ul style="list-style-type: none"> <li>Overall attendance for 2024/25 is on track to be at least 89%</li> <li>Contact is successfully established with parents on first day of absence in nearly all cases.</li> <li>Parents who need to access information about attendance in languages other than</li> </ul>	<p>Support from GEMs translation service</p> <p>Admin team time daily</p>	<p>Sept 24 – Sept 25</p>	<p>Attendance at Jan 2024 was 83.5% and has improved again to 84.3% in April 2024. However this is still below target. It is above 79.6% which was last year’s attendance figure.</p> <p>Sept 2022 was 83% / Sept 2023 was 82.8%↓</p> <p>Oct 2022 was 80.7% / Oct 2023 was 84.2%↑</p> <p>Nov 2022 was 81.4% / Nov 2023 82.5%↑</p> <p>Dec 2022 was 74.9% / Dec 2023 was 81.7%↑</p> <p>Jan 2023 was 83.1%/ Jan 2024 was 80.7% ↓</p> <p>Feb 2023 was 80.4% /Feb 2024 was 84.5%↑</p> <p>Mar 2023 was 78.7%/ Mar 2024 was 84.7% ↑</p> <p>April 2023 was 77.4% April 2024 was 85.0% ↑</p> <p>End of year attendance in 2022/3 was 79%</p> <p>End of year attendance in 2023/4 was 84%</p>



	<p>English have this provided in a timely manner.</p>			<p>There have been small gains on last year, however attendance is still too low.</p> <p>In most cases contact is established with parents on the 1<sup>st</sup> day of absence. Office staff are robust in following up with phone calls and texts to parents.</p> <p>At Maes Ebbw Bach, non- attendance is followed up effectively by staff on site, where further support is needed contact is made with main site.</p> <p>Most parents who need to access information about attendance have this provided in a timely manner. There are a few instances where interpreter services do not attend meetings or provide support as planned.</p>
<p>Recruit Family engagement officer part funded by community grant money with a focus on attendance and engaging with families to support improving pupil attendance</p>	<ul style="list-style-type: none"> <li>• Overall attendance for 2023/24 is on track to be at least 89%</li> <li>• Most targeted students where attendance is a concern demonstrate improvement in attendance measured in tracker</li> </ul>	<p>October 2023 – ongoing</p>	<p>FLO 1 day per week</p>	<p>Attendance at end of year 2023/4 is 84.1% and therefore below target.</p> <p>Family engagement officer in place since November 2023. Positive impact initially with identified families and an improvement in attendance for pupils concerned. Family engagement workers have focussed on main site and statutory school age pupils; however this has recently been extended to parent group meetings at Maes Ebbw Bach.</p> <p>Of the 35 students where attendance is a concern the majority (60% - 21 students) have demonstrated improvement in the attendance tracker during this academic year. Of the 40% (14 students) where attendance has declined 7</p>



				of them have had prolonged admission to hospital as a result of medical issues.
Meet with individual parents where absence is a cause for concern and encourage parents to join the parent group for family liaison to facilitate peer support to help rebuild confidence and resilience. Offer support from parent peer mentors	<ul style="list-style-type: none"> <li>Overall attendance for 2024/25 is on track to be at least 89%</li> <li>Where there are concerns about a pupil's absence most parents are successfully engaged with SLT or family liaison.</li> </ul>	Sept 24 – Sept 25	<p>FLO time 2 hours weekly</p> <p>SLT time 2 hours weekly</p>	<p>Attendance at end of year 2024 is 84.3% and therefore below target.</p> <p>Overall, where there are concerns about a pupil's absence the parents are either engaged with by SLT or family liaison.</p>
Further develop partnership working with health professionals to encourage health providers to offer clinics in schools where possible to reduce absence from health appointments (physio, OT, Psychology and Wheelchair Services).	<ul style="list-style-type: none"> <li>Overall attendance for 2024/25 is on track to be at least 89%</li> <li>Regular clinics are held in school to ensure timely access to health providers and minimise impact on school attendance.</li> </ul>	Sept 24 – Sept 25	SLT time – meeting with health professionals	<p>Attendance at End of year 2024 is 84.1% and therefore below target.</p> <p>There are regular clinics from psychology, pupils with OT and physio needs are seen regularly in school and wheelchair services are contacted to visit pupils in school.</p>
Further develop role of teachers and support staff in supporting families where attendance is a concern. Build on the relationships established during Covid and identify key and trusted staff members to contact families where attendance is a concern to support the removal of barriers to attendance.	<ul style="list-style-type: none"> <li>Overall attendance for 2024/25 is on track to be at least 89%</li> <li>Where there are concerns about a pupil's absence most parents are successfully linked with a key and trusted staff member to support with removing barriers to attendance.</li> </ul>	Sept 24 – Sept 25	Staff time weekly to contact parents	<p>Attendance at end of year 2024 is 84.1% and therefore below target.</p> <p>There are overall good relationships between key members of staff and parents where there is a trusting relationship to support removing barriers to attendance. This approach has secured improvements in many cases. This is a particularly effective strategy at Maes Ebbw Bach where numbers of pupils are small and the staff group is stable.</p>



<p>Further develop use of termly tracker and pupil pit stop meetings to monitor and analyse issues surrounding attendance for specific pupils. Develop more in depth and detailed analysis of attendance issue to support finding solutions.</p>	<ul style="list-style-type: none"> <li>• Overall attendance for 2024/25 is on track to be at least 89%</li> <li>• Termly tracker and pitstop meetings in spring term indicate improvements overall from Autumn 23 attendance figures.</li> </ul>	<p>Sept 24 – Sept 25</p>	<p>SLT and teacher time</p>	<p>Attendance at End of year is 84.1% and therefore below target.</p> <p>Pupil pitstops conducted during the Spring term 2024. Discussions around pupil attendance concerns have led to steady gains with many pupils where attendance is a significant concern.</p>
<p>Further develop links with the EWO and LA officers and seek support for more complex attendance issues. Adapt letters from EWO service to be tailored to specific issues and circumstances. Request meetings with parents and/or EWO where there are ongoing concerns.</p>	<ul style="list-style-type: none"> <li>• Overall attendance for 2024/25 is on track to be at least 89%</li> <li>• Effective support from the EWO results in improved attendance for specific and complex cases.</li> </ul>	<p>Sept 24 – Sept 25</p>	<p>EWO and SLT time</p>	<p>Attendance at End of year 2024 is 84.1% and therefore below target.</p> <p>Regular meetings are in place with EWO and there is effective support to follow up on more complex cases and seek advice about supporting attendance. E.g. change to the form for holidays.</p>
<p>Make use of weekly newsletter incorporating regular section on attendance to highlight ways to support your child’s attendance.</p>	<ul style="list-style-type: none"> <li>• Overall attendance for 2023/24 is on track to be at least 89%</li> </ul>	<p>Sept 23 – Sept 25</p>	<p>SLT time</p>	<p>Attendance at end of year is 84.1% and therefore below target.</p> <p>There are now regular items in the newsletter around attendance to support good attendance.</p>
<p>Further develop monthly LA transport and safeguarding meetings for special schools to seek solutions to specific transport and safeguarding issues which impact on overall attendance for pupils.</p>	<ul style="list-style-type: none"> <li>• Overall attendance for 2024/25 is on track to be at least 89%</li> <li>• Transport issues which result in poor attendance are reduced and for specific pupils’ overall attendance is improved.</li> </ul>	<p>Sept 23 – Sept 26</p>	<p>SLT time</p>	<p>Attendance at end of year 2024 is 84.1% and therefore below target.</p> <p>Progress with improving transport is slow. There are still a few occasions where pupils’ attendance is adversely affected by transport issues. LA transport meetings have ceased recently due to absence of lead LA officer. Internal school database of ongoing and dated transport issues to be continued to feed into</p>



				meetings when they recommence. These transport issues impact both the main site, which is very busy and the Maes Ebbw Bach site.
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**Key Area 2** - How am I taught to communicate successfully using an appropriate communication system for my individual needs? Do I demonstrate a willingness to communicate (as appropriate to my needs) using OOR, sign, symbols, AAC, speech, Welsh and English? Do I show an interest in or a love of stories and literature?

<p><b>Rationale /What has our self-evaluation and working with stakeholders told us:</b></p> <ul style="list-style-type: none"> <li>• The impact of COVID-19 on pupils’ communication skills has been significant. COVID-19 restrictions were more severe for disabled young people than non-disabled children, this has exacerbated social isolation and reduced pupils’ communication skills and impacted negatively on their transition to independence and adulthood.</li> <li>• Access to SALT service was extremely limited during the pandemic and is in the stages of recovery. Many pupils had very limited specialist support.</li> <li>• A commonly agreed total communication approach to communicating orientation and movement around school would be beneficial to all pupils with learning, communication and visual difficulties.</li> <li>• Staff have had fewer opportunities to take part in relevant training e.g. Singalong, PECS, OOR, AAC</li> </ul>	<p><b>Person Responsible: HT</b>  <b>Team:</b> Nicola Allan Jess Ongley Annabel Hurley Caroline Morgan Caroline O Donnell, Bethan Jenkins, Rebecca Cochrane  <b>Link Governor:</b> Chair – Hilary Leadbeater  <b>Evidence:</b>                  Seesaw, Training Logs, QA activities Learning Walks, lesson observation etc. HT Reports to GB. Communication Forum notes /referrals</p>
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<ul style="list-style-type: none"> <li>The use of OOR as shared items with high touch use was severely limited during the pandemic and the training and practice needs to be re-established.</li> <li>There have been limited opportunities for pupils to practise and develop their Welsh Language skills. No pupils live in homes where Welsh is spoken</li> </ul>	
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<b>Actions</b> <b>Gweithgarwch</b>	<b>Success Criteria</b> <b>Meini Prawf Llwyddiant</b>	<b>Resources</b> <b>Adnoddau</b> <b>(Specific no. of days / costs)</b>	<b>Timescales</b> <b>Amser</b> <b>(Start and end date)</b>	<b>Evaluation</b> <b>Gwerthusiad</b>
<p>Continue to train staff in key communication strategies for pupils to ensure that all staff and pupils are familiar with the relevant communication approaches which best meet their needs.</p> <p>Where staff are more highly skilled, to further develop staff skills in communication systems (OOR, PECS, Signalong, AAC) in order to provide greater clarity for pupils, staff and parents</p> <p>To develop the use of core boards in a range of environments around the school to support pupils with their communication.</p>	<p>Most staff have a suitable understanding of the communication strategies used by the pupils e.g. signalong, PECs, AAC</p> <p>As a result, most pupils communicate successfully using the most appropriate communication system for their own needs.</p>	<p>Training during staff meeting sessions.</p> <p>Training in Signalong</p> <p>Training in PECs</p> <p>Intensive interaction training</p> <p>Communication support worker giving advice and support + release time to work with and support staff and students.</p> <p>EIG £3000 – training and development</p>	<p>Autumn 2024 – Summer 2026</p>	<p>An ongoing programme of training is in place. However, further training in signalong and PECs would be beneficial for many staff.</p> <p>Most pupils are able to communicate successfully using a preferred system which is adapted to meet their needs. A spreadsheet of students preferred communication approaches has been developed.</p> <p>A range of core boards are used well across the school in key places, such as toilet, gym, ball pool etc. They are also present in some classes who have them visible around the classroom these are in the early stages of being implemented.</p>



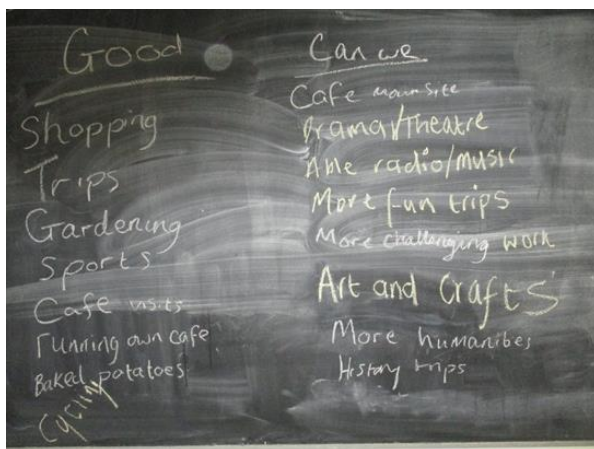
<p>Provide effective links between Maes Ebbw Communication Support worker and SALT from health board to ensure that pupils receive worthwhile and timely support for their communication needs</p>		<p>Communication support worker costs - £28,000</p>		<p>At Maes Ebbw Bach, older pupil's communication skills are strong overall as a result of beneficial support over their time in school. There is effective support from the communication support worker who teaches at Bach on a weekly basis.</p> <p>Sign of the week is shared with staff at briefing twice weekly and with parents via Seesaw.</p>
<p>To ensure sign of the week and Welsh word of the week is established for staff and that this is used consistently with pupils</p>	<p>Nearly all staff are confident in the use of sign of the week and Welsh word of the week</p>	<p>Weekly staff briefing session</p>	<p>Autumn 2024 – Autumn 2025</p>	<p>Welsh word and sign of the week is well established and shared with staff and parents.</p> <p>Nearly all staff on both sites are confident in the use of the sign of the week and the Welsh word of the week.</p>
<p>To revisit and re-establish OOR strategies and practice with staff throughout the school.</p>	<p>Most staff are able to suitably support a pupil who is working with OOR.</p> <p>Most pupils who use OOR develop understanding of the world and orientation around the school as they are appropriately supported using OOR.</p>	<p>Additional OOR and resources to be purchased and made available.</p> <p>Release time for the OOR/ Communication leads to ensure that resources are available</p>	<p>Autumn 2023 – Spring 2025</p>	<p>This is in the early stages of development and will need further work to build up again.</p>
<p>To review and implement a suitable range of options of structured</p>	<p>Most pupils who have the skills to learn to read make good progress</p>	<p>EIG £2000</p>	<p>Spring 2024 – Autumn 2025</p>	<p>Overall, pupils develop their reading skills well in line with their ability. A very few read confidently and are able to understand texts. Many pupils are able to</p>



<p>reading programmes to meet the needs of pupils to learn to read.</p> <p>Determine suitable reading assessment for pupils at Maes Ebbw.</p> <p>Re-visit with all teaching staff the available support materials for the teaching of reading in teacher meeting sessions.</p>	<p>in their reading skills from their starting points</p>			<p>read simple words and familiar phrases and understand their meaning.</p> <p>At Maes Ebbw Bach, pupils make strong progress in reading overall and are well supported by the staff. This supports their progress to adulthood well.</p>
<p>To participate in the special school network for development of the Welsh language. To share strategies and approaches in teacher meetings and implement these in class.</p> <p>To work towards relevant accreditation/award.</p>	<p>Many staff use simple Welsh language appropriate to the pupils needs</p> <p>Many pupils demonstrate a suitable understanding of basic Welsh words and greetings and can respond in line with their needs.</p>	<p>Teacher meeting and team meetings</p>	<p>Summer 2024 – Autumn 2026</p>	<p>Many staff use Welsh language appropriate to the pupils needs and develop pupils understanding and confidence in basic Welsh.</p> <p>Many pupils demonstrate a suitable understanding of basic Welsh words and greetings and can respond in line with their needs.</p>
<p>To support staff in building their confidence and skills in using Welsh Develop and share resources e.g. signage, phonetic phrase cards 'Cymorth Cymraeg' to support and promote use of incidental Welsh.</p> <p>To develop the skills of staff (particularly support staff) who are working with older pupils at Maes Ebbw Bach to increase their</p>	<p>Many pupils are aware of and understand basic greetings and simple signage e.g. classroom names in Welsh.</p> <p>Many pupils develop their skills progressively in Welsh over time. Many pupils Maes Ebbw Bach are</p>	<p>Release time for staff leading on Welsh language</p> <p>Training for support staff</p>	<p>Summer 2024 – Summer 2026</p> <p>Summer 2024 – Autumn 2026</p>	<p>Many pupils on both sites are aware of and can understand basic greetings and simple signs in Welsh.</p> <p>Most pupils understand and use a basic set of words and phrases, their understanding of Welsh does not develop to greater complexity over their time in school. This links to confidence for teachers to plan more challenging Welsh.</p> <p>Support from the EAS and The Urdd has been received and this work is in the initial phases of development.</p>



<p>confidence in teaching more Welsh phrases.</p>	<p>able to understand and a majority can simple Welsh phrases</p>			
<p>To identify opportunities for Cymraeg and Cymreig across AOLE in new and developing themes/ topics. Staff leading on Welsh language Development to work with colleagues/ AOLE groups to identify and plan use the Welsh language and to celebrate Wales, its past, present and future across each of the AOLEs.</p>	<p>Cymraeg key vocabulary and language patterns and Cymreig opportunities appropriately included in termly teaching plans across AOLE.  Learning walks/ lesson observations indicate that the Welsh language is suitably incorporated into teaching and learning.</p>	<p>Time and costs to release staff leading on Welsh language on to enable them to review planning and work with colleagues</p>	<p>Summer 2024 – Autumn 2026</p>	<p>This is an area for further development. Cymraeg key vocabulary is evident in many planning documents, however this is an ongoing area for improvement.  On both sites, learning walks and lesson observations indicate that Welsh Language is suitably incorporated into teaching and learning sessions.</p>
<p>Staff leading on Welsh Language Development to engage with special school cluster and work collaboratively with fellow special school practitioners to collate examples of Welsh language activities successfully used in classes which can be mapped against assessments.  This to then be cascaded and shared in teachers’ meetings in school</p>	<p>Most teachers are able to plan for suitably challenging Welsh Language learning and activities for the pupils that they work with.  Most teachers are able to assess progress of their pupils in the Welsh Language.  As a result, most pupils make good progress in Welsh Language relative to their starting point.</p>	<p>Release time for staff who lead on Welsh Language to participate in special school cluster</p>	<p>Autumn 2023 – Summer 2025</p>	<p>This is an area for further development. Around half of teachers are able to plan suitably challenging Welsh Language Activities for the pupils that they work with.  Around half are confident to assess the progress of their pupils in the Welsh Language  Many pupils are making appropriate progress in the Welsh Language relative to their starting point.</p>



**Key Area 3** - How are my views and choices heard and understood? What opportunities do I have to influence and interact with the world around me?

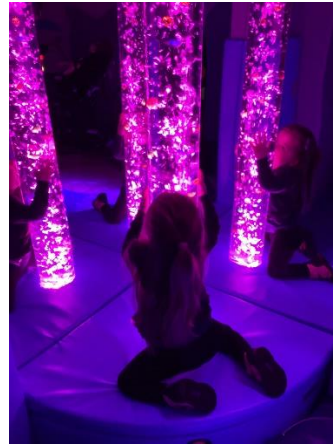
<p><b>Rationale /What has our self-evaluation and working with stakeholders told us:</b></p> <ul style="list-style-type: none"> <li>• There may be inequalities and isolation for disabled young people. This, combined with challenges in accessing therapeutic input, has hugely impacted their emotional health and wellbeing.</li> <li>• Pupil wellbeing and behaviour should be developed further to ensure that nearly all pupils make good progress having experienced fewer opportunities to interact with others socially.</li> <li>• It is important for pupils feel confident to make their views known, have agency over their lives and experience opportunities that they have chosen know that there are people that they can trust and communicate with in school.</li> <li>• Students from Maes Ebbw Bach tell us that they enjoy having parents to visit and that would like to have more opportunities for other people to see what they do.</li> </ul>	<p><b>Person Responsible:</b> HT  <b>Team:</b> Chris May, Cath Griffiths, Claire Poole, Jess Wintle, Lucy Thomas, Tannith Jennings  <b>Link Governor:</b> Kate Thomas  <b>Evidence:</b>                  SDP, attendance information, Pupil voice activities and school council meetings.                  HT Reports to GB</p>
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<p><b>Actions</b></p> <p><b>Gweithgarwch</b></p>	<p><b>Success Criteria</b></p> <p><b>Meini Prawf Llwyddiant</b></p>	<p><b>Resources</b></p> <p><b>Adnoddau</b></p> <p><b>(Specific no. of days / costs)</b></p>	<p><b>Timescales</b></p> <p><b>Amser</b></p> <p><b>(Start and end date)</b></p>	<p><b>Evaluation</b></p> <p><b>Gwerthusiad</b></p>
<p>Implement a school wide wellbeing approach. Establish Thrive wellbeing training for key staff. This is in line with the 'National Mission' to address students' barriers to learning and improve inclusion.</p> <p>Develop further roles of HLTAs with an overview of pupil wellbeing to support in classes throughout the school</p>	<p>Learning walks, feedback from pupils in pupil voice activities indicate that most pupil's wellbeing is good overall.</p>	<p>TISS/ THRIVE training for key staff EIG £3 000</p>	<p>Ongoing – Summer 2026</p>	<p>This is an area for ongoing development.</p> <p>Learning walks, feedback and pupil voice activities indicates that many pupil's wellbeing is good overall.</p> <p>Confidence and wellbeing at Maes Ebbw Bach is a strength. There are effective strategies e.g. yoga club to support pupil's wellbeing.</p> <p>Wellbeing HLTAs on the main site are only recently able to develop this strand of work. It is at the early stages of development.</p>
<p>Develop further and embed ACE awareness for all staff working in school</p> <p>Provide follow up training for ACEs at a higher level for identified staff</p>	<p>Most staff understand and can articulate ACEs and their impact on a pupil's learning.</p> <p>Pupils needs are identified suitably and staff feel confident to respond supportively.</p>	<p>ACEs training £500</p>	<p>Sept 2024 – July 2025</p>	<p>This is an ongoing area for development. There have been limited opportunities so far to follow up and develop ACE training.</p>
<p>Develop the role of the wellbeing HLTAs as a way of supporting</p>	<p>Pupils with identified emotional needs receive timely support, as a result they</p>		<p>Ongoing – Summer 2025</p>	<p>Due to prolonged teaching staff absence this has meant that HLTA's role in wellbeing has been limited and their focus has not been on</p>



<p>pupils with identified emotional needs</p>	<p>make good progress, their attendance is good and their wellbeing improves</p>			<p>the wellbeing work. This is in the early stages of development. Counselling support is used successfully for a small number of pupils from both sites with significant emotional needs. This is established and working well.</p>
<p>Refine the approach to pupil voice which attempts to capture successfully the views of many pupils who can't easily make their views understood.</p>	<p>There are effective systems in place to allow most pupils to have their views, ideas and preferences understood and acted on.</p>	<p>TLR post holder 1 day a week focus on pupils who may need support to be heard.  Half termly school council meeting</p>	<p>Sept 2022 – Sept 2025</p>	<p>In many classes there are effective strategies to support pupils to express their views and ideas. In a few classes this is more limited.  School council is working successfully for those pupils who have well developed communication skills and this is a positive factor in developing their confidence and leadership skills. The pupils at Maes Ebbw Bach respond particularly well and enjoy being able to share their ideas about improvements they would like to see. For example, improved play spaces, clubs and trips.  For pupils who have challenges in communication, they need more support to express their views and ideas. Staff who know them well are able to understand and interpret their need well in class groups.</p>
<p>Create a schedule of visits to Maes Ebbw Bach for parents from the main school, enhanced transition visits for older students and opportunities for younger pupils to spend time at the site with the older pupils.</p>	<p>Most students at Maes Ebbw Bach agree that they have well planned opportunities to share their learning and skills on the Bach site as well as on the main site.  Most parents, staff and pupils who visit gain a secure understanding of the Maes Ebbw Bach curriculum and the opportunities for students</p>	<p>Fuel costs for travel from main site to Maes Ebbw Bach</p>	<p>Sept 2024 – Sept 2026</p>	<p>Commencing – Sept 2024</p>



**Key Area 4:** How is the curriculum suited to my needs and my learning accurately assessed so that next steps are identified enabling me to make good progress?

<p><b>Rationale /What has our self-evaluation and working with stakeholders told us:</b></p> <ul style="list-style-type: none"> <li>• Ensuring that pupils learn what matters to them and their families is of vital importance to our students and their families.</li> <li>• Our approach to the Curriculum for Wales (CfW) needs to be refined and further developed to ensure that it meets the needs of all the learners focussing particularly on aspects like RVE, RSE and Welsh.</li> <li>• Our new approach to assessment needs refining to allow us to understand progress for pupils and plan their next steps successfully.</li> <li>• Routes for learning is core to our understanding of pupils with profound and complex needs. We need to further develop our use of RFL to ensure that these learners continue to make good progress.</li> </ul>	<p><b>Person Responsible:</b> Nicola Allan  <b>Team:</b> AOLE groups, SLT/ WLT Wider Leadership team                  Rob Dickinson Cath Griffiths, Nick Armishaw                  Anne Marie Wooding, Caroline Morgan Jess Ongley,                  Jess Wintle, Claire Thomas  <b>Link Governor:</b> Victoria Barry (currently on maternity leave) Jess Wintle  <b>Evidence:</b>                  Curriculum Planning, Training information and presentations QA activities Learning Walks, lesson observation etc , Assessment information and records, teacher meeting records                  HT Reports to GB</p>
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<p><b>Actions</b></p> <p><b>Gweithgarwch</b></p>	<p><b>Success Criteria</b></p> <p><b>Meini Prawf Llwyddiant</b></p>	<p><b>Resources</b></p> <p><b>Adnoddau</b></p> <p><b>(Specific no. of days / costs)</b></p>	<p><b>Timescales</b></p> <p><b>Amser</b></p> <p><b>(Start and end date)</b></p>	<p><b>Evaluation</b></p> <p><b>Gwerthusiad</b></p>
<p>Monitor and review full implementation of CfW planning at Maes Ebbw. Make amendments and suggest improvements as lessons are learned and approaches developed.</p> <p>Strengthen links to the LNF, RSE and RVE in the planning documentation</p> <p>Share termly planning with teachers to allow them to evaluate strengths and identify areas for development across the whole school. Consider how successfully skills are developed progressively and develop this on a term by term basis.</p> <p>Ensure pupils have opportunity to make choices throughout the day about their learning</p>	<p>Nearly all planning follows the agreed format and is effective in meeting the bespoke and individual needs of the pupils in each class group.</p> <p>Most pupils are challenged to achieve their maximum potential through effectively planned and differentiated activities.</p> <p>Most pupils have regular opportunities to make choices and show agency in their learning</p>	<p>Teacher meeting time, SLT time AOLE group time</p>	<p>Termly review of planning submitted Autumn 2022 – Summer 2025. This is an ongoing iterative process of development and refinement.</p>	<p>Planning scrutiny indicates that nearly all planning follows the agreed format. In many planning documents there is useful information to support meeting the bespoke/individual needs of pupils in the group. This is being developed further at each planning scrutiny termly.</p> <p>Planning for Maes Ebbw Bach focuses well on qualifications which pupils are completing and activities in the community</p> <p>Scrutiny of planning and indicates that learning opportunities are devised which challenge the pupils.</p> <p>Learning walks and lesson observations indicate that most pupils have choice sessions built into their day. In addition, they have suitable opportunities to make choices in adult led activities. Where appropriate pupils choosing where they might like to go and</p>



				<p>activities they enjoy. This is a particularly strong feature at Maes Ebbw Bach.</p> <p>Pupils with the most profound needs are supported to make simple choices e.g. colour of paints to use for a project.</p>
<p>Further develop our agreed approaches to holistic assessment of pupils' progress to ensure that assessment is used well to inform next steps</p> <p>Further develop term by term records of pupils' progress in all AOLES using a new approach to assessment phasing out P levels. Staff to work alongside TLR holder to develop and refine assessment and recording approaches in each AOLE, which in turn can be used in supporting teaching staff be confident setting termly targets and statements that contribute towards the EYO pupil reports.</p>	<p>Most pupils' progress is robustly assessed and next steps are successfully identified and suitably challenging.</p> <p>Most staff will become more confident in termly target setting and completing EYO reports (on a termly basis) using new assessment tools with TLR support.</p>	<p>SLT time Teacher meeting time</p> <p>TLR post holder</p>	<p>April 2022 – July 2024</p> <p>Sept 2024 – Summer 2026</p> <p>Sept 2024 – Sept 2026</p>	<p>Overall the new approach to assessment has been effective. The pupils progress is assessed using a worthwhile range of supporting documentation and suitable next steps are identified. This will continue to be refined through scrutiny and discussion. On main site, there are sound systems to monitor pupils progress against AOLES and IEPs.</p> <p>At Maes Ebbw Bach there is a greater focus on the progress that pupils are making towards their qualifications and their IEPs. Overall, nearly all pupils make good progress overtime towards qualifications and nearly all pupils leave with suitable qualifications.</p> <p>The overall spreadsheet which records of pupil progress over time are useful in identifying which pupils require further support or highly personalised approaches.</p>



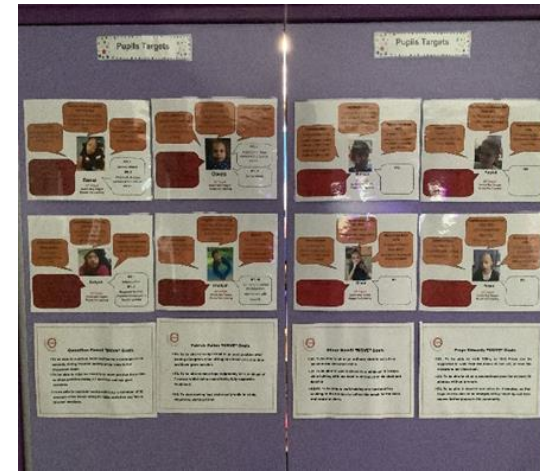
<p>Introduce Interactive Learning Diary to staff to develop central electronic record of pupil progress</p>				<p>This is not yet commenced. To be actioned by new TLR postholder for assessment in September 2024</p>
<p>Introduce new revised and more user friendly IEP 'target setting' &amp; 'tracker' sheets to monitor pupils IEP targets each academic year.</p>	<p>Most staff will be able to set high quality, measurable IEP targets and be able to track and monitor progress of their pupils' outcomes with new target setting and recording sheets.</p>	<p>TLR Holder Teacher meeting time</p>	<p>IEP tracker sheets to begin Autumn 2024 followed by New target sheets after each completed annual review</p>	<p>Not commenced yet.  Updates on outcomes to be provided in:  Dec 2024  June 2025</p>
<p>Utilise the whole school overview of assessment to analyse progress of pupils.</p> <p>Develop Pupil pit stop meetings to have professional discussions about overall progress of individual pupils; identifying those in need of highly personalised approaches.</p> <p>Consider barriers to learning and how this links to person centred planning, curriculum planning and overall provision.</p> <p><b>Newly appointed middle leader</b> (TLR Post holder) to revise and update the assessment policy on a</p>	<p>Leaders have an accurate understanding of the progress of pupils throughout the school. Conversations about pupil progress are nuanced and based on teachers/support staff professional knowledge of pupils and their progress.</p> <p>As a result, useful actions are taken when there are concerns about a pupil's progress and appropriate support is given.</p>	<p>SLT time Teacher meeting time</p>	<p>Autumn 2022 - Autumn 2025</p>	<p>Pupil progress conversations alongside overall tracking of pupil progress have been useful in identifying pupils in need of further support and or intervention. Pupil pit stop conversations completed for Spring 2024. Actions e.g. referral for external or additional support for specific pupils have been actioned to support progress. This has been beneficial in identifying appropriate support for pupils at both sites</p> <p>Assessment policy has been revised and was approved by GB in April 2024</p>



<p>regular basis to reflect new approach to assessment. Recruit a TLR postholder with a focus on assessment and record keeping</p>		<p>TLR postholder costs</p>		<p>Mr Rob Dickinson recruited as TLR post holder for Assessment, Progression and Recording June 2024</p>
<p>Re-establish AOLE groups to scrutinise progression within in AOLE's in planning.</p> <p><b>Newly appointed middle leader</b> (TLR post holder) to work closely with all AOLE groups to scrutinise and establish new strategies to monitor pupil progression in all curriculum areas.</p>	<p>Learning builds systematically and coherently on pupils existing knowledge, understanding, skills and experiences to secure progression as they move through the school.</p> <p>Most teaching staff will be able to track pupil progression through ongoing (Formative and Summative) assessments using new assessment tracking sheets linked to the CfW/LNF and other documentation deemed to be beneficial to Maes Ebbw School. (See Assessment, Progression and Recording Plan 2024-26)</p>	<p>AOLE groups time</p> <p>TLR Post holder AOLE Groups Time</p>	<p>Spring 2023 Spring 2025</p> <p>Autumn 2024 - Summer 2026</p>	<p>Effective individualised assessment has been beneficial in securing learning opportunities which build systematically on pupils existing knowledge as they move through the school. AOLE groups have been re-established and have focussed on planning for progression in the relevant AOLE area.</p> <p>Updates to the progress on assessment changes in AOLEs to be ongoing over the set time frame. Maths and Numeracy Language, Literacy and Communication and Digital Skills to be addressed initially.</p>
<p><b>Newly appointed middle leader</b> (TLR post holder) to develop and provide time for teacher pit stop meetings for professional discussions about the use of new APR (Assessment, Progression and Recording) documents, identifying areas requiring support and elements that may need revising to suit all pupils needs.</p>	<p>Most teaching staff will have a clearer understanding of what is expected of them in relation to new APR initiatives and become more confident and effective using them successfully with TLR holder support.</p>	<p>TLR Post Holder Time</p>	<p>Autumn 2024-2026</p>	<p>This is not yet commenced. TLR post holder to arrange time for teacher pit stops throughout each academic year from late Autumn term 2024.</p>
<p>Ensure that RSE, RVE, LNF, DCF, Diversity, understanding careers and</p>	<p>As a result of effective planning pupils make good or better progress from their</p>	<p>Staff meeting time</p>	<p>Autumn 2022 –</p>	<p>Most planning for RSE, RVE, LNF and DCF is suitable to meet the</p>



<p>the world of work are planned for and delivered successfully in curriculum planning</p> <p>Continue to develop and share the good quality opportunities for pupils at Maes Ebbw Bach</p>	<p>starting point in RSE, RVE, LNF, DCF, careers and the world of work as understanding of diversity.</p> <p>There is effective sharing of practice from the Maes Ebbw Bach site and good links are built between the staff teams, parent groups and pupils.</p>	<p>SLT time AOLE group time</p>	<p>Autumn 2025</p>	<p>pupils needs. This is an area for ongoing development in planning scrutiny and discussion.</p> <p>Parent visits to Maes Ebbw Bach have started. Other aspects to be developed further from Sept 2024</p>
<p>Further develop the use of Routes for Learning (RFL) to support the planning for and the progress of pupils with profound and complex needs.</p>	<p>As a result of effective use of RFL most learners with profound and complex needs are making good or better progress compared to their starting points.</p>	<p>Release time for relevant staff to develop approaches to using RFL Staff meeting time to disseminate information</p>	<p>Summer 2024 – Autumn 2026</p>	<p>Routes for Learning is used well as a planning tool for pupils with profound and complex needs. As a result, many are making good or better progress when compared to their starting points. In the few cases where progress is limited, this is as a result of significant health issues and absence from school due to time spent in hospital</p>



Key Area 5 How effectively are my sensory and physical skills developed? (See appendix)



**Key Area 6 - How do we work together as students, staff, families and partners to ensure that we all know what we do well and what we can do better?**

<p><b>Rationale /What has our self-evaluation and working with stakeholders told us:</b></p> <ul style="list-style-type: none"> <li>Governing Body members to be engaged in self-evaluation and improvement planning and have a sound understanding of the priorities of the school.</li> <li>Further develop staff, pupils and parental engagement in SER and SDP to ensure that all staff are focussed on next steps and progress.</li> <li>Retirement of current DHT in Aug 2024 and restructure of TLR posts for Sept 2024 requires reconfiguration of job role and a period of adjustment to ensure self-evaluation and improvement planning are effective.</li> <li>We need to enhance our opportunities to develop links between Maes Ebbw Bach and main site.</li> </ul>	<p><b>Person Responsible:</b> HT  <b>Team:</b> SLT/ WLT SLT and Wider Leadership team,  <b>Link Governor:</b> Robert Hay</p> <p><b>Evidence:</b>                  SDP , HT Reports to GB, MER overview documents and reports, Teacher meeting info</p>
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Actions <b>Gweithgarwch</b>	Success Criteria <b>Meini Prawf Llwyddiant</b>	Resources <b>Adnoddau (Specific no. of days / costs)</b>	Timescales <b>Amser (Start and end date)</b>	Evaluation <b>Gwerthusiad</b>
<p>Further develop the engagement of teaching staff and develop the role of teaching assistants in self-evaluation and improvement planning activities.</p> <p>Use self-evaluation question models in teachers' meetings so that members of teaching staff are engaged in an aspect of self-</p>	<p>Nearly all teaching staff make a worthwhile contribution to self-evaluation and improvement planning.</p> <p>Most support staff are able to make a beneficial contribution to self-evaluation.</p> <p>Self-evaluation is accurate and externally verified through EAS SIP and peer review</p>	<p>Staff meeting time INSET days                      Release time to complete self-evaluation activity                      £2000</p>	<p>Sept 2022                      July 2025</p>	<p>Nearly all teaching staff make a worthwhile contribution to self-evaluation and improvement planning. This is completed well through teachers' meetings attended by teachers from both sites.</p> <p>There are fewer opportunities for support staff to make a full contribution to self-evaluation. These are strongest in focussed roles for example, communication support worker, family engagement officers, digital skills HLTA.                      Developing the wider role of teaching assistants</p>



<p>evaluation and improvement planning.</p> <p>Discussions about self-evaluation and improvement planning are incorporated into weekly briefing and class team meetings</p>				<p>is an area for development going forwards. There is an ongoing consultation to extend the hours of teaching assistants to provide further opportunities for developing wider roles</p> <p>Self-evaluation has been externally verified through SIP visits.</p>
<p>Establish new SLT team (recruit new DHT Jan 2025) establish interim arrangements for Autumn 2024.</p> <p>Following restructure of WLT recruit and establish new Wider leadership Team (Middle Leaders)</p> <p>Organise respective roles of SLT and WLT – new middle leaders to ensure that self-evaluation is effectively linked to school improvement</p>	<p>New SLT and WLT team are effective in self-evaluation and ensure improvement</p>	<p>Costs for 3 TLR 2 postholders</p>	<p>Sept 2024 – Sept 2026</p>	<p>Adverts for Acting Assistant HT and TLR post holders out summer 2024.</p> <p>Recruitment of DHT scheduled for Jan 2025</p>
<p>Further develop engagement of all wider stakeholders particularly parents in Self-evaluation and improvement planning activities through questionnaires and parent meetings and groups.</p>	<p>Views of parents and wider stakeholders are usefully captured and are used successfully in self-evaluation</p>	<p>Parent meetings Staff meetings</p>	<p>January 2023 – September 2024 and ongoing</p>	<p>Views of parents are gathered regularly through parents’ groups meetings, annual review meetings, questionnaires as well as at events and when parents collect their child from school. Parents thoughts, suggestions and ideas are incorporated in self-evaluation and improvement planning.</p> <p>April 2024 parent questionnaire gave positive feedback overall.</p> <p>Staff questionnaires 2024 are broadly positive, they indicate suggested improvements needed to training, communication, pay and career progression.</p>



				Stakeholder questionnaires 2024 are broadly positive, they suggest continued developments of partnerships and training opportunities.
<p>Further develop the role of Governors in self-evaluation and school improvement through half termly Governor visits with a focus on a specific aspect of the SDP</p> <p><b>Develop and promote Governor learning walks so that most governors visit at least once a school during the school day.</b></p>	<p>Most Governors have a worthwhile role in school improvement planning and hold the school successfully to account.</p>	<p>GB members time and SLT time</p>	<p>Sept 23 – Sept 25</p>	<p>Most governors have a worthwhile roll in school improvement planning and holding the school to account well.</p> <p>There are a few governors who dedicate significant time to the school. They support, advise and challenge leaders.</p> <p>Developing a wider range of members of the GB to visit is an area of focus for 2024 with half termly governor visits scheduled.</p>
<p>Establish new line management systems for Maes Ebbw Bach as a result of the retirement of the DHT in August 2024.</p> <p>Work in partnership with staff and pupils to ensure that links between sites and working together is successful.</p> <p>Establish a separate staff survey/questionnaire about how links with Maes Ebbw Bach can be further developed.</p>	<p>Survey results in 2025 to indicate that most staff feel that communication and links between the two sites are effective.</p> <p>Most pupils at Maes Ebbw Bach give positive feedback in pupil voice sessions about opportunities to share their learning with parents and other pupils</p>	<p>SLT time</p>	<p>Sept 2024 – Summer 2026</p>	<p>New arrangements for line management are yet to be finalised. Recruitment processes are still ongoing.</p> <p>Initial visits from parent group to Maes Ebbw Bach site have been successful. This is an area for ongoing development.</p>



**Professional Development:** What skills do staff around me need to be able to support me successfully?

<p><b>Rationale /What has our self-evaluation and working with stakeholders told us:</b></p> <ul style="list-style-type: none"> <li>The pandemic has meant that core training has expired or elapsed and therefore recent focus has been on re-establishing this. E.g. Moving and handling, lifeguard training, enteral feed training, epilepsy awareness and Team Teach</li> <li>Staff questionnaires indicate requests for wider range of training opportunities</li> </ul>	<p><b>Person Responsible:</b> HT  <b>Team:</b> Graeme Tully, SLT , Business Manager  <b>Link Governor:</b> Gemma Davies  <b>Evidence:</b> Training records, GB reports</p>
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<b>Actions</b> <b>Gweithgarwch</b>	<b>Success Criteria</b> <b>Meini Prawf Llwyddiant</b>	<b>Resources</b> <b>Adnoddau</b> <b>(Specific no. of days / costs)</b>	<b>Timescales</b> <b>Amser</b> <b>(Start and end date)</b>	<b>Evaluation</b> <b>Gwerthusiad</b>
Extend the range of training opportunities for staff to include courses which are linked to the SDP	Many staff access a range of training which gives them beneficial skills to meet a range of pupils needs	Core budget and PL grants as appropriate	Sept 2024 – Sept 2026	Staff have requested a range of training which meets their needs and this is being scheduled during the year
Consider Investors in People style programme as part of the Special School Cluster agreement	The needs of the staff team are assessed and understood and a plan is completed to meet the range of needs	Cluster Development grant £1500 per annum	Sept 2024 – Sept 2026	This is in the early stages of development





APPENDIX – SENSORY AND PHYSICAL DEVELOPMENT TEAM PLAN 2024 - 2027

Key Questions		
1	How is the sensory curriculum used and monitored effectively to ensure I have a diverse range of experiences and opportunities to support my progress? How is my learning assessed?	Cwricwlwm i Gymru Curriculum for Wales Asesu/ Assessment
2	What approaches are used to support my physical development and movement opportunities? How effectively am I supported to move and take part in exercise? How is my progress assessed and monitored?	Symud/ Move  Addysg Gorfforol / Physical Education
3	How well are my sensory needs understood? Do teaching staff liaise effectively with SENCOM or other sensory specialists (Occupational Therapists, SALT etc) to support sensory impairments and other sensory difficulties to ensure effective education?	Anghenion Synhwyraidd/ Sensory Needs
4	How is my Health and Wellbeing being supported in a holistic way? Do teaching staff liaise effectively with health professionals and other agencies to ensure the best outcomes for me? How do my teachers, support staff, family, therapists etc work together to ensure a pupil centred approach to support my progress?	Iechyd a Lles/ Health and Wellbeing Therapiau/ Therapies Asiantaethau/ Agencies Dulliau Disgybl-Ganolog/ Pupil Centred Approaches  Ymgysylltu Teuluol/ Family Engagement
5	How does my school ensure they seek out fresh approaches, observe and share good practice? How do we create strong links with other special schools and other organisations to support school development and pupil progress? What skills and training do staff around me need to be able to support me successfully?	Rhwydweithio/ Networking



		<p>Dysgu a Datblygiad</p> <p>Proffesiynol/ Professional</p> <p>Learning and Development</p>
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**Key Area 1** - How is the sensory curriculum used and monitored effectively to ensure I have a diverse range of experiences and opportunities to support my progress? How is my learning assessed? (LINK SDP 2 / 4)

Actions <b>Gweithgarwch</b>	Success Criteria <b>Meini Prawf Llwyddiant</b>	Resources <b>Adnoddau (Specific no. of days / costs)</b>	Timescales <b>Amser (Start and end date)</b>	Evaluation <b>Gwerthusiad</b>
<p>Middle leader for Sensory and Physical to introduce a Sensory Department working style approach as TLR2 lead.</p>	<p>Regular ongoing monthly meetings between teaching staff in the sensory / PMLD classes. Staff regularly share good practice, ideas, review curriculum and assessment together.</p> <p>Meetings are minuted to show action and improvement over time.</p> <p>Regular meetings including support staff in sensory / PMLD classes to disseminate information or training.</p> <p>Skills audit of PMLD teaching and support staff complete. Identifying</p>	<p>Staff time / Team meeting time.</p> <p>Space for central resource bank.</p> <p>TLR2 time.</p>	<p>Sept 24 – Sept 26 for implementation and embedding.</p> <p>Onwards ongoing approach.</p>	



	<p>training needs areas to build staff confidence throughout department.</p> <p>Creating area on 'shared area' for sharing of digital resources.</p> <p>Creating a central resource bank for physical resources linked to specific teaching areas or strategies.</p> <p>Developing a 'Sensory Forum' to support staff in wider school for relevant pupils.</p> <p>All relevant staff actively involved in working towards vision of Departmental Development Plan.</p>			
<p><b>Middle leader for Sensory and Physical to</b> introduce Rapid Action Cycles for continuous improvements in working towards all areas of the Sensory Department development plan.</p>	<p>Priorities are identified from the Development Plan.</p> <p>Department meetings as appropriate throughout RAC. Priorities are shared with wider PMLD teaching team and others where appropriate.</p> <p>Action plans are drawn up for specific achievable criteria in a given timescale. E.g. half-termly / termly goals.</p> <p>Goals are met during a Rapid Action Cycle.</p> <p>Where goals have not been able to be met in a cycle, reasons are evident within evaluation. Deploy appropriate intervention to overcome challenges.</p>	<p>Staff time / Team meeting time.</p> <p>TLR2 time.</p>	<p>Sept 24 – Sept 26 for implementation and embedding.</p> <p>Onwards ongoing approach.</p>	



	<p>Actions are achieved utilising specific staff strengths and tasks delegated to the appropriate person within an action cycle.</p> <p>Where tasks are delegated, ensure regular check-ins with TLR2&amp;3 post holders to communicate progress and update Development Plan.</p> <p>Staff begin to contribute to future RAC planning.</p>			
<p><b>Physical and Sensory HLTA supporting.</b></p> <p>Middle leader for Sensory and Physical to develop the role of the Physical and Sensory HLTA in supporting the Sensory Department objectives and development plan.</p>	<p>Physical and Sensory HLTA has made links with nearby special schools. Key Questions: are there similar HLTA roles in other special schools? how does their role support the wider school in their settings?</p> <p>Physical and Sensory HLTA has visited nearby special schools linked to the above. Sharing good practice and feeding back to TLR2 and wider sensory team.</p> <p>Linked with Therapeutic Spaces - Physical and Sensory HLTA is running small group and 1:1 sessions and interventions in Therapeutic Spaces, e.g. Light Room and Dark Room, following the bespoke plans of identified pupils.</p> <p>Physical and Sensory HLTA has received Light Room / Dark Room</p>	<p>TLR3 time. TLR2 time.</p> <p>Physical and Sensory HLTA Time</p> <p>SENCOM time.</p> <p>Training costs.</p>	<p>Sept 24 – Sept 25</p>	



	<p>training, other relevant sensory training.</p> <p>Physical and Sensory HLTA has started Sherbourne Training.</p>			
<p><b>Middle leader for Sensory and Physical to</b> develop links between PMLD classes to strengthen transition across the learning pathway.</p>	<p>Opportunities have been developed for class to share sessions together 'Together' sessions E.g. Blodyn with Seren / Seren with Haul / Haul with Enfys / Enfys and Aderyn.</p> <p>Classes have one 'together' session a half term – specific activity has been planned between classes involved.</p> <p>Whole department has one huge 'together' session a term.</p> <p>Family Engagement opportunities as a whole department. E.g. departmental coffee mornings, class 'nomination' assemblies.</p> <p>Department Christmas concert has been developed.</p> <p>MOVE day continues each year.</p>	<p>Staff time / Team meeting time.</p> <p>Timetabling implications and inter-class working time.</p>	<p>Sept 24 – Sept 26</p> <p>Onwards ongoing approach.</p>	
<p><b>Middle leader for Sensory and Physical to</b> review all areas of the Sensory Curriculum with teachers in all stages. Identifying challenges in provision for each age group.</p>	<p>Topics and breadth across class and age ranges have been reviewed. Appropriate pathways through classes have been identified.</p> <p>What Matters Statements have been reviewed to ensure most up to date</p>	<p>Staff time / Team meeting time.</p> <p>TLR2 time.</p>	<p>Sept 24 – Sept 25</p>	



	<p>guidance is still evident within the sensory curriculum.</p> <p>Teaching staff have reviewed each AOLE through the lense of their particular class and age group. Suggestions for improvements have been collated to feed into overall development plan.</p> <p>Gap and challenges in providing listed experiences have been identified for each AOLE to troubleshoot and feed into overall development plan.</p>			
<p><b>Middle leader for Sensory and Physical to</b> introduce review of OOR. Inclusive of daily sensory timetable.</p>	<p>TLR2 lead has liaised with communication lead (Annabel) to develop shared approach to reimplementation of OOR.</p> <p>Sensory daily timetable has been reviewed and shared with staff. Smells, tactile indicators etc are available for classes to use as part of their daily routine.</p> <p>OOR Policy is reviewed and updated. Policy has been ratified by SLT and GB.</p> <p>Adequate resources are available to reimplement OOR across the school.</p> <p>Routine and core OOR have been identified.</p> <p>Wider OOR have been identified.</p>	<p>Staff time / Team meeting time.</p> <p>TLR2 time.</p> <p>Communication HLTA time.</p> <p>Costs of resources.</p> <p>Site staff time.</p>	<p>Sept 24 – Sept 25</p>	



	<p>All classes have OOR on their communication boards outside of the classes.</p> <p>Pupils who would benefit from using OOR are identified across the school and register collated.</p> <p>All staff have had opportunity to read OOR policy.</p> <p>All staff have received adequate training or demonstration as regards best practice when using OOR.</p> <p>Staff are supported with an OOR of the week plan to reintroduce OOR in a steady and manageable way.</p> <p>Staff are confident supporting pupils to access OOR.</p> <p>OOR is being used consistently with identified pupils.</p> <p>OOR re-established as part of Maes Ebbw's total communication offer.</p>			
<p><b>TLR3 Lead responsibility.</b>  <b>Middle leader for Sensory and Physical to</b> increase staff confidence using Therapeutic Spaces; e.g. new sensory light room, Immersion Room and other specialist ICT equipment across the school.</p>	<p>TLR3 lead has liaised with Digital Skills leads (Nick and Huw) and SENCOM where appropriate to plan a schedule of training for relevant classes in the sensory light room, Immersion Room, switch activated computer programmes and eye gaze computers.</p> <p>TLR3 has attended appropriate training to support the school development in sensory therapeutic</p>	<p>TLR3 time.                      TLR2 time.</p> <p>Digital HLTA time.</p> <p>Physical and Sensory HLTA Time</p> <p>SENCOM time.</p>	<p>Sept 24 –                      Sept 25</p>	



	<p>spaces. Feedback to TLR2 lead and has disseminated good practice and ideas to other staff.</p> <p>TLR3 lead has liaised with SENCOM staff and teaching staff to identify pupils who would benefit from specific timetabled access to sensory therapeutic spaces to support their development in relation to VI, d/Deaf or MSI needs. Feedback to TLR2 lead.</p> <p>Physical and Sensory HLTA is running small group and 1:1 session and interventions in Therapeutic Spaces, following the bespoke plans of identified pupils.</p> <p>TLR3 has started to revisit 'Vision profiles' as part of the light room plans. (See Key Question 3 re: Vision Mark)</p> <p>TLR3 lead has developed 'how to' guides for support staff to functionally use equipment in specialist rooms effectively. E.g. setting up switches / setting up projectors etc.</p> <p>TLR3 lead has developed an appropriate 'scheme of work' to be shared with TLR2 lead and SLT and distributed across school. Scheme of work should incorporate specific activity ideas suitable to support vision skills development (linking to Positive Eye), switch skills development (linking to Switch Skills Progression Map), and wider curriculum</p>	<p>Training costs.</p>		
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	<p>development to support pupil progression.</p> <p>TLR3 has developed 'Light Room' plans for identified pupils.</p> <p>TLR3 has researched effective use of the 'Dark Room' space in school and is developing a guide around this for staff.</p> <p>TLR3 has visited other local special schools to observe how they use their therapeutic spaces.</p> <p>TLR2 and TLR3 have worked together to begin to research how to use therapeutic spaces to support pupils with sensory integration and sensory regulation. (Future focus)</p>			
<p>Middle leader for Sensory and Physical to develop the MOVE programme and achieving Centre of Excellent status.</p>	<p>See key question 2.</p>		<p>Sept 24 – Sept 27</p>	



**Key Area 2** - What approaches are used to support my physical development and movement opportunities? How effectively am I supported to move and take part in exercise? How is my progress assessed and monitored? (LINK TO SDP 5)

<b>Actions</b> <b>Gweithgarwch</b>	<b>Success Criteria</b> <b>Meini Prawf Llwyddiant</b>	<b>Resources</b> <b>Adnoddau</b>  <b>(Specific no. of days / costs)</b>	<b>Timescales</b> <b>Amser</b>  <b>(Start and end date)</b>	<b>Evaluation</b> <b>Gwerthusiad</b>
<p>Ongoing development of the MOVE programme.</p>	<p>TLR2 lead has developed a robust monitoring system for all pupils on the MOVE programme has been established as a whole school level. E.g. All pupil targets are collated in a central file. Pupil spread sheet established, MOVE evidence and progress folder scrutiny complete, undertaken Learning Walks or observations.</p> <p>Bi-annual MOVE specific pupil pit stops established (November / May) between TLR2 lead and relevant teaching staff.</p> <p>MOVE review meetings and scheduled and undertaken for every pupil on the MOVE programme across the year. 'MOVE' month has been trialled to schedule all reviews at a specific point in the year.</p> <p>New starter meetings are conducted within the first term at school where identified as appropriate candidates for the MOVE programme.</p> <p>Mini-Move has been piloted and implemented within our current MOVE programme in conjunction with Physiotherapy team. TLR2 and</p>	<p>Staff time / Team meeting time.</p> <p>TLR2 time.</p> <p>Facilitating meeting time.</p> <p>Training costs</p> <p>Networking costs.</p>	<p>Sept 24- Sept 27</p>	



	<p>TLR3 lead / other relevant staff have liaised with Physiotherapy to identify pupils where Mini-Move is developmentally appropriate across the sensory classes and wider school.</p> <p>Staff are confidently implementing MOVE strategies within educational activities across all classes. (e.g. MOVE is not delivered as a sole physio therapeutic activity) Goals and targets identify the educational activities the MOVE skill could be practiced in.</p> <p>TLR2 lead has completed MOVE trainer training.</p> <p>TLR2 lead and other key staff have attended MOVE networking opportunities. E.g. with other MOVE schools, MOVE conference.</p> <p>MOVE Week / Day celebrations continue as an established annual event.</p>			
<p><b>TLR3 MOVE Lead responsibility.</b></p> <p>Middle leader for Sensory and Physical to lead on achieving the GOLD award as part of our journey towards becoming a 'Centre of Excellence' for MOVE.</p>	<p>TLR3 lead to review and establish that all SILVER award requirements are still embedded throughout school. Feedback to TLR2.</p> <p>TLR3 lead has established a mentoring link with a MOVE Centre of Excellence. TLR3 lead has visited mentoring link school and hosted a visit to our setting for pointers and support towards GOLD award.</p> <p>TLR3 lead has established links with MOVE with regard to GOLD award and attending monitoring meetings with central MOVE team. (Emma Dyer)</p> <p>Emma Dyer has visited our school.</p>	<p>Staff time / Team meeting time.</p> <p>TLR 2 time. TLR 3 time.</p> <p>Award costs.</p> <p>Networking costs.</p>	<p>Sept 24 – Sept 25</p>	



	<p>Action plan drawn up by TLR3 lead for specific GOLD award requirements. Shared with TLR2 and wider team.</p> <p>Actions supported by TLR2 lead through departmental meetings and RAC cycles to work towards GOLD award.</p> <p>TLR3 collates the required evidence and record keeping towards GOLD award. TLR3 lead shared progress with WLT / SLT.</p>			
<p><b>Physical and Sensory HLTA supporting. Wider Level 3 Rebound trained support.</b></p> <p>Middle leader for Sensory and Physical to develop Rebound Therapy and Rebound Sessions.</p>	<p>Increasing numbers of staff are Rebound trained. TLR2 lead has liaised with SLT training lead to establish training schedule for identified staff.</p> <p>Permissions are collated for all learners in sensory classes and those identified in wider school. Those able to access the trampoline are identified.</p> <p>Sensory classes and wider classes are able to access Rebound as part of a schedule within their PE sessions / scheme of work.</p> <p>HLTA shares responsibility for developing and managing Rebound across the school. Pupils with key needs to access Rebound as part of an individual therapy plan or Rebound club are identified.</p> <p>Rebound Club has been established, led by identified support staff. Appropriate pupils throughout the school have been identified to access bespoke 1:1 sessions.</p>	<p><a href="#">Rebound Therapy - Founded 1972 in the UK</a></p> <p>Physical and Sensory HLTA time.</p> <p>TLR2 time.</p> <p>Timetabling implications.</p> <p>Training costs</p>	<p>Sept 24 – Sept 27</p>	



	<p>TLR2 and HLTA have a developed assessment framework for Rebound skills. Assessment and progression has been established and used effectively for those pupils accessing 1:1 Rebound Club sessions.</p>			
<p><b>Physical and Sensory HLTA supporting.</b></p> <p>Middle leader for Sensory and Physical to develop Sherbourne principles.</p>	<p>Physical and Sensory HLTA is undertaking Sherbourne Training. Feedback relevant principles to TLR2 and wider sensory department team.</p> <p>Physical and Sensory HLTA is running small group sessions following Sherbourne principles following training.</p> <p>Increasing numbers of staff are Sherbourne trained or aware. HLTA shares responsibility for developing Sherbourne as part of PE scheme of work alongside TLR2.</p> <p>Principles of developing body awareness and developing relationships and communication through physical play are evident throughout PE curriculum.</p> <p>Opportunities have been developed for older more able pupils to support younger pupils within a PE sessions.</p>	<p><a href="#">Sherborne Developmental Movement – The Home of Sherborne Developmental Movement in the UK (sherbornemovementuk.org)</a></p> <p>Physical and Sensory HLTA time.</p> <p>TLR2 time.</p> <p>Training costs</p>	<p>Sept 24 – Sept 28</p>	



**Key Area 3** - How well are my sensory needs understood? Do teaching staff liaise effectively with SENCOM or other sensory specialists (Occupational Therapists, SALT etc) to support sensory impairments and other sensory difficulties to ensure effective education?

<p><b>Actions</b></p> <p><b>Gweithgarwch</b></p>	<p><b>Success Criteria</b></p> <p><b>Meini Prawf Llwyddo iant</b></p>	<p><b>Resources</b></p> <p><b>Adnoddau</b></p> <p>(Specific no. of days / costs)</p>	<p><b>Timescales</b></p> <p><b>Amser</b></p> <p>(Start and end date)</p>	<p><b>Evaluation</b></p> <p><b>Gwerthusiad</b></p>
<p><b>TLR3 (Middle Leader) supporting.</b> Maintaining positive links between Maes Ebbw School and SENCOM service.</p>	<p>TLR2 Lead has liaised with QTVI / QTMSI (Katie / Andrew) to create a central school register for pupils known to and supported by the SENCOM service.</p> <p>TLR2 Lead holds a central file of SENCOM led pupil targets across the school. TRL2 Lead &amp; TLR3 Lead to hold pupil pit stop style meetings with SENCOM team to stay informed regarding pupil progress.</p> <p>TLR2 and TLR3 Lead has worked with SENCOM to update VI pupil profiles. (C&amp;A folders, linked to Vision Mark?) See Key Question 1 for Light Room links.</p> <p>Classes continue to facilitate Positive Looking group sessions and a welcoming approach to support from SENCOM service within classes.</p>	<p>TLR2 time.</p> <p>SENCOM time.</p>	<p>Sept 24 – Sept 26</p>	
<p>Whole school VI / d/Deaf / MSI training.</p>	<p>Staff INSET day (VI / d/Deaf / MSI training) has been completed.</p> <p>Further staff have completed Positive Eye training.</p>	<p>Staff time.</p> <p>SENCOM time.</p>	<p>Sept 24 – Sept 26</p>	



	Development of pupil specific training and support for relevant class teams has been devised in conjunction with SENCOM teams. Delivered during team meeting times.	Training costs.		
Middle leader for Sensory and Physical to promote whole school Sign-along training.	Staff INSET day (Sign-along training) has been completed.  Development of a schedule of class refreshers in blocks in Wednesday team-meeting times has been devised alongside Sign-along trainers.	Staff time / Team meeting time.  Sign-along trainers time.	Sept 24 – Sept 26	



**Key Area 4** - How is my Health and Wellbeing being supported in a holistic way? Do teaching staff liaise effectively with health professionals and other agencies to ensure the best outcomes for me? How do my teachers, support staff, family, therapists etc work together to ensure a pupil centred approach to support my progress? (LINK SPD 1 / 6)

<p><b>Actions</b></p> <p><b>Gweithgarwch</b></p>	<p><b>Success Criteria</b></p> <p><b>Meini Prawf Llwyddiant</b></p>	<p><b>Resources</b></p> <p><b>Adnoddau</b></p> <p><b>(Specific no. of days / costs)</b></p>	<p><b>Timescales</b></p> <p><b>Amser</b></p> <p><b>(Start and end date)</b></p>	<p><b>Evaluation</b></p> <p><b>Gwerthusiad</b></p>
<p>Middle leader for Sensory and Physical to continue to maintain positive and communicative links with therapy teams.</p>	<p>Teaching staff to ensure they know who the key contacts (e.g. Physio, OT and other agencies involved) are for pupils as part of recording in C&amp;A folders.</p> <p>TLR2 Lead to attend OT and Physio forums.</p> <p>School staff are able to position pupils in therapy equipment to support physiotherapy programmes. E.g. using standing frames, walking frames, other positional opportunities for therapeutic purposes.</p> <p>School staff can support physiotherapy in post-operative rehab programmes where appropriate.</p> <p>School staff are confident and proactive in communicating concerns to key therapy staff for timely intervention.</p>	<p>Staff time / Team meeting time.</p> <p>TLR2 time.</p> <p>Therapies time.</p>	<p>Sept 24 – Sept 25</p>	
<p>Middle leader for Sensory and Physical to continue to maintain positive and</p>	<p>School staff have received core training to assist with pupils health needs; enteral</p>	<p>Staff time / Team meeting time.</p>	<p>Sept 24 – Sept 25</p>	



<p>effective partnership working links with nursing teams.</p>	<p>feed training, epilepsy training, suction training, diabetes training.</p> <p>School staff are confident in supporting pupil in a health crisis, e.g. during a seizure and can implement care plans effectively.</p> <p>Information sharing is apparent between services.</p>	<p>Nursing and health care team staff time.</p> <p>Training costs.</p>		
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**Key Area 5** - How does my school ensure they seek out fresh approaches, observe and share good practice? How do we create strong links with other special schools and other organisations to support school development and pupil progress? What skills and training do staff around me need to be able to support me successfully? (LINK SPD 7)

<b>Actions</b> <b>Gweithgarwch</b>	<b>Success Criteria</b> <b>Meini Prawf Llwyddiant</b>	<b>Resources</b> <b>Adnoddau</b> <b>(Specific no. of days / costs)</b>	<b>Timescales</b> <b>Amser</b> <b>(Start and end date)</b>	<b>Evaluation</b> <b>Gwerthusiad</b>
<b>Middle leader for Sensory and Physical to</b> Develop a strong working sensory department.	See Key Area 1		Sept 24 - ongoing	
Developing Rapid Action Cycles as a working approach to department development.	See Key Area 1			
<b>Middle leader for Sensory and Physical to</b> Develop networking links.	Examples: Attending MOVE conference – See Key Area 2. Making a mentoring connection with another MOVE school as part of moving toward being a MOVE centre of excellence – See Key Area 2. Developing inter-school sporting events - See Key Area 2	Staff time. Networking costs.	Sept 24 - ongoing	



2024/25
DEVELOP SENSORY DEPARTMENT (PMLD), <b>DEVELOPMENT OF PHYSICAL AND SENSORY HLTA ROLE.</b> SENSORY DEPARTMENT SKILLS AUDIT (ALL STAFF) CENTRAL RESOURCE BANK, DEVELOP NETWORKING LINKS DEVELOP SENSORY FORUM (SCHOOL WIDE) IMPLEMENT RAC CYCLES (ACTION PLANNING)
DEVELOP PMLD CLASS LINKS AND DEPARTMENT EVENTS E.G. INTERCLASS SESSION, WHOLE DEPARTMENT SESSIONS, FAMILY ASSEMBLIES
REINTRODUCE OBJECTS OF REFERENCE OOR REGISTER AUDIT RESOURCES REVIEW OOR POLICY
MAINTAIN LINKS WITH SENCOM SENCOM REGISTER SENSORY NEEDS TRAINING VI / HI / MSI SIGNALONG
ONGOING DEVELOPMENT OF THE MOVE PROGRAMME MOVE REGISTER PILOTING MINI-MOVE DEVELOP MONITORING SYSTEMS SCHEDULE OF MOVE MEETINGS FOR EACH PUPIL PIT STOPS / LEARNING WALKS
<b>MOVE TOWARDS GOLD AWARD AND 'CENTRE OF EXCELLENCE' STATUS (TLR3)</b> <b>PRODUCING EVIDENCE TRAIL, LINK WITH A MENTORING SCHOOL, LINKING WITH MOVE ORGANISATION</b>
REVIEW SENSORY CURRICULUM REVIEW TOPIC APPROACHES REVIEW WMS, REVIEW AOLES
MAINTAINING CURRENT LINKS WITH THERAPY AND NURSING TEAMS
THERAPY SENSORY SPACES (TLR3) INCREASE STAFF CONFIDENCE IN SPECIALIST ICT SPACES IN SCHOOL.



DEVELOP LIGHT ROOM SCHEME OF WORK AND HOW TO GUIDES

ATTENDED TRAINING, LIAISED WITH SENCOM

HLTA RUNNING SESSIONS IN LIGHT AND DARK ROOM

DEVELOPMENT OF REBOUND & SHERBOURNE (HLTA)

SHERBOURNE TRAINING OPPORTUNITIES

### **Senior Leadership Team / Governing Body**

The Senior Leadership Team and Governing Body maintain an overview of the Sensory Department Development Plan and monitor it on a termly basis.

### **Index – Key of terms**

AAC – Augmented Assisted Communication

AoLE – Areas of Learning and Experience

CfW – Curriculum for Wales

C&A – Challenge and Aspiration Folders

DCF – Digital Competency Framework

GB – Governing Body

HT – Headteacher

HLTA – Higher Level Teaching Assistant

MAT -More Able and Talented Learners

MDT – Multi Disciplinary Team

MOVE – Movement Opportunities Via Education

OOR – Objects of reference

OT – Occupational Therapy

PMLD – Profound and Multiple Learning Difficulties

PECS – Picture Exchange Communication System

RAC – Rapid Action Cycle

RFL – Routes for Learning

RVE – Religious Values and Ethics

RSE – Relationships and Sexuality Education

SLT – Senior Leadership Team

SDP - School Development Plan

TLR – Teaching and Learning Responsibility

WLT – Wider Leadership Team

### **TLR3 MOVE (Responsible)**



TRL3 SENSORY (Responsible)

HLTA Sensory (Supports)