

The Curriculum at Ysgol Ty Coch

Foundation Phase

Philosophy

Ysgol Ty Coch's philosophy is that children will have the opportunity to learn through experiential, investigative and directed play activities. For our children it is important to achieve a balance between self exploration and teacher intervention, in order to appropriately challenge pupils enabling them to reach their full potential. We believe that children are at the centre of our teaching, and that each child's achievements should be celebrated.

Aims

- To promote the child's early language and communication skills.
- To promote the child's emotional development.
- To promote the child's cultural development.
- To promote the child's intellectual development.
- To promote the child's social development.
- To promote the child's physical development.
- To provide a stimulating environment which encourages children to explore and learn.

Our main objectives

- To provide children with a secure, happy caring environment taking into account their specific needs.
- To enable children to communicate effectively, using augmentative forms of communication as appropriate.
- To work closely with other agencies in order to provide a multi- disciplinary approach.
- To develop children's language and reasoning skills
- To encourage learning through direct experiences and problem solving.
- To provide opportunities for children to direct their own learning and make choices.
- To develop children understands of symbolic representation, reading and writing.
- To encourage children's creativity and exploration.
- To develop each individual child's self esteem, confidence and sense of achievement.
- To provide opportunities to learn and experience aspects of the Welsh culture, and that of other cultures.
- To enable children to cope with fears, anxieties and difficult experiences.
- To develop good home/school links with parents and carers.

Parent Involvement

Parent involvement and support is seen as a valuable contribution in order to ensure a consistent approach to pupil learning. This is achieved by regular meeting with parents, annual reviews, invites to special assemblies, celebrations parent coffee mornings, parents early years group and other events throughout the year. A home/ school book and school newsletter are produced in order to inform parents of past and future events and pupil achievements. A copy of each child's updated IEP is shared with parents, and parental input is an essential element of the child's development at school.

Curriculum

The curriculum is differentiated to ensure access for all pupils. The school highlights the need to reflect the individual priority needs for the pupils as identified in their statement of Special Educational needs and Annual Review. Key experiences are planned through termly topics that provide broad and balanced, exciting and relevant curriculum. Due to the nature of our children a strong emphasis is placed upon language, communication and conceptual development delivered through play activities.

The curriculum is delivered through a structured framework which incorporates long, medium and short term planning ensuring continuity and progression throughout the phase. A familiar daily routine and consistent approach to managing learning and behaviour is an integral part of the delivery of the curriculum in our school. The local environment and regular visits into the community are valued and integrated into the planning of each termly topic. Visitors from the community are regularly invited into the school.

Key Stage 2 curriculum at Ysgol Ty Coch

Aims

- To promote the pupil's skills of language, literacy and communication.
- To promote the numeracy skills of each pupil including developing their problem solving skills.
- To promote the scientific and investigative skills of each pupil.
- To promote historical enquiry and investigation skills for each pupil.
- To promote geographical enquiry and investigation skills for each pupil.
- To promote religious and cultural development for each pupil.
- To promote physical development for each pupil .
- To promote personal and social development for each pupil.
- To promote creative skills, artistic skills and designing skills for each pupil.
- To promote Information Communication Technology (ICT) skills for each pupil.
- To provide a caring, stimulating environment where each child can explore, learn and develop their existing skills.

Our Main Objective

- To provide pupils with a calm, friendly, caring environment taking into account their specific needs.
- To develop pupil's communication, literacy and numerical skills so that they can apply their knowledge to a range of situations.
- To work closely with other agencies to provide a multi disciplinary approach to the pupil's education.
- To provide opportunities to direct their own learning and make choices.
- To give each child the opportunity to access the Key Stage 2 National Curriculum at their appropriate level.
- To develop each pupil's self esteem, confidence and sense of achievement.
- To enable each pupil's social and emotional development.
- To develop good home school links and relationships with parents/ carers.
- To promote the language and culture of Wales.

Parental Involvement

Parents are always welcome in the school. Each child has a home school book for sharing information. We endeavour to invite parents to visit through the school year, for example coffee mornings, fun days, sports days and concerts. We have a celebration assembly at the end of Year 6 to present the children with their primary school Records of Achievement. It is a joyous event which parents are invited to attend. We also meet parents at Annual Reviews. We are available to speak to parents at the end of the day for queries or a chat.

Curriculum

Key Stage 2 children have full access to the Key Stage 2 National Curriculum which is adapted to their needs. They have access to the thirteen Curriculum subjects and most of these are taught practically using practical apparatus and role play.

We have a two year rolling programme to ensure coverage of the required curriculum, incorporating our school schemes of work. We adopt a thematic approach, teaching through termly topics. The learning experience is extended through visitors to school, such as the theatre companies. It is also extended through trips relating to the current topic.

Recently we have undergone a reorganisation of the upper Key Stage 2 classes- class 3 and 4. We have joined together following the same timetable and planning. The children have been placed into three working groups for Maths, English and Topic work. The aims and objectives of this grouping system is that each child is given the opportunity to access the curriculum at the appropriate level. The curriculum is delivered through a structured framework which incorporates long, medium and short term planning, which ensures long term progression throughout the Key Stage. There is an emphasis on skills and a cross curricular approach to learning. Pupils are encouraged to become independent thinkers. Some children learn through a more sensory approach and will access the light/dark rooms and hydrotherapy.

Extra Curricular

The children have the advantage of extra curricular activities. On Tuesday morning, Andy the "Music Man" visits to work with children. Some children, where necessary, work with speech therapists and physiotherapists. In addition, some children access the hydrotherapy pool while others access the local swimming pool. On Thursdays some children go horseriding in Bridgend.

Key Stage 3 curriculum at Ysgol Ty Coch

Aims

- To promote the pupil's language and communication skills.
- To promote the pupil's numeracy skills.
- To promote the pupil's scientific skills.
- To promote the pupil's historical and geographical skills.
- To promote the pupil's sporting and mobility skills.
- To promote the pupil's personal and social skills.
- To promote the pupil's problem solving and independent thought processes.

- To promote the pupil's religious and culture development.
- To promote the pupil's creative design and artistic skills.
- To promote the pupil's information and technological skills.
- To provide a stimulating environment that promotes learning and independence.

Our Main Objectives

- To give pupil's the opportunity to experience the secondary curriculum in the traditional setting - taught by teachers with a subject specialism.
- To continue to work with other agencies in order to provide a multi - disciplinary approach to the pupil's education.
- To provide opportunities for pupil's to develop their independent skills through an age appropriate environment.
- To encourage pupil's to begin to think about their future life beyond school.
- To build on pupil's communication, literacy and numeracy skills, ensuring that these are transferable across the curriculum.
- To give pupil's the opportunity to take part in team building activities by representing the school in sporting competitions and matches.
- To continue to develop pupil's mobility through physiotherapy.
- To continue to develop pupil's speech and language skills through the Speech and Language Therapy service.
- To build on the development of pupil's communication, adopting a method suitable for the individual pupil.
- To build on the development of pupil's numerical skills ensuring this is transferable to all areas of the curriculum and life skills.
- To build on pupil's scientific development incorporating their knowledge and understanding of the world and promoting independent investigation.

Parental Involvement

Parental involvement and support is considered an important and valued part of the education of pupil's in Ysgol Ty Coch. This is particularly the case towards the end of Key Stage 3 when parents work with a number of agencies as they start to plan the future for their child beyond school. Open evenings are offered at the school as a forum for agencies to gather and show parents what is available after their child leaves school.

Curriculum

The curriculum at Key Stage 3 aims to build on the skills taught in the Primary department. The school tries to offer pupils in Key Stage 3 a traditional secondary experience as pupils move around classes for subject specialist lessons. There is an emphasis on skills rather than the content of subjects and pupils are encouraged to transfer their skills and to think independently where possible.

Extra Curricular

Pupils in Key Stage 3 have the opportunity to go on residential trips. In the recent past these have been to Llangranog. Pupils have also represented the school in a residential week taking part in athletic competitions at Leckwith. Speech therapy and physiotherapy are available for pupils where necessary. Pupils get the opportunity to access outside facilities as they go swimming in Llantrisant leisure centre. The school

offers Fit Kids which is an after school social, activity club for pupils in Key Stage 3. Here the pupils take part in a variety of activities including nature walks, wall climbing, skating and swimming.

What Learning Pathways are.

'In generic terms Learning Pathways are the learning experiences of each individual 14-19 year old. They involve developing an entitlement for each learner. They include a balance of formal learning, wider choice, flexibility and a Learning Core 14-19, together with a unique blend of support to meet learners' needs.'

Learning Pathways Guidance 2006 section 1.0

The 14-19 Learning Pathways adopted at Ysgol Ty Coch:

- Suits the learners abilities, interests and learning style.
- Gives learners the opportunity to realise their potential.
- Aims to overcome barriers to learning.
- Gives them wider choice.

The following 14-19 Option Menu offered at the school highlights the **formal** learning which takes place within each domain structure (Appendix 1). It also highlights the **non formal** learning which takes place within the school under the domain structure.

Although the domain structure only applies to formal learning a number of subjects are taught via the Open College Network which carry credit points (1 credit is awarded for every 10 hours of learning time). Once these subjects are accredited by the Credit Qualifications Framework for Wales (CQFW), which is currently in its developmental stage, they will be recognised as formal learning activities.

All subjects and activities listed below contribute to the individual learners' Learning Core experiences:

Key Stage 4

| Option | Domain | Current Learning Element |
|--|---|--------------------------|
| Entry Level 1,2, 3 Maths WJEC & NOCN | A. Maths, Science and all aspects of Technology. Area 2.1 Mathematics. | Formal |
| Entry Level 1,2,3 Science | A. Maths, Science and all aspects of Technology Area 2.1 Science | Formal |
| Entry level 1,2,3 Art | D. Creative Arts, Media, Culture and Languages. Area 9.2 Crafts | Formal |
| Entry level 1,2, 3 English WJEC & NOCN | D. Creative Arts, Media, Culture and Languages. Area 12.Languages | Formal |
| City and Guilds Salon Services to be adopted in September 2008 in partnership with ISA Entry level 2 | C. Services to People Area 7 Retail and Commercial Enterprise | Formal |
| Working towards unit accreditation NVQ level 1 Hairdressing | C. Services to People Area 7 Retail and Commercial Enterprise | Formal |
| British Safety Council Health and Safety Entry level 3 | Humanities, Social Sciences and Preparation for Life/ Work. Area 14.2 Preparation for work | Formal |
| OCN ICT | A. Maths, Science and all aspects of Technology. Area 6.1 Information and Communication Technology | Non Formal |
| OCN Healthy Cooking | C. Services to people Area 7 Retail and Commercial Enterprise | Non Formal |
| OCN Hospitality | C. Services to people Area 7 Retail and Commercial Enterprise | Non Formal |
| OCN Horticulture | A. Maths, Science and all aspects of Technology. Area 3 Agriculture, Horticulture and Animal Care | Non Formal |

| | | |
|---|---|------------|
| OCN Preparing for work programme with ELITE | E. Humanities, Social Sciences and Preparation for Life/ Work Area 14 .1 Preparation for Life and Work | Non Formal |
| OCN Crime Prevention | E. Humanities, Social Sciences and Preparation for Life/ Work Area14 Preparation for life and work | Non Formal |
| OCN Car Maintenance | | Non Formal |
| Asdan Towards Independence | E. Humanities, Social Sciences and Preparation for Life/ Work Area 14 .1Preparation for Life and Work | Non Formal |
| Duke of Edinburgh Bronze award | | Non Formal |
| Young Enterprise | B. Business, Administration and Law Area 15.3 Business Management. | Non Formal |
| Swimming accreditation | C. Services to people Area 8.1 Sport, Leisure and Recreation. | Non Formal |
| Touch Trust | D Creative Arts, Culture and Languages. Area 9.1 Performing Arts | Non Formal |

Young Enterprise.

The school has been involved with the Young Enterprise programme for a number of years. Learners enjoy the entrepreneurial challenge which they roll out over a two year cycle. Currently the learners are running a 'Bag it' company where they make and print material shopping bags which can be used time and time again. These bags are sold for £2.00 each and to date the business is doing well and the message of recycling and sustainability are heavily endorsed.

In addition to the above, learners work on other entrepreneurial projects via their Pit Stop Café and their Horticultural project via the school allotment and garden. During the review it was evident that the learners were confident handling money during their session in the café and whilst selling plants to parents and staff during break time.

The local **Education Business Partnership** (EBP) also runs entrepreneurial activities which endorse key skills. Such activities include:

- Group Marketing Sessions
- School Visits
- Enterprise Activities

Elite Supported Employment Agency.

ELITE was established in 1994 and is one of a growing number of Supported Employment Agencies working within Wales. Their aim is to help adults with learning difficulties to access work and maintain paid employment in their areas. ELITE adult sector is currently funded by the Social Services of RCT, Bridgend, Merthyr, European Funds and The Department of Employment.

Since 2001 the agency has secured funding via the BBC Children in Need fund and this has enabled the agency to help young people with learning difficulties gain experiences of the world of work. Securing further funding in 2007 via the RCT 14-19 Network has enabled the agency to enhance their 14-19 provision and staffing capacity in order to serve the special schools within the borough of RCT.

Currently Elite are working on two work related initiatives in Ysgol Ty Coch.

A ten day induction session takes place in the school and a further 20 hour designated work placement with local employers.

ELITE accredit their six week programme by working with OCN Wales. Three stand alone units are accredited each with a credit value of three points

- a. Preparing for Work.
- b. Health and safety.
- c. Work experience.

Currently there are 7 learners (2 girls 5 boys) involved in the programme.

The British Safety Council Entry Level 3 award in Workplace Hazard Awareness will be considered for introduction into the curriculum in September 2008 and will in turn strengthen the work covered within the OCN accreditation.

Hands on work related experience with a professional gardener.

With the financial support of the Unlocking Potential funding stream the school in September 2006 contacted a local professional gardener to work with the learners develop the school allotment site based in Llantwit Fardre and the school gardens.

Such has been the success of this venture that learners have become engaged with this experiential learning and have shown a genuine interest in pursuing a career pathway in this vocational area. One boy has made the step of attending a Day Centre in Llwynypia once a week where he is able to further his interest in gardening and work with other members of the community. Two Key Stage 4 students have a work experience placement with the local community council every Wednesday morning and there is the possibility of work experience with two local gardening centres for two other students. All learners involved in the gardening project sell their plants and produce from the allotment. The aim is to establish the above as a viable market garden. One boy made the following remark about his gardening experiences:

"I enjoy the planting of the seeds and selling the plants to members of staff and the taxi drivers"

Matthew Byrnes

Le Pit Stop Cafe

Although confined by space the school has established a working café which has its own Business Plan. Learners from different classes in the school are invited to the café on a rotational basis to be served by the post 16 learners. Outside visitors to the school i.e. parents, governors are also welcome. Learners spend time preparing the food and then serve the guests accordingly. During the year the café receive produce from the school allotment site which can be used during their food preparation. All learners take their responsibilities very seriously and enjoy the challenge given to them on a weekly basis. Learners are awarded with an OCN accredited certificate at the end of the year.

The following remarks were made by the learners about their café experiences.

"Le Pit Stop is the café that will change your gears!"

Joshua Power

It is good! It helps to make us independent. It is chat to chat with my friends. It is nice for us to be altogether and to meet with other classes. I love the name it is fab!

Kimberly Castle

Establishing a fully functioning hairdressing salon in the school.

With the financial support of the Unlocking Potential funding stream and the 14-19 Network the school intend to open their own hairdressing salon. Learners interested in pursuing a hairdressing pathway will have the opportunity to be trained in the salon every Monday by an ISA trainer and go out on relevant work experience in the area. The aim of the venture is to give learners work related experience of working in a salon and interacting with customers from the surrounding community. The school also aims to contact L'Oreal in Llantrisant to support the venture with their own products.

Go Bananas!

A group of 7 Key Stage 5 students visit Bessemer Road Market, every Tuesday to purchase a selection of seasonal fruit which is sold to staff and to individual classes as part of the healthy schools initiative. This encourages independence and money handling skills for the students.

Community participation

The School Council has been established since 2004. Elected representatives from each phase sit on the council. They meet with the head teacher, one teaching member of staff and a learning support member of staff every half term.

Improving the environment of the school plays a prominent role in the agenda of the Eco Committee and again this committee has representatives from each phase of the school.

Raising Money for local and national charities also plays a prominent role in each learner's education, and during the last year the school has raised money for:

- Children in need
- Comic Relief
- Sport Relief
- RNLI
- Riding for the disabled

Skills essential for life and work are taught at the school with ELITE and the school curriculum playing an important role in giving learners the opportunity to master them.

Cultural/Sporting/ Aesthetic/ creative activities

Since the appointment of a Physical Education Specialist teacher and instructor the sporting activities and achievements of the school have gone from strength to strength. Learners are encouraged to participate in swimming, basketball, athletics, tennis competitions and all their achievements are regularly celebrated. Recent achievements are:

- WSAPLD Welsh Games held in Bangor and Cardiff
- Cardiff Blues coaching sessions
- Basketball Tournament
- Inter-school competitions- cricket, basketball, football, map reading.
- WSAPLD Swimming championship
- Football competitions
- Disability Sport Wales football tournament
- Coaching session with New Zealand Rugby Team
- Cardiff Blues open day session
- Tennis- Disability Wales
- Dolygaer

- Llangranog Outdoor Pursuits
- Five students are pursuing the Duke of Edinburgh silver award which will be completed in July 2008 after their expedition to Mid Wales.

Knowledge and understanding

There are several things to note within personal, social, sustainability and health matters. The school holds the Healthy school award and a member of staff sits on the local Healthy School Committee. Discrete PSE lessons are timetabled for all learners.

The Eco Garden project has also been a means of ensuring that learners see the importance of sustainability and the growing need to protect the planet. The school is working towards the Eco school status.

Every year the school plans a European Awareness Week. A Science Week and a Welsh Week which encompasses the school Eisteddfod. During Welsh week students are given an insight into Welsh culture through looking at the origins of place names, Welsh folk tales, and looking at Welsh life in general. Students are encouraged to use incidental Welsh whenever possible and staff to incorporate Welsh into displays.

Careers education / guidance.

All learners have access to a specialised Careers Adviser who interviews the learners on an annual basis. Learners also attend the Special Needs Careers Convention every year in Llantrisant.

Progress Files play a significant role in the individual learner's personal development. The school is an ESIS accredited centre for Progress Files and annual visits take place to ensure that the school administers the highest standards with regards to the Progress File. At the end of each Key Stage learners receive an updated personal Progress File which identifies their individual progress thus far. Leavers are presented with their files during a prestigious ceremony where parents, governors and local dignitaries are present to celebrate their achievements.

Skills

The development of Key Skills plays an important role within the 14-19 curriculum. Key Skills profiles are completed for every learner and staff are regularly updated with regards to key skills developments. Staff are also encouraged to identify key skills opportunities within their programmes of study.

Mapping element 1-3.

Following attendance at the ESIS Special Schools Development group the school has developed an individual mapping exercise which enables learners to identify their achievements within their individual pathway. Documented evidence will also be placed in the individuals Progress File.

Supporting each learner within the school is paramount to the ethos of the school and although there are no accredited learning coaches in the school each teacher and their support workers are aware of their role in helping learners to identify their goals and to develop an appropriate learning pathway.

Personal support is readily available to help learners develop solutions to personal, social, emotional and physical problems. Learners are continually referred on to more specialist professionals when the need arises. They are also aware of issues with regards to confidentiality and of child protection and community safety issues.

Careers Wales through their designated careers adviser provide learners with specialist information and advice on their career and learning options.

Equal Opportunities

All staff are committed to treating pupils as individuals, and with respect, regardless of disability, gender or race. Respect is shown towards each individual's cultural beliefs. We aim to promote multi-cultural awareness through play, visitors, celebrations and visits.

Special Educational Needs

We follow the recommendations of the SEN Code of Practice for Wales as outlined in the school's SEN policy. There is a multi-disciplinary approach to learning, and all staff and parents are made aware of each child's individual education plan.

All pupils are provided with access to a broad range of ICT experiences in order to enhance pupil's access of the curriculum in all areas. Equipment is adapted in order to ensure access for all pupils.

Curriculum Cymraeg

All pupils are given the opportunity to learn about their community and the Welsh culture through celebrations, visits, links with other schools. Welsh stories and songs and the use of incidental language is used throughout the school.