

Rhondda Cynon Taf County Borough Council

Governing Body of Ysgol Ty Coch Special School

Annual Report to Parents Summer Term 2024

This report is a summary of the steps taken by the Governing Body in the discharge of its functions since the last report was published in Sumer 2023.

1. Clerk to the Governing Body

The Clerk to the Governing Body is Mrs. Jill Williams, Governor Support Unit, Education and Inclusion Directorate, Valleys Innovation Centre, Navigation Park, Abercynon, Mountain Ash, CF45 4SN
Telephone: 01443 744009.

2. Chairperson of the Governing Body

The Chairperson of the Governing Body is Mrs. J. Stuckey, C/o Ysgol Ty Coch Special School, Lansdale Drive, Tonteg, Pontypridd CF38 1PG.
The Vice-Chairperson is Mrs. A. Tovey.

3. Members of the Governing Body

Name	Category of Governor	Appointed By	Retirement Date
Mr. J. Bridges Mr. A. Lawthom Community Cllr. J. Murphy Vacancy	Local Authority (LA)	Council Members	04.05.2027 29.11.2027 27. 03. 2027
Mrs. E. Curtis Mr. D. Jones Mrs. J. Stuckey (Chair) Mrs. A. Tovey (Vice Chair)	Community Governors	Governing Body	19.03.2028 05.06.2028 05.03.2026 19.03.2028
Ms. S. Best Mr. J. Hall Miss. A Hardman Mr. M. Samuel Vacancy	Parent	Parents	27.06.2024 05.06.2028 12.01.2027 29.01.2028
Mrs. T. Evans Mrs. E. Russ-Jones	Teacher	Teaching Staff	25.01.2027 25.10.2025
Miss. L. Davies	Support Staff	Support Staff	10. 5. 2026
Mr. S. Wilson	Headteacher		

When fully constituted this governing body is made up as follows

LA Representatives	4
Parent Governors	5
Headteacher	1

Community Governors	4
Teacher Governor	2
Support staff	1
Total	17

4. Parents and Carers Meetings/Resolutions

Under the School Standards and Organisation (Wales) Act 2013 (the Act) the governing body is no longer required (as a matter of course) to hold, or to offer to hold, a meeting for the purpose of discussing the governors annual report to parents.

However, the Act does make provision to enable parents to meet with governors up to a maximum of three times a year, in order to discuss whole school matters, should they so wish. In line with the terms of the Act such a meeting will be held only if the following conditions are met;

- A petition (requesting that a meeting be held) is received by the governing body. The petition must contain the signatures of ten percent of the parents/carers of registered pupils at the school or, the signatures of thirty parents/carers of registered pupils at the school (whichever is the lower).
- The petition must state the reason for the calling of the meeting. It will be for the governing body to determine whether the reason is valid.
- The meeting must be for the purpose of discussing a matter relating to the school (not individuals).
- Parents/carers may request no more than three meetings during the school year in which the petition is received.
- There must be sufficient time remaining in the school year to accommodate the holding of the meeting in line with the requirements of the Act.

Should a meeting be held, it will be open to all parents/carers of registered pupils at the school, the Headteacher and other persons invited by the governing body. In line with the School Standards and Organisation (Wales) Act 2013 (the Act), there was no meeting held in 2023. There were no resolutions passed at the meeting held prior to that date.

5. Election of Parent/Carers as Governors

Elections are held, to fill vacancies for parent/carers governors, upon cessation of the term of office or receipt of a resignation. A term of office lasts for a period of four years however, a governor may resign at any time during this period if they wish.

Following a ballot held in the Autumn term, Parent Governor Mark Samuel was appointed in January and attended his first meeting in February.

Mrs. Ciara Davies resigned as a Parent Governor in the Spring term. Following due process, Mr. James Hall was elected as a Parent Governor fill the vacancy. Mr. Hall had previously served as a Community Governor. Another letter was sent out in June asking for nominations from parents interested in becoming a governor. There were two vacancies but just one application, so no ballot was necessary and the applicant, Ms. Sarah Best, was appointed to fill one of the vacancies.

There is currently one remaining vacancy for a Parent Governor. A further ballot, to fill this position, will be organised in the Autumn term. The ballot will include the parents and carers of pupils attending the school. You don't need to have had any experience of being a governor before to apply. There are two short training courses that will be provided, free of charge, that you will have to attend. These may be done online or in person at a local venue.

If you are a parent or carer of a child attending the school and would like to become a governor, please put your name forward when you get the application form.

If you would like to know what is involved in this role before you apply, please give the school a call and one of the governors will be happy to chat with you and explain what they do as a governor.

Meetings of the Governing Body are held in school. If it is difficult for any governor to get to the school for the meetings, arrangements can be made for governors to join the meeting online.

The meetings of the full Governing Body are held once each term (a total of three each academic year) and last, on average, (up to) two hours.

6. School Performance Data

The Connecting Steps Assessment Tool, based on the Curriculum for Wales, assesses all pupils from Routes for Learning to Wales Progression Step 3 in respect of Literacy, Numeracy, Digital and Health and Wellbeing.

Using this tool is the way the school staff collect information on how pupils are doing in their learning. This information, together with results of reading tests and what teachers see and note pupils are doing in class, is used to plan the next steps for pupils in their learning journey. Observation notes are increasingly collected on the Seesaw App.

Results of assessments are shared with Parents and Carers during the person-centred planning (PCP) process where appropriate.

In line with the Additional Learning Needs (ALN) processes, staff draw up an Individual Development Plans (IDP) for each child. Each learning plan is put together to help the individual pupil to move on to the next step in their learning journey. This information is also shared with Parents and Carers so that they can keep up with their child's progress.

Test results for pupils in mainstream schools are compared to show how the mainstream schools across the Local Authority are doing compared to mainstream schools in other areas of the Authority and across Wales.

This does not happen across the special schools because there is no comparative data available in the additional learning needs sector. However, in each special school the data collected there is compared within the different groups of children across the school including, Children Looked After (CLA) and Black, Asian and Minority Ethnic (BAME) pupils. This is done to make sure that all pupils have an equal opportunity in their learning provision.

The wide variety of the needs of each of the pupils and the many strategies used for catering for those needs means that individual pupil data is used to track progress.

All pupils have a learning journey which is hosted on the Seesaw app. Targets are set on IDPs and progression can be seen, on Seesaw, by parents, carers and staff.

This is also used to understand progression in the four core purposes, that operate throughout the Curriculum for Wales. Staff meet regularly to monitor this and share good practice. The information from these meetings is used to further adjust teaching/learning to suit the individual needs of each child to ensure they all enjoy and understand their learning.

Where pupils achieve highly in any part of their assessment, they are identified as More Able and Talented (MAT). This means that they will be given work that is at a level suited to their individual ability.

7. Financial Statement – Period Covered 2023 – 2024

Enclosed, as appendices A/B are a copies of the school's provisional financial statements for the Financial Year 2023 - 2024.

There have been no expenses paid to governors in the past year.

There are groups who regularly raise funds for the school. Should you wish to make a donation to the school this may be done by contacting the school directly.

Staff at the school have organised and supported a selection of fundraiser events including hosting a 'Race Night', a golf tournament and participating in sponsored hikes raising almost £20k.

Other donations received include:

Misc. £105.55
JCM Bars £200.00
Mrs. C. L. Powell £20.00
Anon. £50.00
L. Madle £200.00
Pinnacle £3,000.00
Just Giving £9,062.53
Lottery £1,390.50

The fund is independently audited on a regular basis. The funds received have been use for the benefit of the pupils, to enhance their learning and play experiences.

The school's Private Fund return was last made to the Local Authority in October 2023 in line with the Authority's financial regulations. The next return is due in the Autumn term 2024.

8. School Prospectus

The School Prospectus is a booklet that contains all sorts of information about the school. It is useful for Parents and Carers to be able to find out about things such as the type of clothing suitable for pupils to wear to school, what time school starts and ends each day, how classes are organised, arrangements for play and lunchtimes and lots more.

This booklet is updated every year to include any changes to the way things have been organised in school and any changes the Welsh Government or other related bodies might want the school to make. The prospectus was updated in the Autumn term 2023 and again in the Summer term 2024.

The updates made in November were to include the name of the new Headteacher and the new Vice Chairperson of the school's Governing Body who was appointed at the Autumn term governors meeting.

Updates made in June include explaining where pupils receive their learning, new contact details for the Local Authority, new information on:
- pupil absences; school holiday dates; how to make a complaint; proposed changes to the uniform; the changes to the cost of school meals and the new information on free school meals including how to find out about getting free meals.

The updated Prospectus is displayed on the school's website for you to see any time you wish. If you need a copy, please contact a member of staff at the school and they will organise this for you.

A copy of the prospectus is given to parents whose children are starting school for the first time or transferring to Ysgol Ty Coch from another school. Parents are informed if any amendments are made to the existing prospectus.

9. School Development Plan

Governors are responsible for drawing up (in conjunction with staff) plans to ensure the continuing development of the school. The plans identify the direction the school will take, over a three-year period, in delivering the curriculum. The plans are regularly monitored and revised to take account of progress made, in meeting the targets set when the plan was drawn up, and of any changes to curriculum requirements. The targets include short, medium and long-term aims which cover Outcomes for pupils, Provision and Leadership.

The points that are the focus of the plan are:

1. To develop an internal responsibility structure that promotes collective ownership, collaboration, and innovation in/of the taught and untaught curriculum.
2. To inspire young people to achieve their potential and develop functionally equivalent skills for life to improve their quality of life.
3. To continuously self-evaluate reflect and refine the school's curriculum design, impact of pedagogy and overall progression.
4. To continue to offer a professional learning offer that supports the development of the very best education workforce.
5. To continue embedding the 4 key purposes of the new curriculum through AOLES.
6. To keep abreast of the latest developments from Welsh Government; most notably Our National Mission, ALN Transformation Program, Reducing Restrictive Practices Framework, Community Focus Schools' and the Progression Code.

The plan includes details of the costs involved in achieving the targets. Governors review the progress made against the plans at the termly meetings of the full governing body.

At each of the termly meetings governors review the section of the plan relating to the current academic year. The Standards and Impact Committee of the Governing Body meets, at least, termly to look at

particular parts of the plan, as needed, to make sure things are running smoothly and to address any issues that may come up. The findings from these meetings are also reported to the full Governing Body each term.

This academic year the school is working in conjunction with the Central South Consortium, which is the Authority's advisory service, to review and enhance the school's Self-Evaluation process and the teaching/monitoring process. At the time of writing this report the Governors most recent review of the plan was undertaken at the Summer term meeting of the Governing Body held on 19th June.

Governors were given information on the three priorities in the review of these processes which are to:

- establish a new leadership structure for senior and middle leaders ensuring effective contribution to the Self-Evaluation process and, therefore, improve outcomes for learners.

Continue to refine the school's Quality Assurance procedures to ensure that they promote self-reflection, robust discussions, safe challenge and rigour.

- Implement a new monitoring (MER) cycle which will ensure a clear picture of the quality of teaching and learning which will facilitate the development of consistent approach
- quality assure the curriculum to ensure it meets the needs of all learners.

In order for the first target to be achieved the whole staffing structure was reviewed, in consultation with the Authority's Human Resources unit and in line with the agreed Management of Change Document which covers the process to be followed. A plan was drawn up to align the staff with the needs of the school taking account of the changing curriculum requirements, the new ALN legislation and the increase in pupil numbers across the school. Governors discussed and agreed the new structure which was then consulted on with staff and their Trades Unions.

There are now four departments in the school, designed to ensure increased clarity for pupils' pathways through the school and onwards to the rest of their lives. Staff roles and responsibilities have been clarified to cater for these changes.

In order for the second and third targets to be achieved a data and progression system, that has been used successfully in other special schools, has been installed at Ty Coch. Pupils work will be entered on the system and staff will be able to look at the scores shown by the data and easily see the progress being made by individual pupils and groups of pupils.

This information will then go into the schools' self-evaluation process so that staff can keep things on track to meet the targets of the plan above and make sure that all the pupils are getting the best learning experiences.

As in all schools, teaching is monitored by lessons being observed from time to time and by learning walks. The latest round of monitoring has shown that almost all teachers are good or excellent. Trends that are picked up through this process are used to decide what needs to be done next to make sure the targets in the plan will be met and, that the best ways of doing things are used throughout the school so that all learners are getting equal provision, suitable to their needs, in all areas of learning.

School staff regularly attend training sessions as part of their ongoing professional development (INSET) and, to ensure that they are fully aware of all the new curriculum requirements and those involving the health, safety and wellbeing of our pupils. This involves staff undertaking a rolling programme of refresher training to meet the ever changing requirements of the provision of education and other supportive initiatives.

Some of this professional learning will centre around the priorities in the plan. As an example of how this works, on an INSET day held in February more than fifteen health professionals visited the school to outline their service delivery models to school staff and how they work with Ysgol Ty Coch. Alongside the health presentations school staff also delivered workshops to share the school's excellent practices. Staff feedback showed that all staff felt that they learned something new on this day.

The school also uses consultants when it is felt that some specialist knowledge is needed to make sure that the best methods are being used. These consultants look at what is currently going on in school and then advise on how things can be made even better. They provide the staff with challenges and this creates learning opportunities for those working with them and helps to make sure our self-evaluation is robust so that it means the pupils are getting the learning that they need in a suitable learning environment.

The school regularly Self Evaluates progress against set targets, holds regular Performance Management sessions with all staff involved and has an ongoing evaluation of the impact of professional learning on teaching and learning for pupils.

At the time of writing this report, the target of converting all pupil statements to Individual Development Plans (IDPs) by the end of the academic year, as required by the new Additional Learning Needs (ALN) legislation, is ongoing. The assistant headteacher overseeing

the transfer to IDPs continues to relentlessly ensure we meet this target despite the challenges it creates.

In drawing up and working in line with the School Development Plan, staff and Governors must make sure that the national priorities, drawn up by the Welsh Government, are covered. These priorities apply to all schools across Wales and enable all pupils to receive an equal level of relevant education.

The national priorities, as identified by the Welsh Government are:

- 1. Learning for life** so that everyone in Wales learns, and continues to learn, developing their knowledge and skills, and engaging in experiences that are relevant to their lives today and into the future.
- 2. Breaking down barriers** so that excellent education opportunities and outcomes can be achieved by all learners, at all ages, in classrooms, online, and in work.
- 3. A positive education experience for everyone**, with learners and staff supported in their wellbeing and resilience, which is essential for improving education outcomes and life chances.
- 4. High-quality teaching and leadership**, where everyone benefits from the best professional learning so that they can support the success of all learners, particularly those who are socio-economically disadvantaged.
- 5. Community-based learning**, with strong institutions engaging, integrating, and being empowered by their communities.
- 6. Cymraeg belongs to us all**, giving every learner equal access to the language and the opportunity to reach their potential.

Our AoLE enrichment day programme continues to support pupils learning and the delivery of the School Development Plan. This academic year pupils have enjoyed three Community Focussed enrichment days, three heritage days learning about aspects of life in other parts of the world including; India, China, Vietnam and Malasia and, Norway and Finland. Pupils and staff have taken part in these Heritage Days. Each Heritage Day is designed to celebrate a particular culture, language or country that is represented within the pupil and staff body. These special days are a celebration of our similarities and differences across Ysgol Ty Coch.

The works (some completed some planned) to improve the physical environment of the school which can also impact on staff and pupils learning and their safety and wellbeing include: replacement of a section of the main roof, the completion of a staffroom, new fencing

and gates at Tonteg, new fencing and playground at Buarth y Capel, new access ramp at Tonteg, adaptations to the garage at Tonteg for use as a learning area, repairs to the Hydro pool, replacement of certain areas of flooring at Tonteg along with upgrades to the quad and playground and the refurbishment of Dosbarth Aderyn.

The new curriculum documents can be viewed at:

<https://hwb.gov.wales/curriculum-for-wales>.

The School Development plan is available on the school's website should you wish to look through it.

10. Use of the Welsh Language - Communication

This school is an English medium school, lessons and other school activities are communicated through the medium of English.

The use of the Welsh language is promoted by using incidental Welsh with all pupils throughout the school day, this includes the use of Welsh during assemblies, having a variety of items around the school labelled in Welsh, the use of printed sheets of useful Welsh language phrases and the use of bi-lingual book bags.

A sense of cultural identity is promoted through the learning of Welsh songs, rhymes and poems and visits from theatre groups and performers. Context booklets have been enhanced to include Welsh opportunities. Welsh enrichment days are held, along with an annual Eisteddfod, with all classes participating and the artwork entries are put on display around the school as a further reminder of the various elements of the Eisteddfod and the Welsh culture.

Curriculum Cymraeg is implemented in the delivery of lessons and is regularly monitored to ensure it is up to date on the curriculum map. A range of Welsh emblems are constructed/painted/drawn and recipes made by the pupils during lessons and for cultural celebrations. The school has been linking with Ysgol Gynradd Gymraeg Castellau to improve pupils understanding of the Welsh language and culture. While the Criw Cymraeg group champions Welsh language and culture across the school.

The school has received a Bronze Award for Gymraeg Campus (Welsh implementation). We are very proud of this achievement.

Should parents request that their child is taught at this school in a language other than English this request will be given due consideration. Pupils for whom English is a second language are catered for according to their needs with input from appropriate personnel.

11. **Post Inspection Action Plan**

Schools are inspected by Estyn, an organisation employed by Welsh Government, to check on schools to make sure that they are being organised and run correctly, that they are making good provisions for pupils and that the pupils are making good progress according to their abilities. When the inspection has been completed a report is issued. This report is available for anyone to see, it gives details of whether the school matches up to the targets set for them by Welsh Government.

Any issues identified as needing attention are highlighted and the Governing Body is responsible for drawing up the Action Plan to put them right. The report may also indicate how well a school is doing. In the last inspection Ysgol Ty Coch was classed as excellent and tasked with sharing its good practice with other schools.

Parents are provided with a copy of the summary report produced by the inspectors. The school/governing body is issued with a full report. Parents may request a copy of the full report if they wish.

Governors are responsible for monitoring the progress of the plan at their termly meetings. In due course, the content of the Post Inspection Action Plan is included in the Schools Development Plan.

12. **Term Dates and Holidays 2024 - 2025 Academic Year**

For the complete details of the terms and holiday dates for the September 2024 – August 2025 academic year, please see **Appendix C** at the end of this report.

- i) **Mon 2 Sept 2024 is a designated staff training day – INSET** there will be no pupils admitted to school on this date
- ii) ***Monday 21 July 2025*** It is intended that this INSET Day will either be taken on **Mon 21 July 2025** or at an alternative time - for example, in the form of twilight sessions. Parents/carers will be informed in due course.
- iii) The remaining three INSET days to be taken, will be at the discretion of each individual school following appropriate consultation with staff. Parents/carers will be advised of the arrangements at the appropriate time
- iv) Significant dates:

Christmas Wednesday 25 December 2024

Easter Good Friday 18 April 2025
 Easter Monday 21 April 2025

May Day Monday 5 May 2025 – all schools will be closed on this day

v) Any school closure(s) for election purposes must be balanced during the academic year.

vi) The Welsh Government may decide to allocate additional INSET days, schools will be informed of these as they are decided.

The School Day is organised as follows:

<u>Primary</u>	<u>Secondary</u>
Morning 08:50–11:45	08.50–12.15
Lunch break 11:45 - 12:15	12.15 - 12.45
Afternoon 12:15 – 14:50	12.45 – 14.50

13. Community Focused Schools

A community-focused school is one that: ‘provides a range of services and activities’, often beyond the school day, to help meet the needs of its pupils, their families and the wider community. Across Wales many schools already provide some community services including adult education, study support, ICT facilities and community sports programmes.

The development of community-focused schools is not just a short-term project or initiative, but a real opportunity for schools and communities to work together in new ways for the future benefit of children, young people and adults.

We have good links with various establishments and organisations which includes participation from pupils, staff, parents, carers, siblings, wider family members and the wider community. These are some examples:

Pupils based at the Tonteg site attend Llantrisant Leisure Centre for swimming sessions while the pupils based at the Buarth y Capple site use the swimming pool at Porth. Currently one of our pupils goes to Ysgol Garth Olwg and another to Y Pant Community School for some of their lessons.

Some of the pupils were invited to participate in an Eisteddfod at Ysgol Gynradd Gymraeg Castellau where they competed with pupils from main stream schools and came second in the recital.

The Family Centre, which was set up by fundraising and donations of services, is a space for parents, carers and pupils can use to attend appointments with staff, meet for coffee mornings and hold information sessions with staff.

We value great partnerships with families and our weekly coffee mornings continue to be a success. Citizen Advice attends some of these sessions to offer parents support with managing their finances. Multiply, a scheme to help parents and carers to brush up on their number skills, has been happening in school this summer term.

Bridgend College staff came school with a selection of animals that pupils and staff could experience and learn about.

As part of their Enterprise Activities, activities which give pupils the opportunity to learn valuable life-skills, the pupils have revived Chillis café. The cafe has a five-star food hygiene rating and has recently had new furniture and a screen installed. The area is now ready for use as a functional meeting place, cafe and interview area. The installation of new flooring is planned.

The school's hospitality provision has been exemplary in show casing pupil's skills. At a recent Headteacher's meeting held at the Tonteg site, the visiting headteacher's complimented the pupils on their hospitality skills. Food is served to staff with plans for opening to the public again.

Our Year 14 pupils have been undertaking their work experience placements this term and places supporting them have included Wild Orchid (Florist), Pughs (in Radyr, Garden Centre) and GTFM. Pupils will complete six sessions in total. Additional work experience placements to be undertaken this term will also include Elite Paper Solutions.

Our school recognise the importance of recycling and sustainability and continue to support these avenues. Llanwynno (BYC) have been going weekly during the summer term to the local allotments and have been provided with a range of plants to nurture and grow together. The importance of learning from outdoor opportunities is valued and help our pupils to flourish with the knowledge they gain from such experiences in their local community.

Ty Crefft products were on sale at the Christmas Fayre and the Summer Fete where the pupils were also manning the stalls and various products have been on sale to the local community. Monies raised go to the private fund for the benefit of the pupils.

The pupils involved in Roots at Ty Coch, the horticultural enterprise, have been producing and selling potted plants and shrubs locally and at the school's Summer fete.

A uniform recycling scheme has been set up which is intended not only to help the community but to further enhance the school's recycling efforts which will also have a positive impact on the wider community.

Forest Schools, Saturday sessions have been very popular for families including siblings of pupils from our school. By the end of the Summer Term there would have been four sessions held (during this term).

Recently a letter of thanks was received by the school from Coleg y Cymoedd, thanking us for the ongoing support the school has provided for work placements of students undertaking the Health and Social Care, Level 3 qualification.

Staff at the school have been involved in organising and running fundraising events including hosting a 'Race Night' which raising £1,100 and a golf tournament involving fourteen teams which was held at The Vale Golf Club and raised a total of £3,355. Both events were well attended by school pupils, staff, parents, carers and a variety of local businesses.

Staff and other supporters of the school have also been involved in sponsored hikes, a little further from school at Rhossili (walking 9 miles) and Glamorgan Ridgeway (walking 16 miles). These were led by Carl Rawes but coordinated for school staff by Tanya Evans. To date over £15,000 has been raised and will be shared with the school when all sponsored events have been completed.

We appreciate the tremendous partnerships and support from all stakeholders including the ongoing contributions our Governors make. It is with great collaborations and opportunities that we can provide such success stories.

14. Review of School Policies

The governing body is responsible for ensuring that all the policies required to be in place at the school are regularly reviewed and updated in line with the latest regulations. Should you wish to view any of the policies they can be found on the school's website. If you would like a copy of any policy, please contact the school to request one.

The following are some of the policies that have been reviewed over the past year which may be of particular interest to parents/carers:

Equal Opportunities/Accessibility; Uniform and Appearance; Healthcare Needs; Educational Visits; Equal Opportunities; Anti- Discrimination; Anti- Bullying; Visitors and External Speakers; Transport and Work Experience; Children Looked After; Intimate Care, Safeguarding and Complaints. The complaints policy is available as a quick read and full version. The quick read version can be found at the back of this report.

This is a small sample of the wide range of policies that are in place for use across the school. Should you want to see any policy please go to the school's website or ask a member of staff to provide one for you.

Should you want to bring anything to the attention of the governing body or require our help please contact the school, a member of staff will let us know and we will get back to you.

15. Additional Learning Needs

Ysgol Ty Coch is a special school that caters for pupils, aged 3 to 19 who have a wide variety of additional learning needs. Pupils are admitted to the school under the direction of the Local Authority, following consideration of their needs, by a panel of professionals at the Local Authority.

At the time of writing this report, the target of converting all pupil statements to Individual Development Plans (IDPs) by the end of the academic year, as required by the new Additional Learning Needs (ALN) legislation, is ongoing.

The assistant headteacher overseeing the transfer to IDPs continues to relentlessly ensure we meet this target despite the challenges it creates.

This year the school have focused on converting the final year groups over to IDPs. This means a Person-Centred Planning (PCP) meeting has been held with the parents to identify pupil needs and following this meeting, the IDP is written. Universal provision is identified for all pupils and the need for bespoke intervention from the Additional Learning Provision (ALP) is identified, where necessary. The meetings are conducted in a child centred way and are attended by a range of professionals who work with the pupils. Staff have received training in the application of the new Additional Learning Needs legislation.

16. Access for Disabled Pupils

The governing body 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/Post Inspection Action Plan, and 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 and in line with this strategy has had an audit of the school site undertaken, as part of an Authority wide brief, to identify any potential barriers and (ultimately) improve the access to the school. Pupils, their families and other stakeholders had input to the audit via conversations with staff and the completion of surveys.

The Accessibility Audit Toolkit was reviewed and updated in Autumn 2023. This document is on the school's website attached to the Equal Opportunities Policy and a hard copy is available in school.

The governing body's Premises, Health and Safety Committee meet regularly to review the requirements relating to the safe opening/operation of schools during the pandemic. All requirements were met including the placement of signage, installation of PPE items and the appropriate cleaning and access to the site for those attending school.

The Traffic Management risk assessment has been reviewed and updated and a revised plan drawn up for both sites. As part of ongoing improvements this will be reviewed again in September 2024.

Fire Evacuation Procedures have been regularly tested and the outcomes,

which were very good, were recorded. The school's policy and procedures has been reviewed by a member of the Authority's Health and Safety unit. There was an unexpected fire alarm on the 21st May and the school was evacuated safely and effectively. The evacuation time was approximately 2.5 minutes. All classes now evacuate to their nearest yard and await instruction whether to gather at the main muster point. It took 3.5 minutes to complete the roll call using walkie talkies. The feedback from fire marshals was outstanding.

Critical Incident Planning – our critical incident plan includes a site map of both sites indicating the location of fobbed doors and site safety features.

The school has two minibuses which enables pupils to access off-site activities, including educational activities, which form a key part of the curriculum.

17. Fabric of the Building (Including Toilet Provision)

The Headteacher has held very constructive meetings with the Deputy Director of Education for RCT to co-construct a planned maintenance schedule to repair key areas and release classroom capacity at the Tonteg site.

Works already completed since the start of the academic year includes:

- A new staffroom
- New gates at the Tonteg site
- New fencing around the Tonteg site
- An access ramp to the sixth form
- Repairs to the Hydro pool
- A new classroom heater - Dregiau

Future planned maintenance includes:

- The installation of an intercom and the installation of traffic barriers to enhance safety at the Tonteg site
- Dosbarth Aderyn classroom refurbishment
- New playground and fencing at the Buarth Y Capel site
- Installation of raised planters and the creation of a garden area at the Buarth y Capel site
- Flooring replacement throughout the lower half of the Tonteg site
- An upgrade of the quad playground facilities
- Continuing to replace and repair the fencing around the school
- A new roof being installed, above class Aderyn, during the Summer break
- The school's garage being developed into a community school shop. The plans for this are being drawn up by the Local Authority. This will further enhance the enterprise options for pupils

- The café area will be extended, linking it to the sixth form house
- The development of covered areas at the front of the school
- Upgrading and re-purposing of the main hall to maximise the use for pupils

The Site Supervisor and caretaker regularly inspect the buildings and grounds, on both sites, and ensure that day to day repairs are undertaken in a timely fashion. The school has a Staff Health and Safety Forum that liaises with the governing body's Premises, Health and Safety Committee in keeping a watchful eye on the need for repairs/ refurbishment around the whole school.

The Premises, Health and Safety Committee of the schools governing body meets on a termly basis to consider any matters brought to them by the Headteacher, Site Supervisor, School Council and the Staff Health and Safety Forum. The committee alternates meetings at both sites and regularly visits the areas of the school that are under discussion in order to make well informed decisions to address the issues raised. The Committee reviews the RAMIS document at each meeting.

The full governing body undertook a review of the classroom provision at the Tonteg site prior to the Spring term meeting. The Headteacher pointed out the various sections of the area that he felt are in need of refurbishment. This included the main hall and several of the classrooms and yard spaces.

Governors have allocated funds for day to day repairs, expenditure of this money is managed by the Headteacher. Governors are updated on this expenditure at the termly meetings of the governing body.

The toilet facilities at the school are of an appropriate number and size to meet the needs of the pupils, in line with a directive from the health sector. These facilities are cleaned daily by staff specifically employed for the purpose. The cleaning of these areas is subject to monitoring by the Local Authority to ensure that a high standard of cleanliness is maintained.

Members of the School Council undertake a termly review of these facilities and provide the Headteacher/governors with details of any concerns or requests for improvements. There is a rolling programme of toilet refurbishment in place.

The governing body has produced a Toilet Policy in line with Welsh Government requirements. This policy is available on the school's Website.

18. Target Setting

Test results in mainstream schools are compared to show how the schools across the Local Authority are doing compared to schools in other areas.

This does not happen across the special schools because there is no

comparative data available in the additional learning needs sector. However, in each special school the data collected there is compared within the different groups of children across the school including, Children Looked After (CLA) and Black, Asian and Minority Ethnic (BAME) pupils. This is done to make sure that all pupils have an equal opportunity in their learning provision.

The wide variety of the needs of each of the pupils and the many strategies used for catering for those needs means that individual pupil data is used to track progress and then set the next target for the pupils to work towards.

19. Attendance Information

The Welsh Governments attendance target for **all** schools is 95%.

Over the current academic year our pupils have achieved an overall attendance average of 86.94%. This is the highest, for this period, of all the Special Schools in RCT. Understandably, a small number of pupils are still finding the return to school, following the pandemic, difficult to manage and in these cases school staff are supporting the pupils and their families. These pupils are being provide with bespoke learning and are in regular contact with staff by alternative means.

An electronic registration system is in operation in all classes this has proved to be very successful in enabling the close monitoring of pupil's attendance.

The school prospectus and website inform parents of the need to ensure that children attend school regularly in accordance with the Authority's Attendance Policy which has been adopted by the governing body. This policy informs Pupils and Parent and Carers about the rules on attending school. The policy can be seen on the school's website, if you would like a copy please ask a member of staff.

In line with this policy parents must notify school by 9.30am on the first day of a pupil's absence. All medical appointment cards/letters are to be shown to the class teacher before pupils are taken out of school to attend an appointment. The school session times are organised as follows:

Primary

Morning session 08:50 - 11:45

Lunch break 11:45 – 12:15

Afternoon session 12:15 – 14:50

Secondary

Morning Session 08:50 - 12:45

Lunch break 08:50 – 12:15

Afternoon session 12:45– 14:50

Average attendance for the Summer term 2023 was 87.85%.

Average attendance for the Autumn term 2024 was 87.85%

Average attendance for the Spring term 2024 was 85.12%

The school closely monitors pupils attendance through our ABS Panel, which meets every 3 weeks, this is done to ensure all leaders are maximising pupils' chances to maintain or improve their attendance.

The school has a dedicated Attendance and Wellbeing Officer who supports staff in further enhancing the management of pupil attendance. Staff also work with Educational Psychology and Health professionals to support our pupil's attendance. Currently we are working with these colleagues for them to support us in working closely with families whose children have limited attendance.

We offer an empathic support network for all parents and carers but also recognise the importance of school attendance and its impact on the quality of life.

There have been no exclusions this academic year.

Any alterations to the attendance policy, require because of the measures taken by the Local Authority and Welsh Government in dealing with the pandemic, have been adhered to.

Any parents/carers wishing to make a request for permission to take pupils on holiday during term time must make complete a Holiday Notification Form which may be obtained from the school.

20. Admission/Transition Arrangements

The County Borough Council is the Admissions Authority for all schools (other than Church schools where the schools governing body is the admissions authority) within the Authority's boundary.

The school's admission arrangements are, therefore, operated in line with the Authority's policy on school admissions which is contained in the publication Starting School book (the book). The book is made available to parents at the point of their application for their child's admission to school. The contents of this book can also be accessed online on the Authority's website.

Pupils are admitted to Ysgol Ty Coch Special School as directed by the Local Authority. Pupils will remain at the school for as long as the school can meet their needs. Parents are involved in discussions on any reviews that may result in alternative placements for their child.

The governing body has produced guidance on the admission of pupils to Ysgol Ty Coch Special School. This document, which is available on the school's website, should be read in conjunction with the Authority's policy on admission to schools. The Authority's policy, contained in the Starting School book, is available on the RCT CBC website.

21. School Leavers

The total number of school leavers, for the period September 2023 to July 2024 is fourteen.

The destinations of these pupils are as follows:

- Two pupils will be going to specialist colleges

- Five pupils will enter day services
- Seven pupils will go to Coleg y Cymoedd at Nantgarw

A Leavers Assembly will be held on 16th July. This will give us the opportunity to celebrate the time that these pupils have spent with us and for us to be able to wish them all the best for their future endeavours.

It is pleasing to be able to tell you that this year the Leavers Prom will be held in style, with pupils once again being able to join with pupils from Ysgol Hen Felin Special School for the occasion. The event will be held at Rhondda Golf Club.

We wish all the Leavers the very best on their future journeys.

22. Aims and Achievements

Sporting

In line with the fitness policy, which is designed to help pupils to establish and maintain life-long active lifestyles and ensure that physical activity becomes a common thread of best practice through the curriculum, school environment and community links, pupils are given a variety of opportunities to put this into practice. This is currently being provided by the Physical Literacy programme which pupils participate in daily.

Sporting competitions with other schools have included a number of football activities, a tennis event, three rugby events including the Six Nations and a golf tournament.

There are four pupils achieving the Silver Duke of Edinburgh Award this year and they will be progressing on to undertaking the Gold Award. During the recent expedition an additional two pupils joined the expedition for the experience

Classes incorporate movement into their daily learning as part of the physical literacy programme and the school is a MOVE centre of excellence, having achieved the MOVE Gold Quality Mark. In addition, the new, and revamped, playgrounds and play equipment, along with the Forest Schools area and the gardens provide pupils with many and varied opportunities to keep active.

Pupils also enjoy physical activities away from school, travelling by the school minibus to local venues such as Barry-sidings Country Park and the Taff Trail where they incorporate learning with exercise in their local environment.

Sports day was held on 3rd July at the local Leisure Centre as the weather was not suitable for it to be held outside.

Later in the term there will be a netball event and a triathlon.

Other Achievements

We are proud to report that one of our pupils, Kai Lloyd, won the First Minsters Christmas Card Competition. His Christmas Card was sent all around the world on behalf of Mark Drakeford to wish all the world's leader's a "Merry Christmas".

Staff at the school continue to use their expertise to help staff in other schools to improve their practices. This academic year this has involved staff making a presentation at Cardiff Met in December. The presentation was called 'Reflections of a PMLD classroom' and approx. 60 students attended each session. The staff involved have been invited back again next year.

A member of staff was invited to support Craig Y Parc with their implementation of the MOVE program in Spring 2024. This member of staff will also continue supporting a range of other South Wales special schools and will continue to lead the Welsh Network MOVE Program Meetings.

Our school Minecraft Team have been sharing their building skills with other schools as part of the inter school Minecraft tournament.

Lydia Bundy successfully guided pupils in achieving the Platinum Eco Award for the school. Very well done all.

Our school council has been working very hard, contributing to the Welsh Governments Disability Rights Taskforce, sharing opinions and ideas (Initial feedback was shared in February of this year). Liz Tucker from NHS Wales attended a meeting of the School Council. She also gave a talk about always doing your best and linking with the NHS to help share information for the writing of a National Vision for children in Wales, living with a disability.

We are proud to say that, in the Spring term, two of our pupils went to the 'Show Racism the Red Card Awards' and both won a prize for their Numeracy / Creative work.

22. Healthy Eating

The school complies with the regulations in respect of the way in which the food allergen information is to be displayed and the requirement to provide allergen information for foods sold loose or served out of the home.

Further information on this matter may be obtained from:

www.UFS.com/allergens and on www.rctcbc.gov.uk via school catering.

The school operates a healthy eating policy throughout, with balanced meals being provided at lunchtimes by experienced catering staff who receive

regular training to keep up to date with regulations and innovations in providing healthy options that will appeal to pupils. The school meals staff also cater for the various dietary requirements of individual pupils. The School Council keeps a watchful eye on the catering arrangements and alerts the governing body to any concerns that they have.

Pupils are taught about the benefits of healthy eating through a variety of strategies including incorporating it into elements of learning such as food and fitness and through the growing of herbs and produce in the school grounds. These products are used in lessons.

Below are some excerpts from the Food and Fitness Policy and the Home/School Agreement.

Food and Fitness Policy

Aims

To improve the health of the whole school community by equipping pupils with ways to establish and maintain life-long active lifestyles and healthy eating habits.

To ensure that food and nutrition and physical activity become integral to the overall value system of the school and a common thread of best practice runs through the curriculum, the school environment and community links.

To develop a 'whole school approach' to food and fitness policy.

Home/School Agreement

We encourage all children and staff at Ysgol Ty Coch Special School to make healthy food choices throughout the school day. Our catering staff ensure that the menus provided at lunchtime are always nutritious and well-balanced. In the classrooms, we offer only fruit for snacks and milk or water to drink. The children are not offered fizzy or high calorie squashes, cake (except on special occasions) or biscuits during the school day. Our aim is to promote healthy eating for children to grow to become healthy eating adults. Please help us to achieve this by sending only healthy snacks and drinks to school.

Ysgol Ty Coch Special School – Tonteg Site

PROVISIONAL FINANCIAL STATEMENT FOR 2023/2024

<u>EMPLOYEE COSTS</u>	<u>Total Spent</u>
TEACHERS (including Headteacher/Deputy Headteacher /Supply Staff/Reading support)	£1,404,894
MANUAL WORKERS (Site Supervisor/Supervisory Assistants/ Cleaners)	£45,268
A.P.T. + C (School Clerks/Nursery Nurses/Teaching Assistants/ Instructors/HLTA/Supply Staff)	£1,629,669
TRAINING/COURSE FEES	£19,965
<u>PREMISES RELATED</u>	
REPAIRS TO BUILDING/SITE (INCLUDING GROUNDS MAINTENANCE/SECURITY/SERVICE LEVEL AGREEMENT)	£61,113
GAS/ELECTRICITY/WATER	£86,955
CLEANING MATERIALS/TRADE WASTE	£88,741
<u>SUPPLIES, SERVICES AND OTHER EXPENSES</u>	
EQUIPMENT/FURNITURE/TV license/MEDICAL SUPPLIES/MATERIALS	£106,825
ICT	£11,474
POSTAGE	£428
TELEPHONES	£7,087
INSURANCE/MATERNITY DELEGATION/SPECIAL PERILS	£72,541
LA SERVICE LEVEL AGREEMENTS – Governor Support/Finance/IT/HR /Payroll/GDPR	£24,015
TRANSPORT – SHOOOL MINI BUSES/FUEL/REPAIRS/HIRE/EXPENSES	£9,781
<u>INCOME</u>	
MISCELLANEOUS – INCLUDING WELSH GOVERNMENT GRANTS	£355,156

Appendix B

Ysgol Ty Coch Special School – Buarth y Capel Site

PROVISIONAL FINANCIAL STATEMENT FOR 2023/2024

<u>EMPLOYEE COSTS</u>	<u>Total Spent</u>
TEACHERS (including Headteacher/Deputy Headteacher/Supply Staff/Reading support)	£222,166
MANUAL WORKERS (Caretaker/Supervisory Assistants/Cleaners)	£29,841
A.P.T. + C (School Admin./Nursery Nurses/Teaching Assistants/HLTA/Instructors/Supply Staff)	£141,127
TRAINING/COURSE FEES/RECRUITMENT	£11,074
<u>PREMISES RELATED</u>	
REPAIRS TO BUILDING/SITE, (INCLUDING GROUNDS MAINTENANCE/SECURITY/SERVICE LEVEL AGREEMENT)	£20,948
GAS/ELECTRICITY/WATER	£29,807
TRADE WASTE	£2,671
<u>SUPPLIES, SERVICES AND OTHER EXPENSES</u>	
EQUIPMENT/FURNITURE/TV license/MEDICAL SUPPLIES/MATERIALS	£29,180
ICT	£2,963
POSTAGE	£24
TELEPHONES	£900
INSURANCE/MATERNITY DELEGATION/SPECIAL PERILS/VEHICLE	£2,264
LA SERVICE LEVEL AGREEMENTS – Governor Support/Finance/IT/HR /Payroll/GDPR	£4,954
TRANSPORT – SHOOOL MINI BUSES/FUEL/REPAIRS	£3,548
<u>INCOME</u>	
MISCELLANEOUS – INCLUDING WELSH GOVERNMENT GRANTS	£87,748

Quick Read - Complaints Procedure

1. Have you asked us yet?

1.1 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.**
- **a member of staff - you speak to the Headteacher.**
- **the Headteacher - you speak to the Chairperson of the schools governing body – contact details given later in the document.**

1.2 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 school's Complaints Procedure Policy. If the complaint is about bullying there is an Anti-Bullying procedure to follow, you can get a copy from the school.

2. When to use this policy

2.1 When you have raised a concern or made a complaint (as described above) but feel that you have not had a satisfactory answer, please contact the school and ask for a copy of the Complaints Procedure Policy. You can also see it on the school's website.

2.2 This policy explains how to make a complaint about the school and/or a member of staff of the school or a governor.

2.3 Anyone who feels that they have a complaint to make should read this document **before taking any action**. The steps laid out in the document must be followed so that all parties have the opportunity to put their point forward.

2.4 The person making the complaint may ask for assistance if they feel they need help in following this procedure. Details of where to get help are given on page 5 of the document.

2.5 We understand that your concern/complaint is important to you, we will consider all your concerns and complaints in an unbiased, open and fair way. We believe that all complainants have a right to be heard, understood and respected. We will listen to what you have to say and investigate your concern as quickly as possible. We will make every effort to protect confidential information.

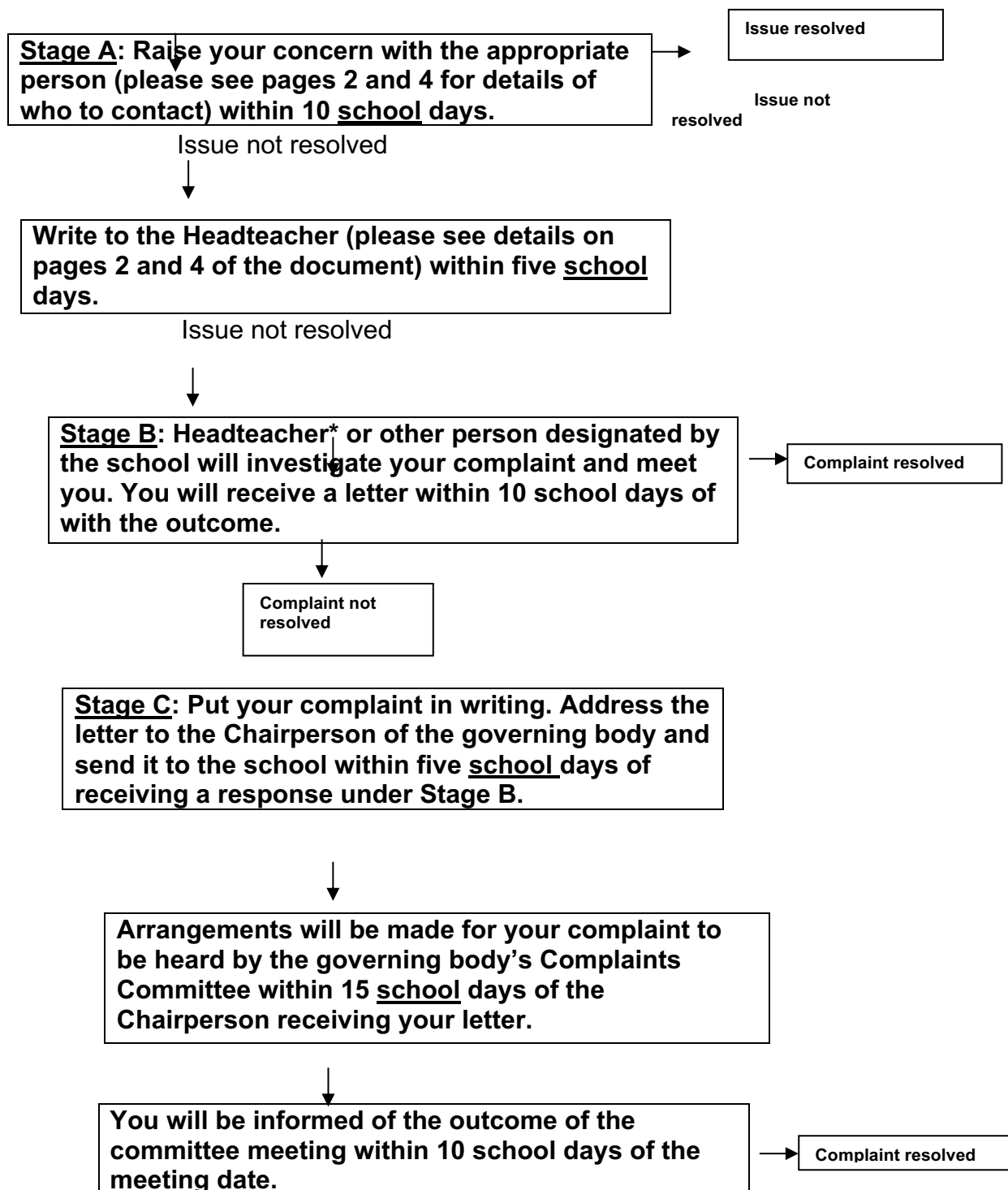
2.6 School staff and governors have the same rights. We expect you to be polite and courteous in all your dealings with the school including when you are making a complaint.

Our definition of a complaint is: 'An expression of dissatisfaction in relation to the school, a governor or a member of its staff that requires a response from the school.'

The response to the concern/complaint may be made by a member of staff or, the Headteacher or, a committee of the governing body as appropriate.

Complaints Procedure Flowchart

This flowchart shows, at a glance, how a complaint will be progressed. For full details please see; Point 5 - Answering Your Concern or Complaint on page 4 of the full version of the Complaints Policy which is available from the school or on the school's website.



The Complaints Committee is the final arbiter in the complaints procedure.