



Ysgol Bryn Derw School Development Plan 2025-26

School Context: Ysgol Bryn Derw is a Local Authority Maintained Special School educating young people aged 4-19 who have complex ASD and co-morbidity of Severe Learning Difficulties. The school opened in September 2017 and has grown every year, and now occupies 4 buildings across 3 sites geographically spread across Newport. Our capacity expanded to 136 with the addition of the Caerleon site in September 2025 and on-roll in September 2025 were 124 pupils, allowing room for further growth in 2026. All pupils have a Local Authority IDP. In September 2025 the cohort was 84% male and 16% female, 26% of pupils came from EAL families, FSM rate was significantly higher than the LA and Wales average at approx. 47%.

Rationale: This SDP captures the actions identified to address the school's priorities for improvement over the coming 12 months. It does not capture all of the work of the school, but does spell out the purpose of our priorities and how they achieve our over-arching goals. Ysgol Bryn Derw is a happy and welcoming school with a drive to maximise the life skills and wellbeing of our pupils. Focus development areas are identified from a range of self-evaluation processes, analysis of the 2024-5 SDP outcomes, consultation with Staff, Governors & Professional Partners and from discussion of key national and local priorities. All staff will have Performance Management Objectives that relate to these areas, and agendas for staff meetings and training will be underpinned by these priorities.

Overview proposed areas of focus:

Estyn Area	IA1: Teaching and learning	IA2: Well-being, care, support and guidance	IA3: Leading and improving
Key Objectives	<p>Pupils will make greater academic progress through consistent application of the 'Understanding by Design' model</p> <p>Enhanced pupil application of skills in work settings through continued expansion of work experience offer internally and externally</p> <p>Increased pupil independence and creativity through cascading the Froebel approach to learning to all classes</p>	<p>Greater pupil emotional regulation through consistent application of the newly devised Functions of Behaviour Toolkit</p> <p>Increased pupil sensory regulation through further expanding our expertise in OT related skills and establishing suitable links with new outside provider</p> <p>Ensure pupils make greater communication progress through applying the newly devised Communication Pathways model</p>	<p>Enhance the aspect of AHT & TLR roles focusing on skills development and pupil progression across ages and sites</p> <p>Embed the new SLT and Admin team structures across new multi-site set up of school</p>

From SER

From National Priorities

From Estyn Inspection

From NCC (Local) Priorities

From EAS (Local) priorities

Community working:

The school are working closely with the school community to achieve SDP priorities. We have engaged strongly with partner Special Schools to support our Curriculum for Wales development, with partner schools over progression guidance, with a range of link agencies over maximising interventions and engagement (including OT, CALDS, DCT and SALT services), with families over our training offer to them, with local services (including Sparkle, Coleg Gwent, Newport Live, local businesses and charities, Careers Wales) over community access, with Coleg Gwent and Social Services over RSE.

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Estyn Inspection Area 2: Well-being, care, support and guidance	SUCCESS CRITERIA: <ul style="list-style-type: none"> Behaviour and incident data will show enhanced regulation through a reduction in logged incidents (as measured by BehaviourWatch data and analysis of this data) Average progress in speaking & listening/communication will be higher than in previous 2 years (As measured by B-squared data) 					
TARGETS & DATES	PERSONNEL	ACTION	RESOURCES (inc PL, StoS, EAS/LA)	DESIRED IMPACT	MONITORING & EVIDENCE	PROGRESS: Limited / Satisfactory / Strong / Very good
Greater pupil emotional regulation through consistent application of the newly devised Functions of Behaviour Toolkit	RF/JA/ABea	Ongoing staff PL related to Functions of Behaviour toolkit	Teacher and whole staff meeting time Time prioritised for debriefs and for IBP review Granted funded HLTA time to support FoB application	Behaviour and incident data will show enhanced regulation through a reduction in logged incidents	Training records Debrief notes, IBP records Behaviourwatch entries and data	
Increased pupil sensory regulation through further expanding our expertise in OT related skills and establishing suitable links with new outside provider	LF/ABeg	Secure new, suitable, private OT to provide weekly input, support and QA (Autumn)	DHT time: source & select OT	Behaviour and incident data will show enhanced regulation through a reduction in logged incidents	OT contract	
Ensure pupils make greater communication progress through applying the newly devised Communication Pathways model	LF/ABid	Ongoing weekly QA and developmental support from private SaLT Ongoing staff PL related to Communication Pathways model Environments, communication approaches and systems to be reviewed and adapted based upon SaLT and Total Comm lead advice (Autumn/Spring) Regular observations to identify best practice and areas for development, to be acted upon promptly	Sensory lead HLTA grant-funded non-contact protected time Sensory lead HLTA grant-funded non-contact protected time DHT time to co-ordinate Teacher & whole staff meeting time Total Comm lead HLTA grant-funded non-contact protected time Total Comm lead HLTA grant-funded non-contact protected time	Average progress in speaking & listening/communication will be higher than in previous 2 years	FADEs summarising QA processes Sensory Action Plan updates Notes from meetings Training records FADEs summarising QA processes Total Comm Action Plan updates	

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ESTYN INSPECTION AREA 3: LEADING AND IMPROVING	SUCCESS CRITERIA:					
TARGETS & DATES	PERSONNEL	ACTION	RESOURCES (inc PL, StoS, EAS/LA)	DESIRED IMPACT	MONITORING & EVIDENCE	PROGRESS: Limited / Satisfactory / Strong / Very good
Enhance the aspect of AHT & TLR roles focusing on skills development and pupil progression across ages and sites	RD/WP	Ensure additional half-day of non-contact time for AHTS in 2025-26	Additional non-contact time, covered by HLTAs	AHT & TLR roles will be effectively refocused to prioritise higher rates of progress in key outcomes	PPA/teacher timetables	
	RD	Modelling and PL from HT	HT & AHT/TLR time		Training records	
Embed the new SLT and Admin team structures across new multi-site set up of school	LBr/CT/RH/VB	Standardised model for QA and feedback to teachers to be created, shared and moderated (Autumn)	Time for AHTs to create, teacher meeting time to present	Survey responses from staff and key stakeholders will report positive feedback regarding their support and offer	Training evidence, FADEs	
	RD/SLT	Protected HT time with each SLT member to ensure clarity on all roles (Autumn)	HT & SLT time		Meeting notes	
	AT	Opportunities for new School Business Manager to shadow SBMs in other similar and local schools	Protected time for SBM		Calendar evidence/ Correspondence	
	RD/AT	Recruitment to new receptionist role and adjustment of existing Grade 5 roles to new structure duties (Autumn)	Recruitment & induction protected time		Recruitment documents	
	RD/AT	Continual reflection upon new roles and surveying of stakeholders for views on their experience	Time to create and scrutinise surveys		Survey data	



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The outcomes of the 2024-25 SDP for Ysgol Bryn Derw are as follows:

5 out of 6 objectives fully met or exceeded, 1 objective only partially met. The partially area was the objective related to Understanding By Design – which is included again on this year’s SDP.

Appendix A:

Annual carousel of activities: -

	Environment walk	Planning	Teaching	Marking/ Folders	IEPs/ Reports	Progress data capture	Parent liaison	Surveys	Governor walks	Present to Governing Body/Consult staff
Sept-Oct HT	September TLR T&L area walk	September TLR/SLT audit			October TLR IEP progress scrutiny	Start of year Lit & Num challenging targets			Join Teacher meeting /Staff twilight	
Nov-Dec HT			November paired TLR/SLT Learning walk	December TLR scrutiny		Start of year TIS/Thrive baselines	November Parents' Evening ARs	New parents	Break/lunch & classroom environment walk	
Jan-Feb HT	January TLR T&L area walk	January TLR/SLT audit		Mid-year internal and external moderation	February TLR IEP progress scrutiny	Mid-year Lit & Num	ARs	Pupils Prof partners	Folder, 1PP etc scrutiny /discussion	Mid-year attendance data Mid-year SDP progress report December - Mid-year staff SDP discussion
Feb-April HT			March Buddy/Triad team teaching	March TLR scrutiny		Mid-year TIS/Thrive	ARs	Parents	Break/lunch & classroom environment walk	Mid-year academic data
April-May HT	April TLR T&L area walk	April/May TLR/SLT audit		EOY internal moderation	May TLR IEP progress scrutiny	EOY – Lit & Num EOY AQA accreditation	ARs	Staff	Folder, 1PP etc scrutiny /discussion	EOY IEP achievement data May - Mid-year staff SDP discussion
June-July HT			June paired TLR/SLT Learning walk	June TLR scrutiny EOY external moderation	SLT EOY reports scrutiny	EOY – ASD EOY – TIS/Thrive	July parents' Evening		Joint SDP/SER review and new year planning	EOY data – academic, attendance SDP achievement and SER judgements



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Appendix B:
3 Year Objectives: -

Key Priority	2026-7	2027-28 (to be added mid-2025-6)
IA1 – Teaching and learning	Embedding of enhanced independence skills through Froebel approach	
IA2 - Well-being, care, support and guidance	Pupils' emotional regulation, sensory regulation and communication are consistently higher than previous years through embedding of toolkits/approaches	First groups of KS2 Caerleon pupils successfully transition to Secondary Melfort Road site
IA3 - Leading and improving	Ensuring the AHT and TLR roles are consistently focused upon progress and skills development in an embedded way	



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Appendix C:

Progress judgements: -

	Addressing the recommendation	Aspects still requiring attention	Impact on standards and / or quality of provision	Work required on the next monitoring visit
Limited progress	Does not meet the recommendation	All or many important aspects still awaiting attention	No impact on standards and/or quality of provision (e.g. standards have declined since core inspection in key indicators)	Much work still to do and many aspects still to consider
Satisfactory progress	Addresses the recommendation in many respects	A few important aspects still require significant attention	Limited impact on standards and/or quality of provision	Many aspects addressed but still significant work to do in important areas
Strong progress	Addresses the recommendation in most respects	Only minor aspects still require attention	Positive impact on standards and / or quality of provision	Most aspects covered already with little significant work left to do
Very good progress	Addresses the recommendation in all aspects	No aspects require further attention	Very good impact on quality of provision	School to maintain and build on improved practice

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Appendix D:

Staff Structure September 2025:

