



**Rhondda Cynon Taf County Borough Council
Governing Body of Ysgol Ty Coch Special School
Annual Report to Parents Summer Term 2025**

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 Summer 2024.

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 281162.

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	Local Authority (LA)	Council Members	04/05/2027
Mr. A Lawthom			29/11/2027
Mrs A Winter			18/11/2028
Mrs E Curtis	Community Governors	Governing Body	19/03/2028
Mr D Jones			05/06/2028
Mrs J Stuckey (Chair)			05/03/2026
Mrs A Tovey (Vice Chair)			19/03/2028
Mr J Hall	Parent Governors	Parents	05/06/2028
Mrs A Jamieson			12/01/2027
Mr M Samuel			29/01/2028
Mrs H Bishop			19/09/2028
Ms. S. Best			27/06/2028
Mrs T Evans	Teacher	Teaching staff	25/01/2027
Mrs E Russ-Jones			25/10/2025
Miss L Davies	Support staff	Support staff	10/05/2026
Mr S Wison	Headteacher		

When fully constituted this governing body is made up as follows

LA Representatives	4
Community Governors	4
Parent Governors	5
Teaching Governors	2
Support staff	1
Headteacher	1
Total	17

4. Parents and Carers Meetings/Resolutions complete

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, 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 2024. 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/carer 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 due process, Mrs. H. Bishop was elected as a Parent Governor to fill the vacancy.

A letter was sent out in September 2024 asking for nominations from parents interested in becoming a governor. There was 1 vacancy and 1 application, so no ballot was necessary and the applicant, Mrs. H. Bishop, was appointed to fill the vacancy.

There are currently no vacancies for a Parent Governor. Should there be a vacancy a ballot will be organised. The ballot will include the parents and carers of pupils attending the school. You don't need to have already had any experience of being a governor 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 progressing. 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 and parents now receive progression logs each term for their children which capture the progress made between one term to the next.

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 covering the period April 2024 to March 2025

The school is accommodated over two sites, one in the Tonteg area and another at Ynysybwl.

The Local Authority provides the money to be used to finance the running of the two sites. It is the responsibility of the school's Governing Body to manage this money to provide what is needed to operate the two sites and to educate the pupils who attend the school.

In the 2024 – 2025 financial year, Rhondda Cynon Taf County Borough Council (the Local Authority) allocated a total of **£5,048,468** to the school.

The money has been used to pay for;

- **127 Staff including** – headteacher, deputy headteachers, assistant headteachers, teachers, teaching assistants, instructors, clerical staff, estates staff, cleaning staff and staff training - **£4,563,876**



- **Premises related costs** including - repairs, maintenance, refuse collection, cleaning and security of the buildings and grounds, Gas, Electricity, Water - **£323,044**
- **Supplies and Services including** Furniture, equipment, stationery/other materials, postage and phone costs, certain insurances, Local Authority administration, ICT - **£440,070**
- **Transport related costs** including school minibuses, repairs, fuel, hire, expenses - **£10,855**

Any of these funds remaining at the end of a financial year are carried forward to be used in the following financial year.

Other Income

Welsh Government - In addition to the money received from the Local Authority, the Welsh Government provides certain grants. All these funds must be used, within the financial year, for the purpose they were allocated.

Miscellaneous Income including Welsh Government grants, income from insurance claims, course fees, Central South Consortium grants - **£609,917**

Private Fund

The fund accounting for the money donated and received from fundraising events is independently audited on a regular basis. The school's Private Fund return was last made to the Local Authority in October 2024 in line with the Local Authority's financial regulations.

The income received into fund for the 2024 – 2025 financial year is **£1,554**.

Funds were raised and donations made, by parents, carers and relatives of pupils, individual and groups of staff, governors, individuals and other organisations, locally and further afield, who are associated with the school or those who simply want to help make a difference at the school.

Some of the fundraising events held this past year include: raffles, a school summer fete, a Christmas fayre, a golfing day, sponsored walks, climbs and other activities.

The funds received have been used for the benefit of the pupils, to enhance their learning and play experiences.

Should you wish to make a donation, please do so by contacting the school directly.

Governing Body

Governors did not make any claims for subsistence or travelling expenses in the 2024 – 2025 financial year.

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 Spring term 2025 and again in the summer term 2025.

Updates made in the Spring term include information on the changes to school uniform. Parents have been made aware of these changes in preparation for the implementation.

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 the 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 enhance the 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
7. Program, Reducing Restrictive Practices Framework, Community Focused 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 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 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 the 11th of June.

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

1. Establish a new leadership structure for senior and middle leaders ensuring effective contribution to self-evaluation and therefore improved outcomes for learners.
 - 1.1 Continue to refine the school's quality assurance procedures to ensure they promote self-reflection, robust discussions, safe challenge, and rigour.
2. Implement a new MER cycle which will ensure a clear picture of the quality of teaching and learning which will facilitate the development of consistent approach.
3. Quality assure curriculum to ensure it meets the needs of all learners.

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 some teachers required enhanced support to further develop their assessment for learning and structured teaching skills. 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, a structured teaching session has been planned through RCT for September 2025. Alongside this the school staff also delivered workshops to share the school's excellent practices. Staff feedback showed that staff enjoyed choosing their own professional learning pathways during a four week options course ran in Spring 2025.

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, a Post Inspection Action Plan is being developed, and this supersedes the School Development Plan. The headteacher is overseeing this plan across the school.

In drawing up and working in line with the Post Inspection Plan, staff and Governors must make sure that the Estyn priorities taken from the previous Estyn Inspection, are covered. These priorities apply to all staff and will enable all pupils to receive an equal level of relevant education.

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

1. R1 Improve the quality and consistency of teaching and learning
2. R2 Establish a consistent communication system to support all pupils' understanding, expression, and engagement
3. R3 Work with the local authority to improve the quality of the learning environment to meet the needs of all pupils
4. R4 Further strengthen leadership at all levels

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: refurbishment of classrooms, extensive decorating to support a consistent learning environment, improved storage and shelters for pupils to ensure their learning can continue outside.

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. Governors will inform parents under Section 39 (9) of the Education Act 2005.

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.

Ysgol Ty Coch was inspected from 24th to 26th March 2025. The report detailing the findings from the inspection was issued on 30th of May. Parents/carers have been informed that the report is online, and this has been added to the school's website. A letter from the Governing Body detailing the arrangements in hand to draw up and implement the Post Inspection Action Plan. Parents/carers were also invited to attend a meeting, at the Tonteg site, at which they could discuss the report and the plans to address the points raised by the inspectors.

12. Term Dates and Holidays 2025 - 2026 Academic Year

For the complete details of the terms and holiday dates for the September 2025 – August 2026 academic year, please see **Appendix A** at the end of this report.

- i) **Monday 1 September 2025 is a designated staff training day – INSET** there will be no pupils admitted to school on this date.
- ii) **Monday 20 July 2026** *It is intended that this INSET Day will either be taken on **Mon 20 July 2026** 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	Thursday 25 th December 2026
Easter Good Friday	Friday 3 rd April 2026
Easter Monday	Monday 6 th April 2026
May Day	Monday 4 th May 2026 * <i>all schools will be closed on this day</i>

- 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:



	Primary	Secondary
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.

In respect of Ysgol Ty Coch e have good links with various establishments and organisations which include 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 Caple 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 mainstream schools and came second in the recital.

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

We value greatly partnerships with families and our fortnightly coffee mornings continue to be a success. Citizens Advice attend 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 operating in school this summer term.

Enterprise Activities, activities. give pupils the opportunity to learn valuable life-skills. The pupils have revived the café which has a five-star food hygiene rating. The area is also used as a functional meeting place and interview area.

The school’s hospitality provision has been exemplary in show casing pupil’s skills.



A number of our Year 12, 13 and 14 pupils have been undertaking their work experience placements throughout the year. Placements have included Tonteg Co-op and Elite Paper Solutions. Each pupil involved accesses a minimum of six sessions.

Our school continues to recognise the importance of recycling and sustainability and fully support these avenues. Pupils are encouraged to nurture and grow plants. The importance of learning from outdoor opportunities is valued and help our pupils to flourish with the knowledge they gain from such experiences.

Ty Crefft have previously worked hard on themed products including Valentine sweet cones and, at the time of writing, will be working on Father's Day products in the second half of the Summer Term.

The pupils involved in Roots at Ty Coch, the horticultural enterprise, have been producing and selling potted plants, shrubs and hanging baskets both locally and at the school.

In the past there was a uniform recycling scheme to help the community and although there were numerous donations and good promotion of the scheme there was only a limited uptake by families. time of writing, However, the donation of clothing has supported departments in the school to have access to spare clothing, as required.

At the time of writing, Forest Schools will recommence in the next half term on identified Saturday mornings following a period of renovation of the sensory garden at the Tonteg site. Sessions have previously been very popular for families including siblings of pupils from our school. From across both the Tonteg and BYC sites.

School Fundraising and Community Engagement Update

Staff at the school have played a key role in organising and delivering a range of successful fundraising events. Notably, a golf tournament held at The Vale Golf Club, featuring sixteen teams, raised an impressive £8,100. Additionally, the annual Christmas Fete brought in £1,200. Both events were well supported by pupils, staff, parents, carers, and a variety of local businesses, reflecting the strong community spirit surrounding the school.

Currently, staff are actively preparing for the upcoming Summer Fete, scheduled for June, which promises to be another vibrant and inclusive event.

This year, the school also received a generous donation of £10,000 from the national company, Signature Property Finance. Of this, £5,000 was allocated to enhance Buarth Y Capel Yard, including the installation of floor markings designed to support and improve pupils' physical literacy.



Looking ahead, the school is collaborating with Signature Property Finance once again to organise the inaugural Ysgol Ty Coch School Ball, which is set to take place in October.

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:

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.

- Teaching and Learning Policy
- Curriculum Policy
- Assessment for Learning Policy
- Monitoring Policy
- Positive Handling Policy (This replaces the Restrictive Physical Interventions Policy)
- Positive Behaviour Policy
- Anti bullying Policy
- Anti -Racist Policy
- Healthcare Needs Policy
- Safeguarding Policy
- Health and safety Policy
- Marking and Feedback Policy
- Children Looked After Policy
- Relationship Sexuality Education (RSE) Policy



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 two assistant headteachers oversee the transfer to IDPs and continue 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. In addition to this, some staff have recently received Helen Sanderson training to further support the PCP process. There are plans to further develop training with additional members of the school staff.

16. Access for Disabled Pupils

The governing body is mindful of the requirements of the Equality Act 2010 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 can 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 October 2024 before being ratified in the Full Governing Body Meeting on the 16th of October 2024. 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 at least termly.



The Traffic Management risk assessment has been reviewed and updated in readiness for the March 2025 Estyn inspection and a revised plan drawn up for both sites. As part of ongoing improvements this will be reviewed again in October 2025.

Fire Evacuation Procedures have been regularly tested and the outcomes, which were very good, were recorded. The school's policy and procedures have been reviewed by a member of the Authority's Health and Safety unit. There was an unexpected fire alarm on the 27/06/2025 and the school was evacuated safely and effectively. All classes now evacuate to their nearest yard and await instruction whether to gather at the main muster point.

Critical Incident Planning

Our critical incident plan includes a site map of both sites indicating the location of fobbed doors and site safety features.

17. Fabric of the Building (Including Toilet Provision)

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 can 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.

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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 include:

- Ceiling of Seren Fach.
- Outside fencing of Explorers area in order to make area safer.
- Five new doors with viewing panels fitted in Ty Hwyl building.
- Creation of resource centre to centralise school resources.
- New entrance gates and fencing.
- Fob entry system for main gate introduced.
- Interactive sports walls fitted at both Ysgol Ty Coch and Buarth y Capel.
- Removal of bird house and decking in the sensory garden.



- Refurbishment of shipping container to provide storage and caretaker's workshop at BYC.
- Various fencing repairs around school.
- Installation of VOIP telephone system.
- Installation of new doors in the hall to close off the kitchen when it is not in use.
- New wooden canopies for the play areas of Dregiau and Explorers.
- Finger guards fitted on all outside gates at both YTC and YBC.

Future planned maintenance includes:

- The expansion of YBC has been agreed by the local authority.
- Ongoing redecoration of certain areas of YTC.
- New storage system to be rolled out across the school.
- Repainting of metal fire escape from Glynderai area.
- New playground and fencing at YBC.
- 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.
- The development of covered areas at the front of the school.
- Refurbishment of Pili Pala area.

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.

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 86.8%. We also have a small number of pupils who are unable to attend the school due to a variety of reasons however Estyn praised the school's efforts to improve attendance. These pupils are being provide with bespoke learning and are in regular contact with staff through our outreach or attendance programmes.

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	Secondary
Morning session	08:50 - 11:45	08:50 – 12:15
Lunch break	11:45 - 12:15	12:15 - 12:45



Afternoon session	12:15 - 14:50	12:45 - 14:50
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Average attendance for the Summer term 2024 was 86.6%

Average attendance for the Autumn term 2024 was 86.9%

Average attendance for the Spring term 2025 was 86.4%

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 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 2024 to July 2025 is nine.

The destinations of these pupils are as follows:

- Two pupils have applied to go to specialist colleges.
- Three pupils will enter day services.
- One pupil will go to Coleg y Cymoedd at Nantgarw
- Three pupils will go to Bridgend College

A Leavers Assembly for the BYC site will be held on 8th July 2025. The Leavers Assembly for the Tonteg site will be held on 9th July 2025. 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 Prom for Yr 12-14 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 Canada Lakes on 10th July 2025.

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 the Inspire Games, three rugby events including the Six Nations, a golf day, Boccia games and an online Minecraft League.

There are no pupils achieving Duke of Edinburgh Award qualifications this year however with new DoE leads gaining their qualifications in Autumn the pupils will begin their journeys to silver and gold in the next academic year!

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 will be held on 2nd July and the 3rd of July and University of South Wales campus.

Other Achievements

- We are proud to report that pupils from Ty Coch Senedd have worked hard over the past 12 months. Their hard work has culminated in being invited to present their contributions to the NHS National Vision project at the prestigious St Donats Arts Centre, where they spoke confidently in front of Senior NHS and Welsh Government Executives.
- We are proud to report that two of our pupils represented the school at the Cymraeg Campus Bronze Award ceremony held at the Vale Resort, celebrating our ongoing commitment to the Welsh language and culture.
- We are proud to report that pupils have shown great entrepreneurial spirit through their Enterprise project at Buarth y Capel, creating and selling Easter baskets to the local community and learning valuable lessons about business and profit-making.
- We are proud to report that one of our Sixth Form pupils has secured a volunteer role at The Meadows Wildlife Park, following a successful work experience placement where he demonstrated growing confidence and dedication to community engagement.
- Our school Minecraft Team levelled up their skills through creativity, problem-solving, and teamwork, working side by side and collaborating with other schools to take on exciting challenges. Together, they successfully completed ambitious builds and showcased their innovation and unity. Very well done all!

23. Healthy Eating

“No education system is effective unless it promotes the health and wellbeing of its students, staff and community” – World Health Organisation (WHO), UNESCO

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.



As of this Summer term the catering staff are providing a new style menu which is designed to provide healthier options for learners:

- There will be less ingredients that cause blood sugar to spike, energy to fall and pupils to end up feeling hungry.
- Pupils will be served nutritious, balanced meals that will keep them feeling fuller for longer, increase concentration and encourage healthy eating and good cutlery skills.
- Locally sourced produce will be used, there will be daily vegetarian options in addition to meat/fish and a portion of fruit will be included with all deserts. A vegan menu will be available for those who want it.
- The menus will carry easy to understand symbols to show pupils healthy options.

The School Senedd 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.

The school 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 achieve this:

- We encourage all children and staff at Ysgol Ty Coch Special School to make healthy food choices throughout the school day.
- We ensure that food, nutrition and physical activity become integral to the overall value system of the school.
- Our catering staff ensure that the menus provided at lunchtime are always nutritious and well-balanced.
- We offer only fruit for snacks and milk or water to drink. The children are not offered fizzy drinks 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.

[Appendix A](#)

Term Dates and Holidays 2025 - 2026 Academic Year

Term	Begin	Half term	End	
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		Begin	End		Number of school days
Autumn 2025	Monday 1 st September 2025	Monday 27 th October 2025	Friday 31 st October 2025	Friday 19 th December 2025	
Spring 2026	Monday 5 th January 2026	Monday 16 th February 2026	Friday 28 th February 2026	Friday 27 th March 2026	55
Summer 2026	Monday 13 th April 2026	Monday 25 th May 2026	Friday 29 th May 2026	*Monday 20 th July 2026	65
Total					195

- i) **Monday 1 September 2025 is a designated staff training day** – INSET there will be no pupils admitted to school on this date.
- ii) **Monday 20 July 2026** *It is intended that this INSET Day will either be taken on Mon 20 July 2026 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:
- 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.

Christmas	Thursday 25 th December 2025
Easter Good Friday	Friday 3 rd April 2026
Easter Monday	Monday 6 th April 2026
May Day	Monday 4 th May 2026 * <i>all schools will be closed on this day</i>

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 chance to respond. If you are not happy with the response then, you may make a formal complaint using the school's Complaint Procedure Policy. If the complaint is about bullying there is an Anti-Bullying procedure to follow, you can obtain a copy from the school.

2. When to use this policy

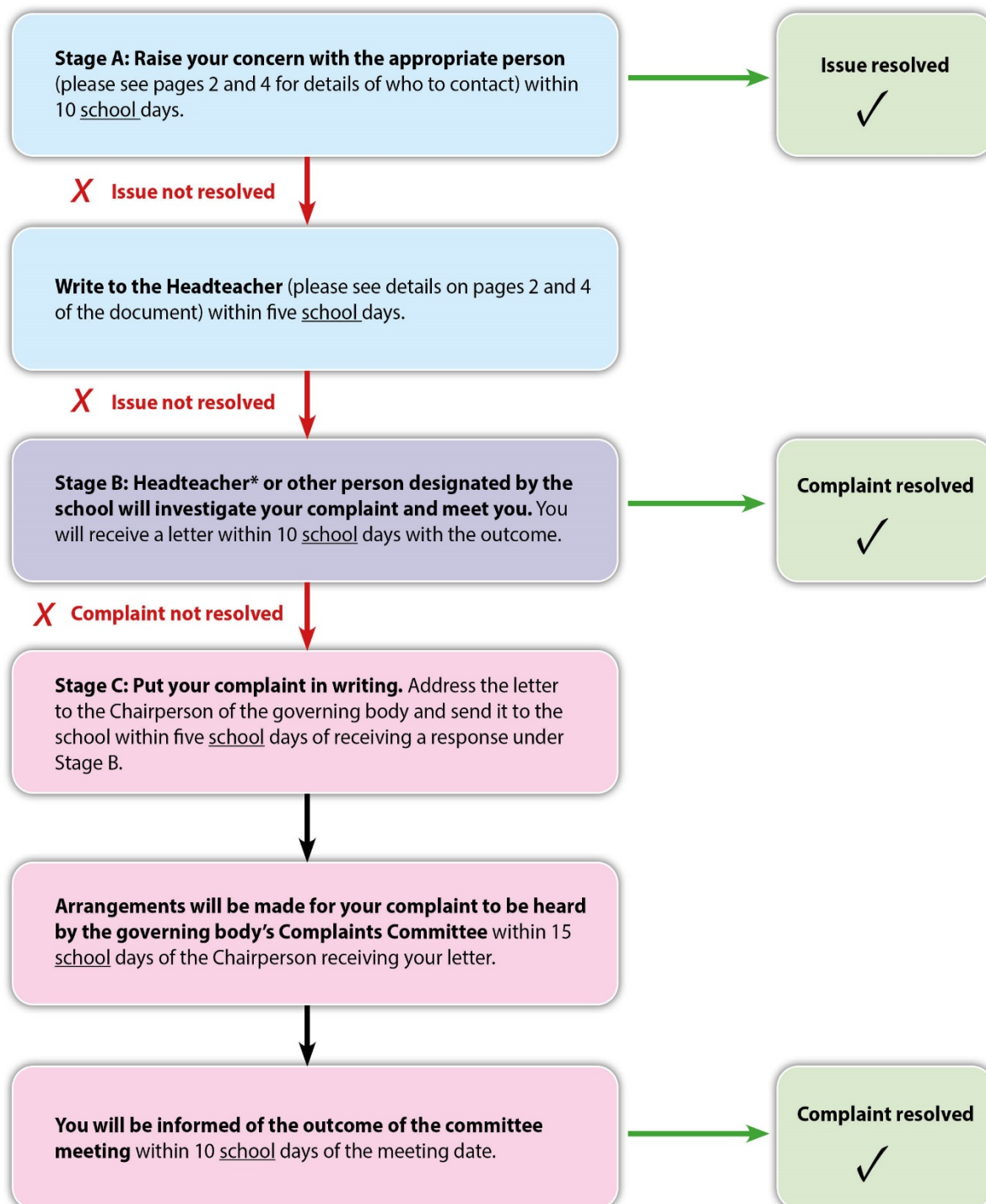
- 2.1 **When you have** raised a concern or made a complaint (as described above) but feel that you have not had a satisfactory answer, please contact the school and ask for a copy of the Complaints Procedure Policy. You can also see it on the school's website.
- 2.2 This policy explains how to make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