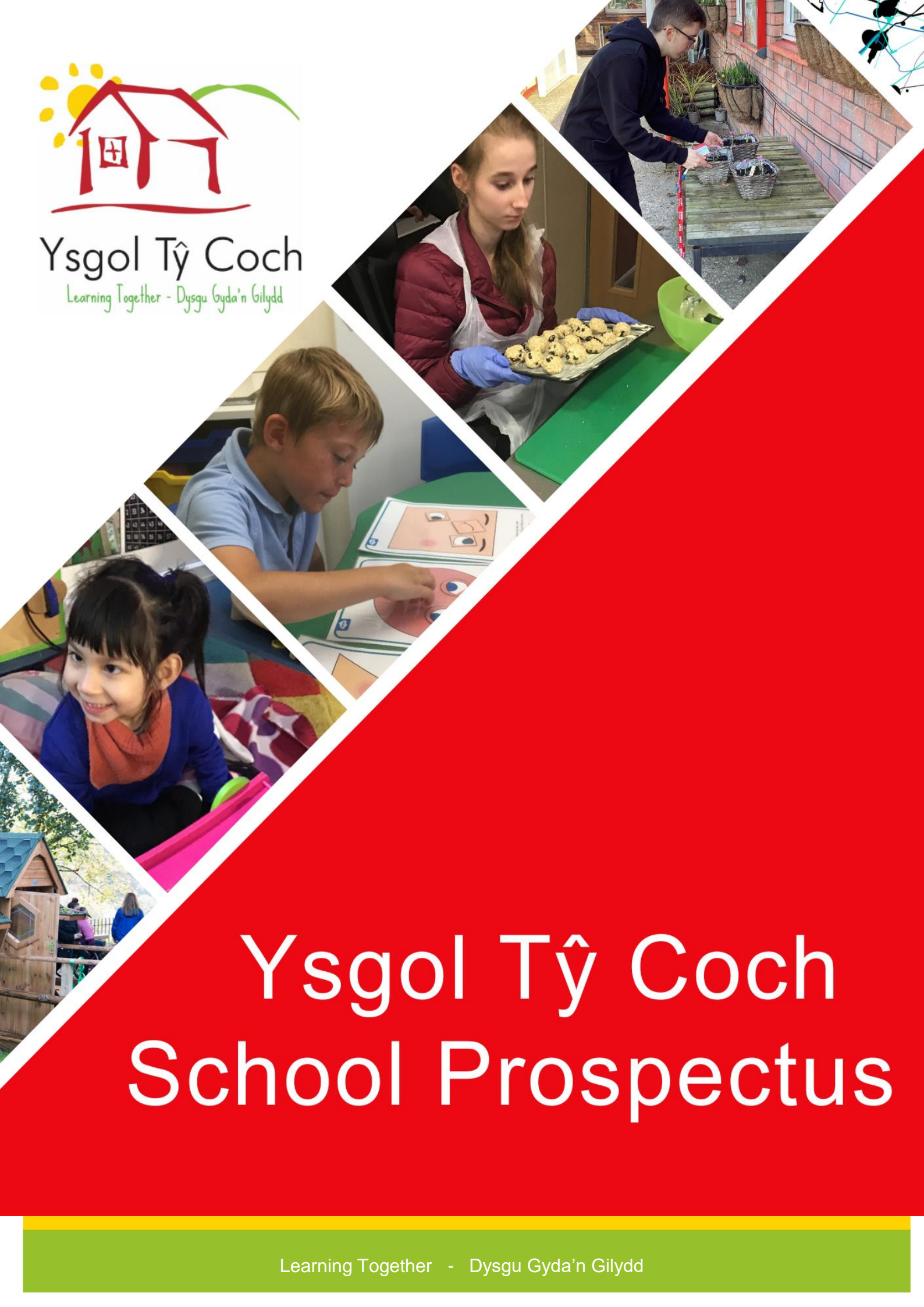




Ysgol Tŷ Coch

Learning Together - Dysgu Gyda'n Gilydd



Ysgol Tŷ Coch School Prospectus

Learning Together - Dysgu Gyda'n Gilydd

Ysgol Ty Coch Prospectus Prosbectws Ysgol Tŷ Coch

Welcome to Ysgol Tŷ Coch Special School Croeso i Ysgol Tŷ Coch

The information contained in this prospectus has been compiled on behalf of the Governing Body to assist parents to make an informed decision about sending their child to Ysgol Tŷ Coch Special School. If you have any questions, please ring the school office where every effort will be made to answer your query.

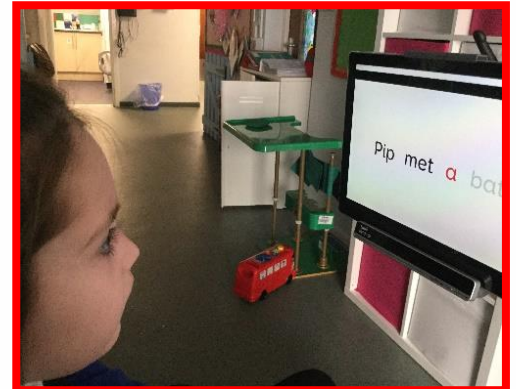
Visits, by prospective pupils and their parents/carers, are welcomed and will provide an opportunity to see the excellent facilities that the school has to offer including: well-maintained classrooms and associated accommodation, an attractive sensory garden, a hydrotherapy pool, sensory suite, therapy room, gymnasium, beauty salon, workshop, café, outside classrooms and allotments.

Ysgol Tŷ Coch

Ysgol Tŷ Coch is a day special school maintained by Rhondda Cynon Taf local authority.



The school provides education for pupils aged 3-19 with profound and multiple learning difficulties, autistic spectrum disorder and severe learning difficulties.



The school is based on three sites. The main school site is situated in Tonteg and provides education for primary and secondary aged pupils. Some of the sixth form pupils access a room in Coleg y Cymoedd for five days a week, where they experience college life, with school staff, helping the transition to Post 19 education. In September 2014, the school opened a satellite site at Buarth y Capel in Ynysybwl. This site provides specialist support for pupils aged 11-19 with autistic spectrum disorder.

Entry to Ysgol Tŷ Coch is decided by the Additional Learning Needs Panel, of the Education and Lifelong Learning Directorate of Rhondda Cynon Taf County Borough Council, which is based at Ty Trevithick in Abercynon (Tel: 01443 744000).

Headteacher - Mr Simon Wilson

Deputy Headteacher - Miss Sarah Jones (Based at Tonteg)

Deputy Headteacher - Mrs Julia Render (Based at Ynysybwl)

Chairperson schools governing body - Mrs Janice Stuckey

Vice Chairperson schools governing body - Councillor Lyndon Walker

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Staff at the school will be pleased to assist with any queries/questions relating to the content of this prospectus.

Ysgol Tŷ Coch
Lansdale Drive
Tonteg
Pontypridd
CF38 1PG
Telephone: 01443 203471
Email:
Admin@ysgoltycoch.rctcbc.cymru

Website: www.ysgoltycoch.co.uk

Ysgol Tŷ Coch - Buarth y Capel
Ynysybwl
Pontypridd
CF37 3PA
Telephone: 01443 791424
Email:
admin.buarthycapel@ysgoltycoch.rctcbc.cymru

Website: www.ysgoltycoch.co.uk

TES Schools Awards

The school was shortlisted for the TES awards in 2020 in two categories: Alternative Provision of the Year 2020 and Technology 2020.

This is an incredible achievement and we were the only school in Wales to be shortlisted for the awards.

The school was also shortlisted in 2019 for Alternative Provision of the Year.

Pearson Teaching Awards Headteacher of the Year 2020

We are thrilled to share that Mr David Jenkins, our headteacher won the Headteacher of the Year Award for Wales in 2020.

What parents have said about Ysgol Tŷ Coch

"Ysgol Tŷ Coch has made such a difference to..... Each day he comes home happy and is full of all the things he has been doing. His progress has been amazing."

"I didn't realize how different things could be until he started here and suddenly began to share all the things that he now enjoys doing at school."

"Ysgol Tŷ Coch has wonderful, caring staff who treat my child as if she is part of their family."

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School Inspection Report August 2017

Covering the most recent Inspection

Undertaken by Estyn between

12th – 15th June 2017

The following grades were awarded to the school by the Estyn Inspection Team

Inspection Judgment

Excellent
sector-leading practice

Good

Adequate

Unsatisfactory

Judgment Meaning

Many strengths, including significant examples of

Many strengths and no important areas
requiring significant improvement

Strengths outweigh areas for improvement

Important areas for improvement outweigh
strengths

The school's current performance is '**Excellent**'

The school's prospects for improvement is '**Excellent**'



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Rights Respecting Schools

Ysgol Ty Coch Special School is a Rights Respecting School. As a Rights Respecting School, we aim to embed children's human rights in our ethos and school culture. We base our practice on the principles of equality, dignity, respect, non-discrimination and participation. Working within these principles not only empowers our children and young people, but also leads to enhanced learning, improved standards and better relationships.

The United Nations Convention on the Rights of the Child (UNCRC) is the most complete statement of children's rights ever produced and is the most widely-ratified international human rights treaty in history.

There are 54 Articles in United Nations Convention for the Rights of the Child and these rights are embedded within the ethos and the culture of our school.

Ysgol Ty Coch is a Rights Aware (Silver Award) School and is currently undertaking UNICEF's Rights Respecting Schools Gold Award.

School Provisions/Ethos



The school is located on two sites. The original site, which is a brick built, single storey building opened in 1978 is situated in a residential area of Tonteg on the outskirts of Pontypridd approximately twelve miles north of Cardiff with good road links via the A470/M4/A473. In addition to this the sixth form access a room throughout the week at Coleg y Cymoedd, Nantgarw where they practise their skills which they will need when they leave school.

The Buarth y Capel site, opened in September 2014, is also a single story building which was completely refurbished to suit the needs of the students. It caters for pupils aged 11 – 19 with autistic spectrum disorder and is located in the village of Ynysybwl approximately six miles north of Pontypridd.

Both of these areas have strong local communities with which the school has close links. Both sites enjoy the benefits of beautiful grounds that are made full use of by students and staff.



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The school is an English medium school. All teaching/learning is conducted through the medium of English, however a number of staff are Welsh speakers, which encourages a language rich environment in the school.

Welsh is taught as part of the National Curriculum. Incidental Welsh is also used throughout the school, on a daily basis, in order to promote the learning/understanding of the language.

The staff at Ysgol Tŷ Coch Special School promote a sense of cultural identity in school through a holistic approach by learning Welsh songs, poems and rhymes, organising visits from Welsh speaking theatre groups, musicians and other performers as well as teaching pupils about the culture and traditions of Wales as part of the curriculum. Certain documentation, subject matters, home and community links, extra-curricular activities, links with other schools and organisations also reflect the school's approach to promoting the Welsh identity.

The school is proud of its success in this area and it has resulted in the pupils participating in the Welsh Special Olympics, the Welsh Heritage Awards and Riding for the Disabled.

Students are taught a wide and varied curriculum, enabling them to experience a range of skills, the emphasis being on life and vocational skills.

The facilities available to pupils that enable these experiences include a fully functioning kitchen, a hairdressing salon, a workshop, horticulture training, a café and car washing. The use of literacy and numeracy for 'meaning in the community' is central to the curriculum with activities such as shopping for food and accessing local leisure facilities. In addition to this activities such as camp-craft, forest schools and the participation in the Duke of Edinburgh Award Scheme enable learners to develop their skills in different environments.

Learning regularly takes place in authentic learning contexts, where pupils apply the skills they have acquired to real life situations. The students gain accreditation and qualifications from their vocational studies.

In addition, students have access to state of the art ICT equipment, including iPads and iBoard screens which enable all students to access the technology. Some pupils communicate via Eye Gaze and E-Tran systems.

Students have access to a wide range of exercise equipment, appropriate to their needs and abilities, and are encouraged to participate in a range of sporting activities both during and after school hours. This includes participation in tournaments for those who want to join in.



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There is also fantastic multisensory provision on both sites enabling students to access sensory stories, atmospherics, music and sensory stimulation. There has been much investment recently into the site including new playgrounds which promotes sensory activities

There is partnering and inclusion between the two sites in a variety of areas such as participation in the Duke of Edinburgh Award Scheme and horticultural activities.



School Entry

Admission to the school is via the Local Authority (LA) (the Local Authority is the Admissions Authority). Children requiring a special school placement are placed on the Pupils Admission List. This list is considered by a multi-disciplinary panel organised by the LA to discuss the needs of each child and agree the most suitable placement.

If parents/carers decide that they wish their child to have a place at Ysgol Tŷ Coch Special School, then an application must be made to the LA, the LA will consider the request and, if it is felt to be appropriate, will make the necessary arrangements for the child to be admitted (depending on availability of places).

All pupils entering the school have a statement of Special Educational Needs or are in the process of obtaining the new Individual Development Plan. Since September 2022, due to the adherence to the new ALN Bill, all pupils will be moving to the new IDP on a rolling programme from 2022 through to 2023/2024.

For further information on statementing/admission to the school please contact the Access and Inclusion Division Email: A&IService@rctcbc.gov.uk / ALNAS@rctcbc.gov.uk

Tel: 01443 744333 / 01443 744344

Attendance Requirements

Parents are asked to ensure that their children attend school regularly. An explanatory letter must be forwarded or a telephone call must be made to the school **on the first day of any/all pupil absences**. As part of the school's strategy to improve attendance, the use of **PARENT MAIL** has been taken up. This is a data protected electronic communication system that allows parents to be contacted, via email and text, to enquire about pupil absences and to relay information on any emergencies, school closures or other situations that may affect attendance.



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Parents/carers are required to sign a form to agree to being contacted in this way. Parents/carers are strongly urged to support the school in promoting good attendance for the benefit of

the pupil.



Following a change to the Local Authority's Attendance Policy and in line with the Welsh Government's drive on improving pupils' attendance at school, it is no longer possible for requests for pupils to be taken on holidays during term time to be granted automatically.

In line with a new Welsh Government directive on pupils' attendance at school, the Headteacher only may authorise requests for pupils to be removed from school during term time for the purpose of going on a family holiday. This authorisation may be given if the request complies with the '**exceptional circumstances**' criteria as defined by the Welsh Government. Should parents/carers wish to take their child on holiday during term time then they are required to complete a **Holiday Notification Form**. These forms are available directly from school and via the schools website (www.ysgolytycoch.com).

The Welsh Government expects all children to achieve a minimum of 95% attendance every term. Please remember that any absence from school (even authorised absences such as medical appointments or illness) will count against your child's overall attendance percentage.

The Local Authority has to be notified as soon as any pupils' attendance falls below 86%. The school is also required to report any prolonged unauthorised absences.

Given below are the attendance levels for the last three academic terms.

Term	Authorised Absences	Unauthorised Absences	Total Attendance
Summer 2022	13.7%	0.1%	86.2%
Autumn 2022	14.1%	0.2%	85.7%
Spring 2023	13.3%	0.8%	85.9%

For full details on pupils attendance at school please refer to the schools Attendance Policy which is available on the schools website, or, to the Attendance and Wellbeing Service, Education and Lifelong Learning, RCTCBC, Ty Trevithick, Abercynon CF45 4UQ

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Tel: 01443 744298 Email: aws@rctcbc.gov.uk

Occasionally bad weather and the resultant conditions on roads have an obvious adverse effect on transport arrangements. At these times common sense must prevail, and parents/carers are asked to err on the side of caution/safety if there is any uncertainty as to whether or not to travel to school. Should there be a heavy snowfall during the school day, it may be necessary to arrange for the school transport provider to collect the children early. In such cases school staff will endeavour to make contact with parents/carers to inform them of this. Information will also be made available on the school website and via **Parentmail** (this is a texting service for which parents/carers need to register at school)

Pupils are expected to attend school at the following times each day

School Hours

Primary

Morning Session: 8.50am – 11.45am

Afternoon Session: 12.15pm – 2.50pm

Secondary

Morning Session: 8.50am – 12.30pm

Afternoon Session: 1.00pm – 2.50pm

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School Term and Holiday Dates

Academic Year 2023-2024

	Term Begins	Half Term Starts	Half Term Ends	Term Ends
Autumn 2023	Monday 4th Sept 2023	Monday 30th Oct 2023	Friday 3rd Nov 2023	Friday 22nd Dec 2023
Spring 2024	Monday 8th Jan 2024	Monday 12th Feb 2024	Friday 16th Feb 2024	Friday 22nd March 2024
Summer 2024	Monday 8th April 2024	Monday 27th May 2024	Friday 31st May 2024	Mon 22nd July 2024

Significant Dates:

The Welsh Assembly Government may decide to allocate additional INSET days, schools will be informed of these at the appropriate time. Parents will be made aware of these dates in due course

All schools will be closed on Monday 6th May 2024 for the May Day Bank Holiday

School will be closed on the following Bank Holidays

Christmas Day: 25th December 2023

Boxing Day: 26th December 2023

New Year's Day: 1st January 2024

Good Friday: 29th March 2024

Easter Monday: 1st April 2024

May Day Bank Holiday: 6th May 2024

Spring Bank Holiday: 27th May 2024

The school will be closed to pupils for Inset on the following days

- Monday 4th September 2023
- Tuesday 5th September 2023
- Wednesday 6th September 2023
 - Friday 9th February 2024
 - Monday 3rd June 2024
 - Monday 22nd July 2024

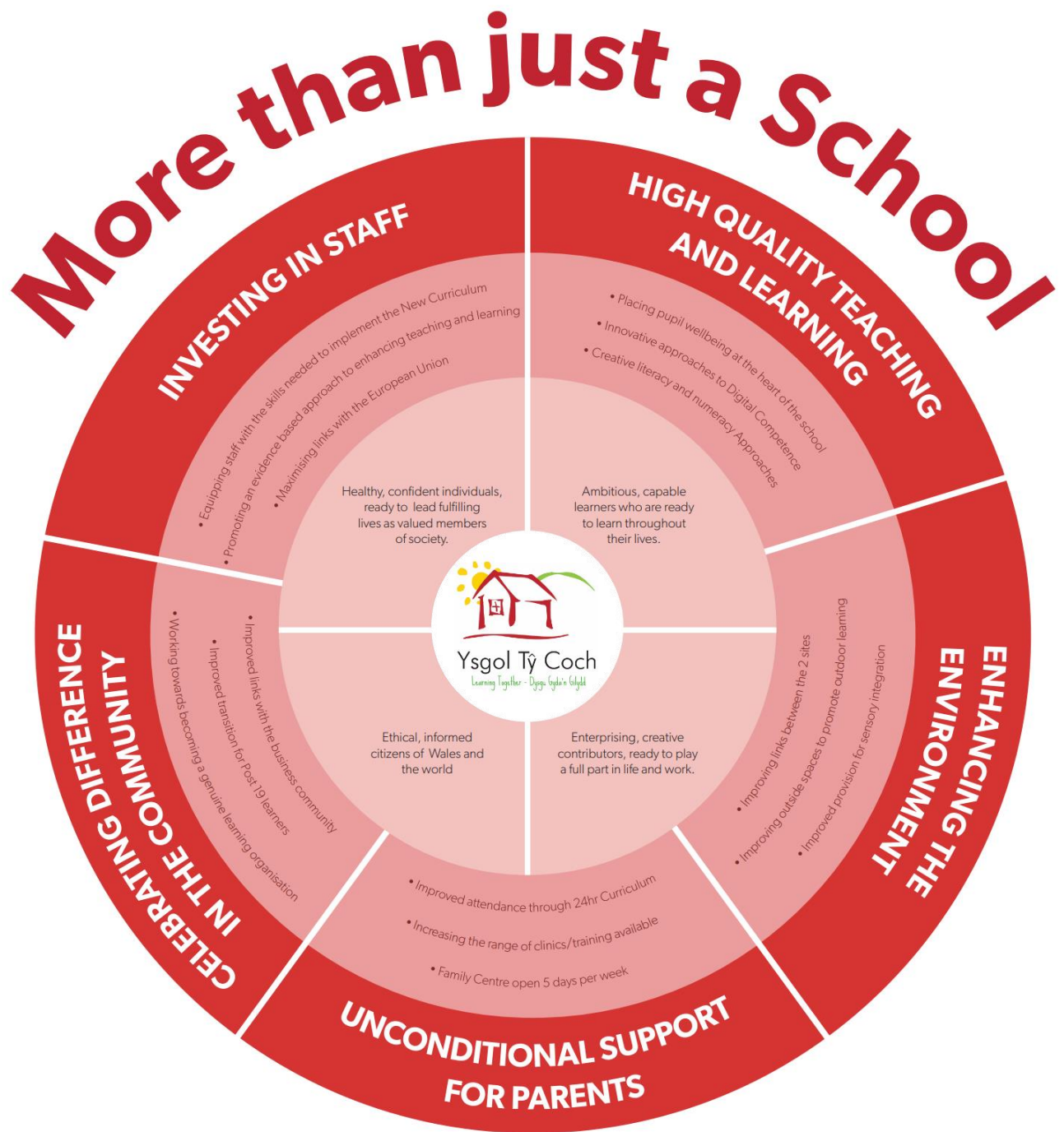
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Mission Statement

Ysgol Ty Coch Special School is a Rights Respecting School. As a Rights Respecting School, we aim to embed children's human rights in our ethos and school culture. We base our practice on the principles of equality, dignity, respect, non-discrimination and participation. Working within these principles not only empowers our children and young people, but also leads to enhanced learning, improved standards and better relationships.

The United Nations Convention on the Rights of the Child (UNCRC) is the most complete statement of children's rights ever produced and is the most widely-ratified international human rights treaty in history.

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Respect **I**ntegrity
Expectation **P**assionate
Challenge **E**njoyment

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To provide a safe, caring and stimulating environment for all pupils, challenging them to achieve their maximum potential through equal access to an appropriate and relevant curriculum. The school's vision is implemented through "More than just a school." This vision is realised through five areas including high quality teaching and learning, investing in staff, celebrating difference in the community, enhancing the environment and unconditional support for parents.

High Quality Teaching and Learning

Our commitment to this mission means that we strive to:

- Aspire to Excellence in everything we do!
- Provide a broad, appropriate and stimulating curriculum, which includes:
 1. the Curriculum for Wales
 2. Experiential curriculum which involves continuous and enhanced provision
 3. Sensory Curriculum, challenging each child and enabling them to succeed.
 4. the Physical Curriculum e.g. Move
 5. Forest Schools
 6. being an International School
- Be at the forefront of Education/ALN in UK and in doing so, promote the School as a recognised Centre of Excellence on a local, regional, national, and international scale
- Work to ensure our pupils are safeguarded against harm
- All learners to leave school with recognised qualifications
- Learners of school leaving age access experiences and work with different agencies to prepare them for the next stage when they leave school.

Investing in staff

Our commitment to this mission means that we strive to:

- Recognise that our staff team is the school's prior resource and that valuing, supporting and developing staff is central to our pupil's achievements

'Learning Together'



'RECIPE' for Excellence

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Ysgol Tŷ Coch Special School Pupils Charter

Please note that everyone at Ysgol Tŷ Coch Special School works to ensure that all students are safeguarded from harm.

These are things that the pupils of Ysgol Tŷ Coch would like everyone to observe when they meet them: -

1. Please treat us with respect and courtesy, respecting our decisions and respecting our privacy.
2. We may not hear or see you; approach us from the front and touch me gently on the hand.
3. Please introduce yourself to us and use appropriate language and /or signings
5. Please treat us as though we understand, speaking to us and not about us.
7. Please give us time to indicate our answers or make a choice, allowing us time for ourselves if we need it.
8. Please let us know what we are going to do so we can prepare ourselves and don't move us without telling us.
9. Our lessons are important so please don't remove us from class unless it has been arranged.
10. Please don't remove us at mealtimes until we have finished.



Equal Opportunities

Ysgol Ty Coch aims to recognise the diversity within our school and the community. We reflect this diversity in our resources, our approach to our school curriculum and to each student's individual programme.

We aim to look at our own attitudes and practices in relation to race, gender, religion, class and disability to define and any inequalities.

We also aim to value and draw upon the social, linguistic and cultural experiences, which the students' bring to the school.

Being a special school for students with severe and complex learning difficulties involves working alongside other professionals, therapists, parents, teachers, support staff and other schools and colleges. We aim to understand and meet appropriately the particular needs of all the students, being fully aware of their ethnic, culture, linguistic and historical backgrounds.

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All pupils with a disability have equal access: please refer to the Schools Equal Opportunities Policy. A copy of this policy may be obtained from the school (for a small fee to cover the cost of copying) or via the schools website.

All staff are committed to treating pupils as individuals with respect, including all pupils who have protected characteristics as identified in Equalities Act (2010). i.e. race and ethnicity; gender; religion and belief; sexual orientation and disability. Tolerance is taught through the curriculum and showing respect to each individual's cultural beliefs. We aim to promote multi-cultural awareness through incorporating it into the curriculum, play, visitors, celebrations and visits.

Arrangements for Pupils with Disabilities

The school is mindful of the requirements of the Disability Discrimination Act (DDA) 1995 and The Special Needs and Disability Act (SENDA) 2005 in drawing up the School Development Plan and in respect of the day to day operation of the whole site. The school is committed to ensuring that all pupils are able to participate in the school curriculum and (where they desire) in activities such as after school clubs, leisure/sporting events and educational visits.



All aspects of accessibility, including access to written information are included in the planning process.

The Authority has in place an Accessibility Strategy. An audit of the school site has been undertaken to identify any potential barriers and improve the access to the school.

Being a special needs school, the building was constructed to accommodate pupils who require the use of mobility and other aids to participate in school life. If/when necessary the governing body arranges for adaptations to provisions to meet the needs of learners, as circumstances change and such needs arise. There is a specialist Closomat toilet in the Tonteg building.

All staff are committed to treating pupils as individuals, all pupils with a disability are afforded the same opportunities as other pupils, with staff making adaptations to provisions appropriate to the

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needs of the individual. We aim to understand and meet appropriately the particular needs of all the students.

“The experiences offered at Ysgol Tŷ Coch are so much more appropriate for my daughter. She is learning all sorts of new skills and is gaining confidence all the time.”

Safeguarding

1. At Ysgol Tŷ Coch Special School we promote the protection and welfare of all our children and consider this to be of paramount importance.
2. We have designated child protection officers who offer advice and guidance to all staff in respect of safeguarding matters. These are;
Mr Simon Wilson – Headteacher, Miss Sarah Jones- Deputy Headteacher and Mrs Karen Murphy based at Tonteg.
Mrs Julia Render, – Deputy Headteacher based in Ynysybwl/ Tonteg and Mr Sean Gilbertson based in Ynysybwl and Tonteg
In addition to this Mrs Ashlie Holland and Mr Christopher Myhill are trained in L3 Safeguarding and act as safeguarding lead when the Sixth form pupils are using the Nantgarw college provision.
3. The governor(s) with responsibility for child protection are Mrs. Janice Stuckey and Councillor Lyndon Walker. They ensure that the school's Safeguarding Policy is in place and that it complies with the appropriate legislation regarding child protection issues. School staff must follow the procedures as given in the Welsh Government website and app 'safeguarding.wales' if they believe that children are in any sort of danger, have been harmed or are in danger of being harmed by someone.
4. If staff believe a child to be in danger or has been harmed in any way it is their duty to report the matter to the safeguarding officer and/or the police, immediately. Staff must follow the safeguarding protocol as explained in the Safeguarding Policy. The safeguarding officer will comply with safeguarding protocols, seek and follow advice from the LA IAA / Mash team.
5. The safety of our children is the most important factor in this school. If there are any concerns regarding a child then they will be discussed with parents/carers and staff will work with them to resolve the matter.
6. It is possible, under certain circumstances that the school safeguarding officer must speak to the LA safeguarding team first, before parents/carers are consulted. This can be a difficult situation but we hope that you will understand our duty is to the child. We must put the child first.

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Celebrating Difference in the Community

Our commitment to this mission means that we strive to:

- Acknowledge and respect the individuality of each pupil where everyone is a valued member of the school community
- Celebrate ability rather than define disability

Enhancing the Environment

Our commitment to this mission means that we strive to:

- Maintain access for all pupils to high quality resources, communication systems and learning experiences
- Develop expertise within an attractive environment, including specialised provision, in order that individual needs can be met

Unconditional Support for Parents

Our commitment to this mission means that we strive to:

- Engage in honest collaboration and communication with all stakeholders
- Work with parents / carers as partners in their child's education and offer them professional support, information and guidance

Facilities Security

The premises are surrounded by a high, secure fence. The site is covered by CCTV cameras and security lighting. Entrance to the building is strictly controlled by keypad and fob entry systems. There is clear signage directing all visitors to report to reception on arrival.

Visitors access reception via an intercom entry system. A meet and greet system is in operation. All those visitors who will be remaining on site for any length of time are required to remain with a member of staff. The Site Supervisors monitors the movement of contractors on site to ensure compliance with health and safety requirements. In addition, this member of staff is responsible for ensuring that any defects to the building or other aspects of the site are reported to the Headteacher. Regular fire drills are undertaken.

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All visitors sign the visitors iPad, wear a visitor identification badge and are accompanied by a member of staff during their visit. On leaving, visitors again sign out of the iPad, return their badge and are waved off by a member of staff.

Any incidents of communicable disease are immediately reported to the appropriate authority. Pupil medication is administered by the school nurse.

Staff are trained in handling methods appropriate to the needs of the pupils. Staff are trained in Team Teach, Manual Handling, first aid and safeguarding.

The arrival and departure of pupil transport is closely monitored at the start and end of each school day by a member of staff designated for the purpose. The transport contractors are aware of, and comply with, the arrangements for the safe dropping off and collection of pupils. All contractors are provided by the Local Authority and have been cleared by the vetting and barring system.

School staff may be referred to the Authority's Occupational Health Service if they require assistance with health issues.

All staff (including agency staff) are cleared by the DBS system before they take up post. Volunteers are also required to undergo a check by the vetting and barring system before being allowed to give assistance.

All colleagues from other agencies (including contractors appointed by the Local Authority) are required to report to the reception desk on arrival at the school, make themselves known, sign the iPad and wear a visitors identification badge. They are required to return to the reception desk to 'sign out' on leaving the site. The Site Supervisor monitors the movement of any contractors. In most circumstances colleagues from other agencies will make appointments to come to school. Parental/carers permission has to be obtained for these colleagues to meet with pupils and their parents/carers, written permission is obtained in advance of the appointment.

All staff are aware of and abide by the content of the school's Health and Safety Policy. This policy is kept under review/updated by the Health and Safety Committee of the schools governing body; a copy is available from the school (with a small charge being made to cover the cost of photocopying) or via the school's website. The policy incorporates advice/guidance received from the Local Authority and changes to relevant legislation and is scrutinised by the full governing body following any updates.

All offsite activities are subject to a rigorous risk assessment in order to ensure the health and well-being of staff and learners. A record is kept of all accidents and injuries that occur on site with the relevant returns being made to the Local Authority. Risk assessments are also carried out prior to certain lessons being undertaken when it is felt to be appropriate to the materials being used.

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The Site Supervisor regularly tests fire alarms, monitors the PAT testing of equipment and the inspection of fire- fighting equipment.

School Council/Eco Committee

Pupil participation is about developing a culture in schools where all children and young people have a voice and have the opportunity to play an active role in decisions that affect their learning and well-being, as set out in Article 12 of the United Nations Convention on the Rights of the Child (UNCRC).

School council focuses on various tasks that will provide the best educational environment for all learners at Ty Coch. The main purpose of the school council is to provide an official channel for pupils to express their opinions, present their requirements and get a chance to make decisions regarding their education. The interaction between a representative group of learners, teachers, head teacher and Governors raises ideas and innovations that will improve aspects of school life and provide opportunities for all learners to take part in educational and social life.

Ysgol Ty Coch School Council is made up of one councillor and one deputy per Key Stage area and meets regularly with the Head teacher and Mrs Stuckey Chair of Governors.

Under the school's financial arrangements with the Local Authority the School Council are allocated a small budget which they manage themselves.

Improving the environment of the school plays a prominent role on the agenda of the Eco Committee. This committee also has representatives from each key stage of the school. The Eco Garden project has been a means of ensuring that learners see the importance of sustainability and the growing need to protect the planet. Ysgol Tŷ Coch currently holds the Platinum Green EcoFlag Award.

Internet/Social Networking

Technology has completely revolutionized education and it is important to embrace the exciting opportunities and advances it provides, while also understanding the associated risks. New technologies have become integral to the lives of children and young people in today's society, both within schools and in their lives outside school. The internet and other digital information and communications technologies are powerful tools, which open up new opportunities for everyone. These technologies can stimulate discussion, promote creativity and stimulate awareness of context to promote effective learning.

The LA has strict data protection regulations which must be adhered to. In line with these regulations please do not contact any school staff through social networking systems. All our internet traffic is controlled by Rhondda Cynon Taf County Borough Council's server, which blocks the misuse of the internet and provides security for the school.

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All users should have an entitlement to safe internet access at all times, therefore, the school will take all reasonable precautions to ensure online safety for all school users. Ysgol Ty Coch has a robust management system for Online Safety and a dedicated Online Safety Co-ordinator. The school has defined what it regards as acceptable/unacceptable use which can be found in the school's Online Safety Policy.

This policy applies to all members of the school community (including staff, learners, volunteers, parents and carers, visitors, community users) who have access to and are users of school digital systems, both in and out of the school. It also applies to the use of personal digital technology on the school site (where allowed). Our pupils are taught to be responsible internet users and to refrain from cyber bullying.

Should you have any concerns about your child's online safety you can contact the school.

Here are some links for further information and support for keeping children and young people safe online;

<https://swgfl.org.uk/online-safety/what-is-online-safety/>

<https://hwb.gov.wales/keeping-safe-online>

<https://www.thinkuknow.co.uk/parents/>

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

<https://www.childnet.com/>

Home School Agreements

If parents/carers decide that they wish their child to attend Ysgol Tŷ Coch Special School then, as a governing body, we would ask that they agree to abide by and uphold all the policies that are the foundation of our school.

We ask that all pupils are encouraged to and supported in attending school regularly and in following all the school rules including those on behaviour, equality and in showing respect for each other.

There is a formal Home to School pack in place; parents/carers are provided with a copy on their child's admission to school. The pack, which is available on the school's website, outlines:

- the Healthy Schools Initiative
- what the school will undertake to provide for pupils and parents/carers, namely the provision of education in a safe environment understanding that the child's education is a shared responsibility with parents/carers

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- what is expected of parents/carers, namely that they ensure that children attend school regularly, communicate with the school, attend reviews to keep abreast of their childrens' progress and needs and, support learning
- what is expected of pupils, namely that they try their best, are polite and helpful, talk to staff and complete homework on time

All parties are required to sign up to this agreement so that each knows what is expected of them and so that they have something to refer to if there are any questions as to who is responsible for each aspect of the provision.

School Behaviour- Promoting the Positive

We keep the rules to a minimum (please see the school policies on Positive Behaviour and Exclusions for full details).

- Pupils are encouraged to have respect and care for others both in the school and in the community at large.
- We aim to achieve this in the first instance by setting a clear example and having a consistent approach to any specific problems. We use a variety of approaches to solve conflict including Restorative Approaches which concentrates on building, maintaining and repairing relationships.
- Pupils who require specialised handling will have an agreed Positive Handling Plan drawn up and shared by all concerned. Staff are trained in Team Teach, training is regularly updated and followed, emphasis is on de-escalation, however there may be times when a pupil is supported in order to keep themselves and others safe. For further information please see the Positive Behaviour Policy and the schools Restrictive Physical Intervention Policy, both of which can be found on the website.
- Behaviour is communicating an unmet need so we try to find out what is causing the behaviour using different tools such as Functional Behavioural Analysis.

Personal Information and GDPR

The GDPR forms part of the data protection regime in the UK, together with the new Data Protection Act 2018 (DPA 2018). The main provisions of this apply, like GDPR, from 25 May 2018.

Ysgol Ty Coch Special School collects and uses personal information about staff, pupils, parents and other individuals who come in contact with the school. The information is gathered in order to enable the school to provide education and other associated functions. In addition, there may be a legal requirement to collect and use information to ensure the school complies with its statutory obligations.

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The school has a duty to inform individuals including parents and pupils of the information that it holds school collects information about pupils and their parents/guardians on the child's admission to school and for specific purposes during the school year.

The use and storage of personal/sensitive data in electronic/digital format is explained in the online safety policy. The use of data in electronic/digital form is bound by the 7 principles of the GDPR. (For more information see the GDPR policy on the website)

Individuals have certain rights of access to personal information held on these systems. These are outlined in our leaflet and privacy notice. A copy of this leaflet is given to every parent/carer or pupil on first admission to the school. Additional copies are available on request from the school or on the school website. The privacy notice is updated regularly on the school website.

Parental Contact

It is essential that staff are able to contact parents/carers throughout the day.

A landline number and/or a mobile telephone number is therefore required, as is a telephone number that may be used in the case of an emergency (for a relation or trusted adult) and (if appropriate) a works telephone number. In the case of a partnership, telephone numbers are required for both mother and father (or guardians/carers) along with a home email address.

Unfortunately, the school does not have the facilities to look after children who are unwell. Parents/carers are therefore asked to have consideration for the other pupils in school (some of whom have quite serious medical problems) and not send children to school if they are unwell. The decision to send a pupil home is taken by the Headteacher / SLT in consultation with the nurse.

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Uniforms

Over 95% responded positively and asked that the school has a uniform. This process of consultation is undertaken on a regular basis.

The pupils were involved in choosing colours and developing the badge for the uniform.

Parents/carers are encouraged to source the best value by purchasing clothing from any outlet they prefer. If this option is taken please ensure that the school colours are purchased.

Ysgol Ty Coch Uniform



Primary Uniform

Light blue polo
Royal blue jumper
Dark coloured
skirt/trousers

Secondary Uniform

White polo
Navy jumper
Dark coloured skirt/trousers



6th Form Uniform

White polo
Black jumper
Dark coloured
skirt/trousers

Buarth Y Capel

Uniform



White polo
Red jumper
Dark coloured
skirt/trousers

Please note that there is no legal requirement for pupils of primary school age to wear a school uniform; it is a matter of choice. However, it is compulsory for pupils of statutory secondary school age to wear a school uniform.

We ask that pupils are dressed comfortably especially in the case of pupils who require changing several times during the day. If there is a need to send in nappies and additional underwear the class teacher will arrange this with individual parents/carers.

Pupils going swimming or using the hydrotherapy pool will need to bring a swimsuit (or swimming nappies as appropriate) and towel for use during these sessions. Parents/carers will be notified of when the sessions will take place.

Jewellery

In the interest of health and safety (and in line with the school's policy on the wearing of jewellery/health and safety) we ask parents not to send pupils into school wearing jewellery.

Should parents not comply with this policy they must accept responsibility for any loss or injury caused by the wearing of jewellery.

Staff will insist that pupils remove any jewellery during all sporting/PE activities, food technology, design technology and any other activity/lessons where they feel that the wearing of the jewellery may pose a hazard.

If the jewellery cannot/will not be removed then the pupil will not be allowed to participate in the activity in the interest of their well-being and the health and safety of others.

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Mobile Phones/Ipods/Electronic Devices

Pupils are not allowed to use Mobile Phones or Personal Electronic Devices in school. Pupils are requested to leave any such devices/ phones in the office where they can be collected at the end of the school day.

Misuse of a mobile phone will result in the parent being called to the school to collect it from the office.

The exception to this rule is in respect of those pupils who have designated augmentative communication aids. In addition, pupils who go to college are allowed to have mobile phones on college days, although this a privilege which if misused may be revoked.

Charging and Remissions

The school has a policy on charging for activities. This policy is a legal requirement and covers charges made for any activities other than the provision of education as laid down by law. It can be found on the website.

The policy details the activities that may need to be funded by voluntary contributions. It also explains what a voluntary contribution is and the arrangements that may be made if these contributions cannot be met.

The reimbursement for lost or damaged school property is also covered along with the arrangements for the hire of school premises.

School Meals

Lunchtime meals are provided at a cost of £2.55 per day for Primary aged pupils, £2.80 per day for Secondary aged pupils. Pupils may bring a packed lunch if they/parents/carers so wish. Pupils are given a choice of hot meals or salad and a choice of dessert. We are a healthy eating school. Special dietary requirements are catered for.

The school holds the Healthy School Award (currently Level 3 and working towards Level 4) and a member of staff sits on the local Healthy School Committee.

Lunch money is to be paid online through the RCT website by BACs transfer. For further information please contact the school and the website.

For parents requiring information on whether they have an entitlement to free school meals for their children or how to obtain free school meals, or other benefits for pupils, should contact the

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Local Authority at Bronwydd House, Porth (Tel: 01443 680500). Should any parents/carers require any assistance in this matter or in completing the forms to apply for any entitlements, staff at the school will be happy to help. Please be assured that all such requests will be treated with complete discretion and in strict confidence.

Web Site

The school has a long-established website that gives parents and visitors access to all the information regarding the school and its achievements.

Please feel free to access the site (www.ysgoltycoch.co.uk) to learn about all aspects of the school, its curriculum, philosophy, achievements and awards.

Prospective parents may find this site helpful to peruse documents, see the activities our pupils take part in and develop an understanding of the whole school.

Hwb

This is an exciting further development for parents and pupils already at school. It is an interactive site that gives parents/carers a unique password that allows them access to their own child's class activities.

Parents/carers and pupils can also access homework, activities and games to assist pupils' progress, and to leave messages for staff at: <http://hwbplus.wales.gov.uk/schools/6747015>

All pupils will be given a Hwb email address and password. This can be used to access Microsoft 365.

Meeting Room

There is a comfortable meeting room in the school. This room can be booked for meetings relating to pupils/school matters.

Wellbeing and Families

Promoting wellbeing is central to the ethos of our school. We believe that we promote the growth of the whole child and that before excellent learning can take place, then their physical needs and emotional needs must be secured.

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Pastoral Care

The teacher is responsible for the welfare of the pupils in their class. Pastoral care is managed sensitively and in a timely manner. The Headteacher has overall responsibility. Discrete lessons in handling Health and Wellbeing are timetabled for all learners.

Trauma Informed School

The school is working towards becoming a Trauma Informed School. Some staff have achieved the diploma in Trauma Informed approaches and all staff have had training on the Trauma Informed School as part of the TIS training day.

Taith y Meddywl

If a child or young person is struggling their emotional wellbeing then the class teacher may refer them to Taith y Meddywl for an assessment. This is completed in-house and may involve an observation which will inform a programme to help the child/ young person. Further support may then be offered in the form of friendship sessions, ELSA sessions or time in Ty Hwyl which is a small class focussed on emotional wellbeing.

The Family Centre

The Family Centre which was opened in 2017 has been an incredible addition to our school. It is a welcoming, accepting space where parents/ carers can go to have support from school and link with other agencies.

We have a Family Liaison Officer who works closely with families for three days a week. She has developed a programme of workshops for families to engage with for behaviour etc. These workshops are often held in conjunction with other health professionals who offer clinics on continence, sleep etc.

The Family Centre is also used for Tots sessions and coffee afternoons. Our links with parents and families are so important, it is one of our main focusses of More than Just a School.

The Family Centre is a wonderful, confidential space which can also be booked for meetings

Health / Therapies and Working with Multi Agencies Therapy Support

Physiotherapy, Occupational Therapy and Speech and Language therapy are provided by health professionals. These therapies are available to pupils in line with their 'Statement of Educational Needs'.

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Physiotherapy

We have a physio on site for four days a week. They are supported by other physiotherapists throughout the week

Children are given either group or individual therapy depending upon their needs. Treatment can be given in the classroom with the full support of the school staff or in the special therapy room. Wherever possible the use of special equipment e.g. standing frames is integrated into the activities of the normal school day.

Occupational Therapy

We have an OT linked with the school. The OT works closely with the staff teams to develop OT programmes depending upon the children's needs. Through working closely with the OT and her recommendations, play equipment has been purchased which has helped pupils with their proprioception and vestibular needs.

Speech Therapy and Language

The school has two communication assistants provided by a service level agreement with The Speech Clinic. They work closely with classes to support speech and language holistically within the school and with individual pupils. In addition there is a core service from SALT. The speech therapist assists staff to develop speech and language skills to use when working with the pupils. The therapist may provide specific treatment or give more general advice. They are always available to see parents by appointment.

The therapists are based at the Royal Glamorgan Hospital and can be contacted there for parental advice on 01443 443443.

Multi Agencies

The school has an excellent relationship with its partner agencies and will frequently hold meetings between school, Disabled Children's Team (DCT) and Health to work together for what is best for the child/ young person.

Complaints

As a school we (the Headteacher, staff and governors) hope that most (if not all) concerns/complaints can be settled quickly, without the need to use a formal procedure. This may be achieved by first speaking to the relevant person at the school.

So, as a first step we ask that for issues relating to:

- A class situation - you speak to the class teacher.
- The school site - you speak to the Headteacher.

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- A member of staff - you speak to the Headteacher.
- The Headteacher - you speak to the Chairperson of the schools governing body – contact details given in the document.

If you are approaching us with a concern or complaint, for the first time, please allow us a chance to respond. If you are not happy with the response then you may make a formal complaint using the procedure described below.

If the response given in the first instance is not acceptable to the complainant then the matter is referred to the nominated complaints governor. If the second response is also felt to be unacceptable then the matter is considered by the Complaints Committee which comprises of three governors. This is the final avenue for consideration of the complaint.

The school has a Grievance and Complaints Policy which follows Welsh Government guidelines. A copy of this policy is available on request (subject to a small charge to cover photocopying costs) or may be accessed via the school's website (www.ysgoltycoch.com).

Medication

Many of our children need to have medication administered throughout the school day. This is undertaken in line with the guidance:

Access to Education and Support for Children and Young People with Medical Needs is implemented in the Healthcare Needs policy which is to be found on the school website and was written by Cwm Taf Health Board.

Medication to be administered in school must be discussed and agreed with the nurse in advance of the pupil starting school and/or at any time when new medication is prescribed.

As a safety precaution, all medication sent to school with pupils must be sent in the correct packaging accompanied by written instructions either from the parents/carers or from the prescribing doctor, with the correct form.

It is important that parents/carers contact the school immediately to inform staff of any changes to medication.

Please note the school has only one nurse, in the event of her being absent from duty pupils with complex medical needs may have to be kept at home until medical cover arrangements can be put in place.

Alternatively, parents may need to attend school at the appropriate times to administer the medication for the pupil.

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In the event of the nurse being absent every effort will be made to seek medical cover however, this is subject to the Local Health Group having an appropriate member of staff available.

School Nurse

Funding for the school nurse is provided by the Local Authority. She liaises with parents/carers to compile Care Plans if required. She oversees all the pupils' medication and health needs and organizes medical clinics in school for parents and pupils.

The school nurse is available to discuss any medical concerns parents may have about their children. Should any parent/carer require any assistance of this nature they should contact the school and staff will arrange a call back or appointment.

Medical Clinics

Medical clinics are held at our school throughout the year, where the paediatrician attends and holds clinics with parents and pupils. This is really positive as it is less disruptive to the child and less stressful as they don't need to go to the hospital.

Parental Involvement

Parental involvement and support is seen as a valuable contribution in order to ensure a consistent approach to pupil learning. This is achieved by regular meetings with parents/carers, annual reviews, invites to special assemblies and celebrations, parent coffee mornings, parents' early years group and other events throughout the year. Parents are always welcome in the school and we endeavour to invite parents to visit through the school year, for example coffee mornings, fun days, forest school events, sports days and concerts.

A home/school book/ Seesaw communication is completed daily to ensure an effective line of communication between home and school. A termly newsletter is produced in order to inform parents of events and pupil achievements. The learning journey is shown through digital learning platform of Seesaw where progression in the AOLE's is demonstrated through visual evidence including film. Individuals have their own learner journey, with work devised appropriate to their needs identified through assessment and this informs learner progression as part of the new IDP process. Pupils may also have written work which is in files or books which displays the progress which they have made.

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A copy of each child's current One Page Profile (OPP) is shared with parents; parental input is an essential element of the child's development at school. Home/school tasks are also encouraged to support children's learning.

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.

Staff are usually available to speak to parents at the end of the school day for a chat or to answer any queries.

Towards the end of Key Stage 3 parents and school work with a number of agencies, such as Careers Wales, 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 for pupils after they leave school.

Special Education Needs (SEN) and Additional Educational Needs (ALN)

The sector is undergoing a process of change and the Additional Learning Needs and Education Tribunal (Wales) Bill was passed by the National Assembly for Wales on 12 December 2017 becoming an Act on 24 January 2018 after receiving Royal Assent. It has created a legislative framework to improve the planning and delivery of additional learning provision, through a person-centred approach to identifying needs early, putting in place effective support and monitoring, and adapting interventions to ensure they deliver desired outcomes.

Children and young people with Special Educational Needs (SEN) will move from the SEN system where they had a statement, to the Additional Learning Needs (ALN) system between January 2022 and August 2024. From January 1st 2022, Individual Development Plans (IDPs) have begun to replace plans that currently support children with SEN.

Universal Provision at Ysgol Ty Coch

All pupils attending Ysgol Ty Coch enjoy the wide mixed menu of provision available. Pupils in different areas of the school population access a variety of strategies and support methods depending on the bespoke needs of the child. In this way learners will access areas of provision to best support them overcome their barriers to learning. This will be reflected in their Individual Development Plans (IDPs). We are in the transitional process of moving years N, R, Year 6, Year 10 and Year 11 from statements to IDPs and the remaining year groups will transfer next year.

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Our Universal Provision document is under construction and will be available on the website in due course.

The school follows the recommendations of the new ALN Code of Practice for Wales as outlined in the school's ALN(SEN) policy.

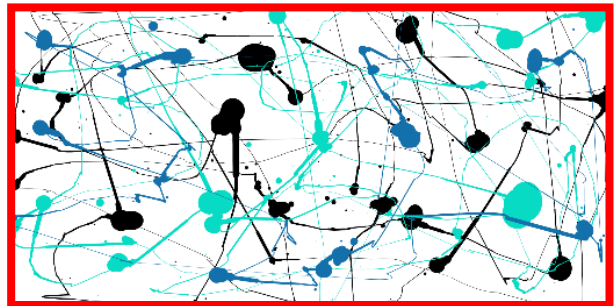
There is a multi- disciplinary approach to learning, and all staff and parents are made aware of each child's One Page Profile (OPP).

All pupils are provided with access to a broad range of ICT experiences in order to enhance their access to the curriculum in all areas.

Equipment is adapted in order to ensure access for all pupils.

Total Communication

As a school, we implement the total communication approach to support engagement and understanding. In order for each child to reach their potential, we work with each child in accordance with their own individual stage of development to help them to communicate their wants, needs and thoughts. We use a number of strategies, including: Intensive Interaction, PECS, Signalong, AAC (Alternative Augmentative Communication) in addition to using objects of reference. Pupils are encouraged to use their "voice" and to make choices regarding their learning. Staff may use Eye gaze software or the E Tran system to support choice making and understanding. Each child has a communication profile.



Strategies Used with Pupils who have Autistic Spectrum Disorder

Staff are skilled at using strategies which are suitable for children with autism. This would include visual timetables, TEACCH, "now and next" and "working for". In addition, staff are trained in Attention Autism and use it skilfully in their classes to engage the learners and promote independence. The AET (Autism Education Trust) framework is used to show progress within each skillset. There are ASD specific classes in the school and some children/ young people, where ASD is a secondary need, will find the other classes in the school more suitable.

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The Curriculum at Ysgol Tŷ Coch

Our Curriculum Journey

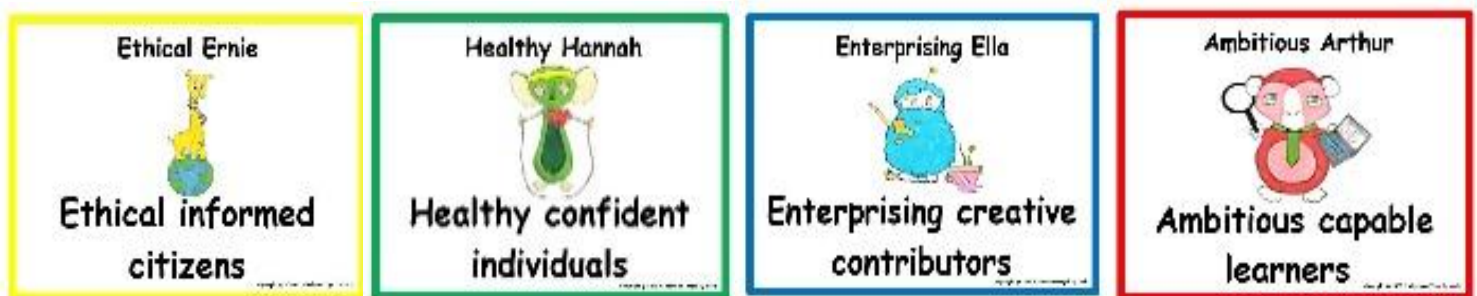
Our school vision for the curriculum is to establish a curriculum with our learners at the heart of it, focussing on progression and specialist teaching, encompassing the Curriculum for Wales and focussing on pedagogy “how teachers teach.”

It has been the product of a collaboration between pupils, staff, parents and multi-agency partners to achieve an evolving curriculum which is bespoke to the changing needs of our learners.

More information about the new Curriculum can be found on our website, under the Adoption of the New Curriculum statement. Recent workshops have been held for parents in Autumn 2022 as the new curriculum has become statutory and the school will continue to involve parents, pupils and stakeholders through regular information sessions. The curriculum is set in themes for learners 3-16 and each term information regarding each theme is shared with parents.

The Four Purposes

The curriculum meets the mandatory elements of the curriculum for Wales as the four purposes are central to all learning in the school. Through each lesson, learners are made aware of the four purposes, through child friendly characters which depict the four purposes. These were created by staff and pupils were engaged in developing the characters and being part of the process. The school curriculum is broad and balanced ensuring that all learners have planned opportunities and assessment activities across all the Areas of Learning.



The curriculum is relevant to all learners; with all pupils experiencing the Areas of Learning, to pupils developing the skills learned through experience and practising those skills, increasing in competence. The experiences and skills learned will ensure that pupils will develop knowledge, ensuring a greater understanding of the Area of Learning which has been taught. The school curriculum encompasses the statements of what matters, including the descriptions of learning and in each phase context booklets have been mapped against these statements to ensure coverage.

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The school vision of “More than Just as School” underpins all areas of school life and ensures a holistic approach to learning realising the importance and the value of all stakeholders.

The curriculum is a vehicle through which our vision is demonstrated.

The Curriculum consists of the 6 areas of Learning.

1. Language, Literacy and Communication
2. Mathematics and Numeracy
3. Science and Technology
4. Health and Wellbeing
5. Humanities
6. Expressive Arts

Where possible learning will take place across the Areas of Learning e.g. a lesson incorporating Expressive arts And Language, Literacy and Communication.

There are three cross curricular responsibilities of Literacy, Numeracy and Digital, which are taught across the curriculum and the Areas of Learning.

Cross Cutting Themes and Skills

The school ensures that the mandatory requirements for the curriculum including teaching Religion, Values and Ethics (RVE) and Relationships and Sexuality Education (RSE) are central to the curriculum at Ysgol Ty Coch, the cross curricular skills of literacy, numeracy and digital competence are throughout the curriculum and the cross cutting themes of Human Rights, Diversity, Careers and Work Related Experiences and Local, National and International Contexts are woven through the Area of Learning.

Relationships and Sexuality Education - (RSE) it is a statutory requirement and is a whole school approach, woven throughout the 4 purposes, enabling the development of emotional well-being, empathy and resilience, understanding their own rights and therefore helping them to understand themselves. It promotes them to take responsibility for their choices and form relationships, promoting respect and tolerance through understanding diversity.

RSE is taught in the context of a rights based approach to the curriculum (UNCRC). It is inclusive, developmentally appropriate and is communicated effectively with parents, offering them the opportunity to discuss and respond to the teaching and learning of RSE within the school. It is taught within a safe, supporting environment. RSE in the curriculum focusses on the RSE Code of 2021

- Relationships and Identity (the range of relationships humans have throughout their lives, identity can be shaped by our relationships, importance of human rights)

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- Sexual health and wellbeing (learning how living things grow, reproduce and have a life cycle, understanding of the human body, health issues and wellbeing)
- Empowerment safety and respect (rights to safety and protection, freedom from harm, where to seek help and support, how to support and advocate for rights)

The provision is age appropriate and tailored to the needs/capabilities of the pupils. The RSE coordinator runs workshops regarding RSE for parents to discuss any worries or if support is needed for their child with regard to RSE. If you have any concerns or worries, please speak to the Headteacher in the first instance.

At Ysgol Ty Coch we aim to teach our pupils how to make and manage a range of positive relationships with family, friends and members of their community. Importantly, we also make it a priority for pupils to know their own self-worth and have respect for themselves and each other.

Positive relationships are the basis of strong emotional and mental health and enable children to keep themselves happy and safe. Positive relationships are also essential to learning, progress and achievement; help children to develop social and emotional resilience and contribute to a happy, successful school. Importantly, as guided by the new curriculum, RSE will not be taught as a standalone subject, it will be embedded throughout the six AOEs.



Human Rights

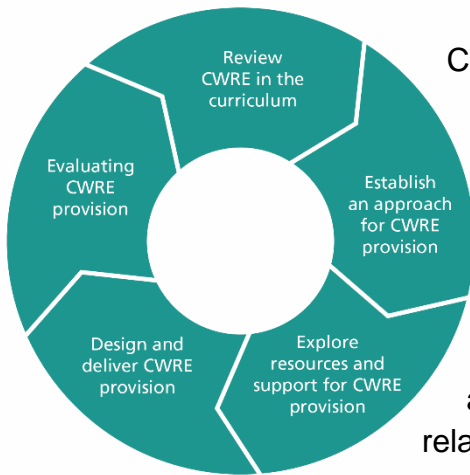
The Human Rights Act 1998 ensures that everyone's rights are safeguarded, everyone is entitled to human rights, children and young people have specific human rights under the United Nations convention on the Rights of the Child (UNCRC) and also the United Nations Convention on the Rights of Persons with Disabilities (UNCPRD), these rights are embedded into the school ethos and are central to everything which we do. Pupils are regularly reminded of their rights and given opportunity through Pupil Voice, their voice in the curriculum, to have an opportunity to speak and have their views heard and participate in decision making at all levels in the school. Rights is taught across the AOEs and opportunities for discussion is promoted. The teaching of Human Rights assists our young people in becoming ethically informed citizens of Wales and the World.

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Diversity

Pupils are taught about diversity in an holistic way, promoting empathy, respect and understanding of different choices and different points of view. The curriculum has been devised to ensure that there is representation of different groups in society e.g stories from across the world or music from different cultures. This enables learners to identify children and young people who may be similar to themselves and celebrating differences, giving a broader outlook and richer experiences and knowledge.

Careers and Work-Related Experiences



Careers and Work Related Experiences is woven through the curriculum from 3-16 and then further into the 16 plus curriculum at the school. It supports the four purposes and the skills which are acquired to achieve realisation of the four purposes are fully embedded within the CRWE aspect of the curriculum. Skills such as developing creativity and innovation, critical thinking and problem solving, personal effectiveness, planning and organisation are skills which are taught through the AOLES. These are developed through the curriculum are central to CWRE. Work related experiences including visits to school by different employers, career events and partnerships are embedded into the curriculum

Local, National and International Contexts

The local, national and international contexts provide key perspectives for learners and are of particular importance in supporting learners to realise the four purposes. They help learners make sense of the skills and knowledge they are developing by making connections with surroundings, experiences and events they may be more familiar with. They also introduce learners to less familiar contexts, broadening their horizons, engaging with perspectives different from their own and appreciating wider challenges and issues. These contexts also help them make sense of their relationship with their communities, their national identity and the wider world. In Ysgol Ty Coch, local, national and international contexts are interwoven throughout the curriculum, both thematically and contextually, and are enriched through authentic learning contexts. Learning takes place within the local area and links to local businesses, geography and history of the locality e.g the local chapel, Salem encourages the identity of the local area and how that has shaped the people in the locality. Pupils listen to Welsh stories, consider all the AOLES within the light of the rich history of Wales and have opportunities to find out more about the language and the people of their country. Pupils are then encouraged to explore beyond Wales and through the AOLES to find out about different cultures, language and societies.

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Religion, Values and Ethics

RVE is a key component of curriculum delivery. RVE is taught practically and experientially across the curriculum in all key stages. RVE is taught best when linking to specific religious celebrations and festivals. This enables pupils to connect meaningfully with the very abstract nature of RVE. The school calendar and associated 'mini-contexts for learning' identify religious and non-religious festivals and provide effective stimuli for teaching.

Teaching and Learning

Within the Areas of Learning, bespoke approaches for the individual child are used to enhance their learning. These may be specific ASD strategies such as TEACCH, Attention Autism, structure and routine, visual schedules or sensory approaches. Pupils needs are considered on an individual basis, with school working with parents to use a range of approaches to benefit the individual child or young person.

Philosophy in the Early Years and Primary

Ysgol Tŷ 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. Learning is planned for through the six Areas of Learning. Learning opportunities are given a practical emphasis and consider opportunities for the LNF.

Aims

- To promote the child's language literacy and communication skills, Welsh and multi lingualism through Language, Literacy and Communication but also through all the AOLE's as a cross curricular responsibility
- To promote the child's mathematical development through Maths and Numeracy but also through all the AOLE's as a cross curricular responsibility
- To promote the child's knowledge and understanding of the world through Science and Technology and Humanities with digital skills through all the AOLE's as a cross curricular responsibility
- To promote the child's creative development through Expressive Arts
- To promote the child's physical development through Health and Wellbeing and Physical Literacy
- To promote the child's personal and social development through Health and Wellbeing

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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 through enhanced and continuous provision.
- To develop children's understanding 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.

Children have full access to the spiral curriculum which has been differentiated to individual pupil needs which is taught in a variety of ways through practical work, role play, technology to name but a few.

A thematic approach to teaching and learning is adopted. The learning experience is extended through visitors to school such as musicians, governors, theatre groups and the local Community Police Officers. It is further extended through trips related to the current topics being taught.

All work is specifically tailored to the abilities of individual pupils and incorporates opportunities for pupils to practise skills and specific objectives in line with their OPPs.

The curriculum is delivered through a structured framework which incorporates long, medium- and short-term planning, which ensures long term progression throughout each phase. There is an emphasis on skills and a cross curricular, practical and applied approach to learning. Pupils are encouraged to become independent thinkers.

Some pupils learn through a sensory approach and will access light/dark rooms and the hydrotherapy pool.

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. Sessions in communication and body awareness also take place utilising outside providers such as the Relax

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Kids Programme. Areas of Learning such as Expressive Arts are promoted through visits by outside providers such as visiting theatre productions and musical providers.

The school highlights the need to reflect the individual priority needs for the pupils as identified in their IDP and Annual Review. Key experiences are planned through termly topics that provide a 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.

In the primary department and as the pupils move through the school there is an emphasis on practical learning opportunities that promote four purposes, skills, communication and independence.

Aims

- To promote the child's language literacy and communication skills, Welsh and multi lingualism through Language, Literacy and Communication but also through all the AOLE's as a cross curricular responsibility
- To promote the child's mathematical development and their problem-solving skills through Maths and Numeracy but also through all the AOLE's as a cross curricular responsibility
- To promote the child's scientific and investigative skills through Science and Technology with digital skills through all the AOLE's as a cross curricular responsibility
- To promote enquiry skills, religious and cultural development through Humanities
- To promote the child's creative development such as creative skills, skills such as artistic skills including performing and designing through Expressive Arts
- To promote the child's physical development through Health and Wellbeing and Physical Literacy
- To promote the child's personal and social development through Health and Wellbeing
- To provide a caring, stimulating environment where each child can explore, learn and develop their existing skills.

Main objectives

- To provide pupils with a calm, friendly, caring environment taking into account their specific individual needs
- To enable children to communicate effectively, using augmentative forms of communication as appropriate.

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- To develop pupils communication, literacy, numerical and digital skills so that they can apply their knowledge to a range of situations
- 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's understanding of symbolic representation, reading and writing.
- To encourage children's creativity and exploration.
- To promote empathy, respect and understanding of different choices and different points of view
- To understand about their own bodies and how to keep themselves safe
- To develop each individual child's self – esteem, confidence and sense of achievement. To promote the language and culture of Wales, opportunities to learn and experience aspects of multi linguilism, and promoting other cultures.
- To enable children to cope with fears, anxieties and difficult experiences with staff understanding Trauma Informed approaches.
- To develop good home/school links with parents and carers.

Extra-curricular

Pupils also have the advantage of extra-curricular activities including Multi Sports and Art Club.

Collective Worship

The school is not affiliated to any particular religious denomination. Ysgol Tŷ Coch Special School, as with all other special needs schools, is expected to deliver the RVE curriculum 'as far as is practicable'.

The school aims to develop pupils' knowledge and understanding of world faiths. Pupils are encouraged to reflect on what it means to have a faith and to develop their own spirituality and moral code. Pupils are offered the opportunity to learn life lessons from religion as well as learning about religion. Class acts of worship are held individual classes each day at a suitable time chosen by the class.

Assemblies

Assemblies are held in the school hall for Primary and Secondary pupils each week. They follow themes and also special days e.g. Anti-bullying week, safer internet day.

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Welsh Language And Multi Lingualism

The school follows the Curriculum for Wales (NC) providing the opportunity for all pupils to receive a planned and progressive Welsh and multi-lingual programme with cross-curricular links at the Foundation Phase through to Key Stage Four.

It enables each pupil to undertake a variety of activities with a large element of enjoyment and fulfilment and develop their understanding of multi languages, promotion its use both in and out of the classroom.

We celebrate the English, Welsh and multi-lingual achievements of all pupils, no matter what their age/stage of development. The school encourages the development of an understanding of different languages of the world e.g greetings and simple phrases and to develop understanding and tolerance of people's differences and similarities.

Pupils are taught Welsh as a second language and incidental Welsh is taught throughout the school. Incidental Welsh is used by way of making requests and giving answers to everyday activities such as asking the time, the labelling of items around the school, ensuring that signs are also shown in Welsh (as well as English). This strategy is conducted throughout the school, on a daily basis, in order to promote the learning/understanding of the language.

Pupils are taught bilingualism, involving the Welsh language and Modern Foreign Languages, in addition to a whole word sign supported system of Signalong based on British Sign Language which is used throughout the school.

Staff deliver a broad and balanced Welsh and bi-lingual programme which enables each pupil to undertake a variety of activities with a large element of enjoyment. This is achieved by learning Welsh songs, poems and rhymes, visits from Welsh speaking theatre groups, musicians and other performers. In addition, pupils are taught about the culture and traditions of Wales as part of the curriculum.

The school champions the Welsh language through Criw Cymraeg, these are identified pupils who promote Welsh language in the school. Learning sessions take full account of individual learning styles and can be delivered in the form of practical, academic and/or sensory learning activities. Pupil voice is of the utmost importance to us and all learners where possible are involved in plans for their own future learning when and where appropriate.

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Secondary Curriculum

Aims

- To promote the language literacy and communication skills, Welsh and multi lingualism through Language, Literacy and Communication but also through all the AOLE's as a cross curricular responsibility
- To promote mathematical development and their problem solving skills through Maths and Numeracy but also through all the AOLE's as a cross curricular responsibility
- To promote scientific and investigative skills through Science and Technology with digital skills through all the AOLE's as a cross curricular responsibility
- To promote enquiry skills, religious and cultural development through Humanities
- To promote creative development such as creative skills, performing and designing through Expressive Arts
- To promote physical development through Health and Wellbeing and Physical Literacy
- To promote personal and social development through Health and Wellbeing
- To provide a stimulating environment that promotes problem solving, learning and independence, applying their skills which they have used across the AOLEs and the cross-cutting themes.

Main objectives

- To enable pupils to communicate effectively, using augmentative forms of communication as appropriate.
- To continue to work with other agencies in order to provide a multi-disciplinary approach to education
- To provide opportunities to develop independence skills through an age appropriate environment
- To use their "voice" to make choices about their learning which will lead to thinking about their future life beyond school,
- To build on communication, literacy, numeracy and digital skills ensuring that these are transferable across the curriculum
- To work closely with other agencies in order to provide a multi- disciplinary approach.
- To develop pupils language and reasoning skills
- To encourage learning through direct experiences and problem solving.
- To develop pupils reading and writing.
- To encourage creativity and exploration.
- To develop each individual self – esteem, confidence and sense of achievement.
- To understand about their own bodies, how they change and how to keep themselves safe
- To promote the language and culture of Wales, create opportunities to learn and experience aspects of multi linguilism, and the promotion of other cultures.
- To enable children to cope with fears, anxieties and difficult experiences with staff who have a good understanding of Trauma Informed approaches.

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- To promote empathy, respect and understanding of different choices and different points of view
- To develop good home/school links with parents and carers.

Curriculum

The curriculum at Secondary aims to build on the skills taught in the Primary department. The school aims to offer pupils a traditional secondary experience as they move around classes for specialist subject lessons. There is an emphasis on skills rather than the subject based learning whereby pupils are encouraged to transfer their skills and to think independently where possible.

Extra- Curricular

Pupils in Secondary have the opportunity to access after school clubs, these are run on a first come, first served basis.

14-19 Curriculum

Our aims in teaching pupils aged 14-19 is that all children will:

- Receive a curriculum which is engaging and attractive to young people and which develops within them an independent ability to apply knowledge
- Enable learners to become independent thinkers and to develop useful life and social skills
- Receive recognised accreditation which builds into qualifications
- Experience a stepped approach to accreditation and qualifications, which have been matched to the pupil's ability level through rigorous assessment (see Accreditation Policy)
- Gain accreditation that builds effectively from core subjects of literacy, numeracy and digital skills, in Year 10 and 11, leading to extended vocational qualifications in Year 12-14
- Access courses in mainstream educational settings, such as the college provision at Nant Garw which is included in the six form timetable, to promote inclusion and transition
- Be offered as flexible and as wide an option choice as possible according to individual learning needs to enable learners to gain meaningful accreditation and qualifications
- Access the Learning Core which provides wider learning, skills and experiences to secure equality of learning
- Be involved in taking part in drawing up their Individual Development Plans (IDPs), which provides the opportunity for the school to develop a learner centered, personalised approach to learning
- Be offered personal support of the highest quality which will enable learners to overcome barriers to learning. The aim is to help them develop skills, competence and confidence to realise their potential in learning and in life after school.

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- Receive expert and impartial Careers advice and guidance, working closely with services such as Careers Wales. Entrepreneurship and work focused education are promoted at Ysgol Ty Coch as important tools for learners in order to improve their knowledge and understanding of the world of work.
- Experience a sense of achievement and self-worth.

The 14-19 department has now introduced a more broad-based Context for Learning and the learning core is delivered as part of a two year cycle in Years 10 and 11 and a three year cycle in Sixth form.

Pupils in years 10 and 11 learn through the Curriculum for Wales and access 6 Areas of Learning, the cross curricular skills of Literacy, Numeracy and Digital and also the cross cutting themes. This builds on the prior learning through the curriculum and bridges the gap between the younger years and moving into Sixth form, developing their independence skills and applying their knowledge in authentic learning experiences.

All pupils in Year 11 achieved accreditation and qualifications through OCR Life and Living Skills, in Communication, Numeracy and Digital skills.

Accreditation ranges from Entry 1 with high levels of support on a decreasing continuum, where pupils have very little support at Entry 1, through to more able pupils achieving Entry 2. Entry 3 is available as required if pupils were at a very high ability.

The modules chosen for accreditation have been specifically chosen to complement the curriculum and accredit learning which has already taken place. (For further details see accreditation policy.)

Work related activities are further extended in years 10 and 11 with opportunities for real, purposeful work.

Sixth Form

The Post 16 Curriculum

Our philosophy for the Post 16 Curriculum is based on the “Learning Pathways” document produced by WG in 2006 with school leaders closely observing further information regarding the Post 16 curriculum. It is key that our learners are considered as individuals, promoting their interests and skills, achieving well matched accreditation and qualifications, as we guide them towards the future; equipping them with the skills needed for life beyond school and into Post 19 education.

Our Post 16 learner’s curriculum builds on the excellent learning which has already taken place in the lower school and ensures functional numeracy and literacy skills are developed through vocational pathways.

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Pathways offered are horticulture, salon and hospitality. Also some students prefer a “Mix and Match approach” where they are on a horticulture pathway but may practise their life and living skills through Chillies cafe or through Food Skills. Pupils also access Digital competency through Film Making and Sports and Leisure pathways. Pupils also take part in the Duke of Edinburgh scheme to promote independence, resilience, community and opportunities for challenge. Where possible, learning takes place outside of the classroom, within the local community and works in partnership with outside providers such as YEPS, Careers Wales, Elite, Vale of Glamorgan, College y Cymoedd.

All students leave with qualifications. These have been accumulated from OCR Life and Living Skills accreditation which build on previous learning in Year 11 so that students leave with an award, certificate or diploma at Entry 1, Entry 2 or Entry 3, providing for suitable progression. Some pupils who are more able, achieve Essential Skills Wales Entry 1 or Entry 2 in Communication or Application of Number. They will have been identified and follow the WEST programme, to follow a more formal approach to functional literacy and numeracy.

The focus of the curriculum is through a social enterprise approach as learners develop skills through working on projects where functional literacy and numeracy is practised daily and opportunities for digital skills is incorporated into this. Ty Crefft, hospitality, food skills, Caffé Coch, horticulture and enterprise are incorporated within the social enterprise approach, with the social enterprise model enabling purposeful learning, planning, designing, creating and selling to customers.

Work placements are considered to be crucial to extending their knowledge of Work Related Education and links are made with Elite and approved LA establishments to facilitate this.

In addition, skills such as form filling and travel training enhance the curriculum. The core elements of our Post 16 curriculum are communication, independence and the promotion of social skills.

The school has access to a room in College Y Cymoedd Nantgarw, which pupils in Post 16 access on varying basis - between one and three days a week. This promotes independence, ensures learners are used to larger “college style” surroundings and can navigate their way around the public areas, eat at the refectory and mix with tutors and students in the college. This is central to a successful transition and more learners have successfully accessed local college provision when they leave school.

Our pupils are central to the Post 16 curriculum and we make every effort to ensure we provide them with as flexible and meaningful an experience as possible, ensuring that their life skills are developed so when they leave us they will be equipped for the next stage of their journey, whether through college, employment or a day centre.

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All students leave with qualifications according to their ability. Arrangements for transition to a college, day centre or place of employment are well developed. Students access college in Nantgarw which prepares them for transition and leaving school.

Pupils' learning experiences are generated from core subjects ensuring a broad and balanced curriculum at 16-19. The curriculum focuses on functional literacy/numeracy/ICT, RE, SRE, PE and PSE. The emphasis is on learning gained through vocational access and independent living skills, which are accredited through Learning Pathways e.g. Horticulture or Hospitality.

Extra- Curricular

During past academic years pupils in the senior part of the school, visited Llangrannog to take part in a residential course. During the 3-day outdoor and adventurous activity course pupils took part in canoeing, kayaking, quad biking, zip wire, rifle shooting and team building activities. Great fun was had by all!!

During the year pupils also have the opportunity to attend a variety of sports days, are provided with the opportunity to take part in multisport activities, swimming, golf, tennis, rebound, gymnastics, cricket, athletics, football, tag rugby and dance.

Learning Pathways

Many of the pathways in the 6th form come under the banner of social enterprise. This model is where pupils learn in an authentic purposeful way, applying skills learned throughout the school

Enterprise

Pupils have opportunities to engage in a variety of enterprise projects. Enterprise projects support young people in the practical and creative skills required to run a viable business, while developing skills for learning, life and work. Pupils will be involved in budgeting, banking, purchasing as well as the practical skills of creating a product, from start to completion, for sale.

Horticulture

Pupils have the opportunity to develop their vocational skills through horticultural experiences. Pupils develop skills in Health and Safety and produce fruit, vegetables and flowers to sell to the public/staff. Pupils are responsible for a range of processes from planting to maintaining, growing and harvesting produce. Pupils follow clear accreditation modules. The skills developed are practical and pupils use their functional literacy and numeracy throughout these activities and experiences.

One day a week the school employs a professional gardener, who provides horticultural learning skills. The garden has been developed over the years to provide an outside classroom,

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greenhouse and potting shed. Plans are in place to develop a Farm Shop where students can display and sell produce and plants they have grown.

Salon

Pupils have an opportunity to develop their vocational skills by participating in the running of the salon. In undertaking a variety of roles in this setting pupils develop skills in Health and Safety, answering the telephone, interacting with the public, making appointments and washing and styling hair. Pupils follow clear accreditation modules. The skills developed are practical and pupils use their functional literacy and numeracy throughout these activities and experiences.

Hospitality

Pupils have the opportunity to develop their vocational skills through catering and hospitality experiences. Pupils develop skills in money management, shopping, social interaction, Health and Safety and they produce food in the catering kitchen. Food is produced to sell to the staff or to visiting groups such as the Women's Institute. Pupils follow clear accreditation modules. The skills developed are practical and pupils use their functional literacy and numeracy throughout these activities and experiences.

Café Skills

Pupils have the opportunity to develop their vocational skills through the experiences of making food and operating a cafe. Pupils develop skills in money management, shopping, social interaction, Health and Safety and produce breakfast food and snacks for themselves, staff and their peers. Pupils follow clear accreditation modules. The skills developed are practical and pupils use their functional literacy and numeracy throughout activities and experiences.

Digital Employability

Digital Employability covers the digital skills that pupils need to apply for jobs, to work in a 21st century environment and to participate as digital citizens. They gain the core knowledge they need to use IT in different contexts, particularly in the workplace. Pupils will identify how to use the Internet effectively and safely, work with different devices and process data.

Pupils can practice skills they need to demonstrate to employers, using digital devices such as laptops, tablets or smartphones to complete tasks. With modern, engaging content, it's designed to give learners the skills they need to be digital citizens and plug any skills gaps.

Digital Employability is accredited by OCR and is available in Entry Levels 1-3. Having a certificated outcome proves that learners have the skills, valued by centres and employers.

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Work Experience

In addition pupils in the sixth form have access to a variety of work experience opportunities. The goal is for pupils to participate in authentic work experiences at three different placements over three years. In the third year pupils are supported to choose a bespoke placement to suit their individual interests or future pathway.

Alongside this pupils access a variety of authentic work based programmes through RCT World of Work, Employment Business Exchange (EBE) and Careers Wales, including career festivals, external speakers and applying for “next destinations”.

Sixth Form pupils work closely with Multi agency partners such as Transition Services and YEPS to provide transition opportunities such as Travel Training and with our satellite provision at College Y Cymoedd Nantgarw, pupils have many opportunities for an effortless transition into college, for life beyond school.

Careers Education/Guidance

In addition to work experience, and purposeful work as part of the pathways. Post 16 students attend the Special Needs Careers Convention every year.

Secondary learners have access to a specialist Careers Adviser who interviews them on an annual basis. Careers Wales, through their designated careers advisers, provide learners with specialist information and advice on their careers and learning options. They will help learners as they move onto future placements such as college.

Ysgol Tŷ Coch Special School has achieved the Gatsby benchmark.

School Leavers

The destinations of these pupils is as follows: -

- Continuing their education at other special schools/college placements
- Day service provision
- Mainstream college placements
- Employment opportunities
- Bespoke provisions

When the time comes for your young person to move on from the school, there will be various meetings to ensure all people involved can help plan for your young person's future, a robust plan will be drawn up with transition put in place. Pupil voice is central to their next placement and we encourage our students to have a full input into decisions for their future.

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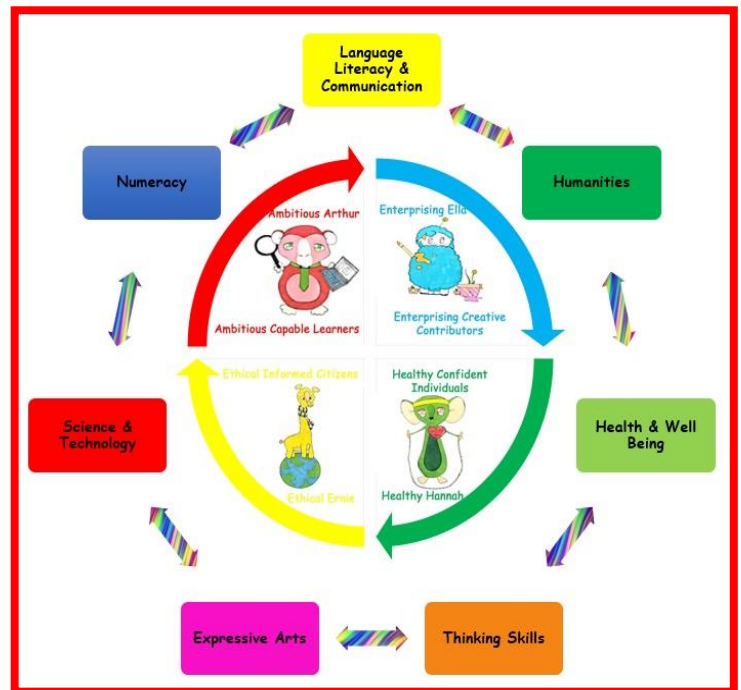
In recent years pupils have gone to Coleg y Cymoedd, Nantgarw, provisions through Adult services such as the Eco Project, specialist provision such as Sense and bespoke provisions with Innovate Trust.

We wish all our students well in the future endeavours.

Subject/Key Skill Acquisition

The Skills Wheel (Learning Wheel) which is used throughout Ysgol Ty Coch as a starter to a lesson makes reference to 6 Areas of Learning and thinking skills. These skills should be taught in a cross curricula fashion and be apparent in most lessons. We feel that this approach generates a more accurate picture of our pupils' development and progress.

For further reference please read the Assessment for Learning policy. The Learning Wheel takes different forms throughout the school from visual, objects of reference and pictorial to fully electronic, depending on how the pupils in each class learn best.



Pupil Progression

Types of Assessment

Formative:

This is the ongoing assessment carried out by teachers both formally and informally during a teaching session. Results and observations are kept by teachers, the children's own books/ files or on Seesaw.

Formative assessments may lead to assessing targets as part of the IEP process or the IDP. The data recorded is used to decide on the best strategies for each pupil and to draw up an IEP to help them to make progress. Progress, against the targets set in the plan, is closely monitored and teaching/learning is adapted accordingly to best cater for pupils individual needs.

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Summative:

These occur at defined periods of the academic year such as Connecting Steps, P scale assessment or Steps4 Life assessment. Summative tests help teachers in determining the overall level for pupils. Connecting steps and Steps4Life are platforms which teachers are encouraged to add to formatively when a child has achieved a next step. In addition, Salford Reading tests and comprehension tests and British Pictorial Vocabulary scale (BPVS) tests are completed annually.

All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data. Some types of diagnostic assessment used in the school are the Motional assessment, which supports wellbeing and gives teachers a programme to help pupils make progress. In addition, the Autism Education Trust Framework (AET), the Boxall profile, and supportive tools such as the Literacy & Numeracy Framework, Digital Competence Framework; are used as an array of tools to assist teachers plan for progression.

Other professionals may carry out diagnostic testing following a referral e.g. the psychologist who may complete testing. Learners are continually referred on to more specialist professionals when the need arises. These colleagues are aware of issues with regards to confidentiality, child protection and community safety issues

More able pupils are identified and well catered for. These are pupils who are within the Progression Step 2 according to Connecting Steps. Achievement is relative to the other pupils in this school.

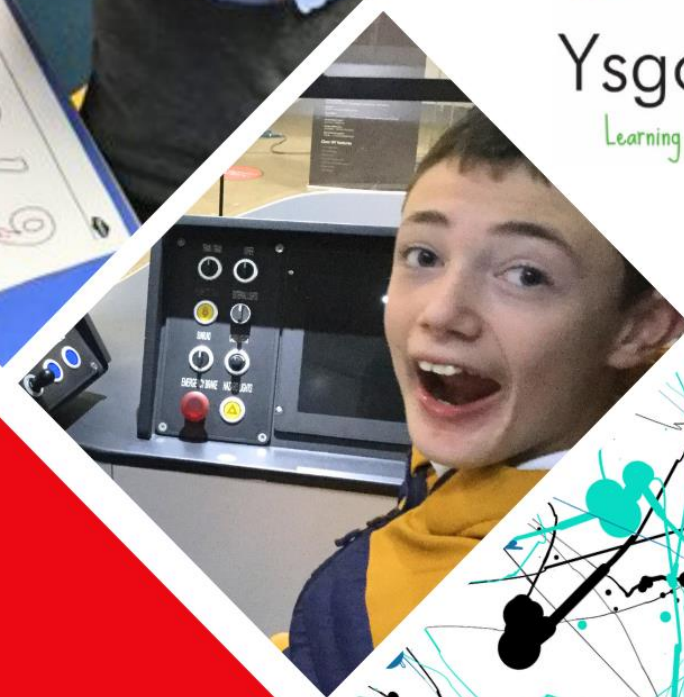
School Performance Data

The progress of all pupils at the school is closely monitored in order that their One Page Profiles/ IDPS are relevant and challenging.

The outcomes of these assessments are shared with individual parents at regularly held review meetings and with the Local Authority/Welsh Government in line with legal requirements. Governors receive termly updates regarding overall pupil achievements.

There is no comparative data available in the special needs sector. The wide variety of pupils' needs, and the many strategies used in catering for those needs, means that there is only individual pupil data, and the learning journey which they have undertaken.





Ysgol Tŷ Coch

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