



School Prospectus

YSGOL Tŷ COCH

2021-2022



Headteacher: Mr David Jenkins

Deputy Headteacher: Miss Sarah Jones

Deputy Headteacher: Mrs Julia Render

Chairperson of Governing Body: Mrs Janice Stuckey

Ysgol Tŷ Coch is a Local Authority special school, providing education for pupils who have additional learning needs.

Entry to Ysgol Tŷ Coch is made through the LA SEN panel.

Glossary of Terms
List of abbreviations/acronyms

1. LNF Literacy and Numeracy Framework
2. EIG Education Improvement Grant
3. PDG Pupil Deprivation Grant
4. LA Local Authority
5. ALN Additional Learning Needs
6. DDA Disability Discrimination Act
7. SENDA Special Educational Needs and Disability Act
8. PAT Portable Appliance Testing
9. NC National Curriculum
10. SRE Sex and Relationship Education
11. PSE Personal and Social Education
12. RE Religious Education
13. IEP Individual Education Plan
14. DDSP Deputy Designated Safeguarding Person
15. DSP Designated Safeguarding Person
16. ICT Information and Communication Technology
17. WJEC Welsh Joint Education Committee
18. OCN Open College Network
19. PGL Peter Gordon Lawrence (Founder)
20. AAC Augmentative and Alternative Communication
21. TEACCH Treatment and Education of Autistic and Communication Handicapped Children
22. EBP Education Business Partnership
23. WSAPLD Welsh Sports Association for People with Learning Difficulties



Contents

1. Welcome to Ysgol Tŷ Coch
2. Parents Perceptions/School Review/Inspection Outcomes
6. School Provisions (including the use of the Welsh Language and ethos)
8. School Entry/Attendance requirements
11. School Hours/Terms and holiday dates
12. Mission Statement
13. Pupils Charter
14. Equal Opportunities
16. Child Safeguarding
18. Staffing
19. Facilities
27. Curriculum Provisions/Careers Guidance
42. Autism Provision
43. Sensory Curriculum
46. Alternative Therapies
47. Pastoral Care/Community Participation
48. Cultural/Sporting/Creative Activities
49. Schools Governing Body

Welcome to Ysgol Tŷ Coch/Croeso i Ysgol Tŷ Coch

The information contained in this prospectus has been compiled to assist parents/carers in making an informed decision about sending their child(ren) to Ysgol Tŷ Coch.

Ysgol Tŷ Coch is a school that caters for pupils with profound and multiple learning difficulties. The provision is located over two sites. The original site which was opened in 1978 is located at Tonteg, whilst the provision for pupils aged 16 – 19 who have autism was opened in Ynysybwl in 2014.

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



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

Headteacher - Mr David Jenkins

Deputy Headteacher - Miss Sarah Jones (Based at Tonteg)
Deputy Headteacher - Mrs Julia Render (Based at Ynysybwl)

Chairperson schools governing body - Mrs Janice Stuckey
Vice Chairperson schools governing body - Councillor Lyndon Walker

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

Ysgol Tŷ Coch
Lansdale Drive
Tonteg
Pontypridd
CF38 1PG

Telephone: 01443 203471
Fax: 01443 206828
Email: Head.ysgoltycoch@rctednet.net
Website: www.ysgoltycoch.co.uk

Ysgol Tŷ Coch - Buarth y Capel
Ynysybwl
Pontypridd
CF37 3PA

Telephone: 01443 791424
Fax: 01443 791424
Email: Admin.buarthycapel@rctednet.net
Website: www.ysgoltycoch.co.uk

What parents have said about Ysgol Tŷ Coch

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



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

The best thing is the transition programme. It made things so much easier for my son in transferring from home to



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



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

Thank you for all your hard work. I know how demanding xxxx can be and yet the staff at Ysgol Tŷ Coch never seem to give up trying

School Categorisation Report

Quality and Standardisation Group Grŵp Ansawdd a Safoni

Quality Assurance	
Reg Mod.	
Nat. Ver	

School	Ysgol Ty Coch
Region	Special

Step 1 - Standards Category

Based upon the National Categorisation for standards the school is judged to be: 1

School Context
<ul style="list-style-type: none"> Ty Coch School caters for 130 pupils who have profound and multiple learning difficulties. Many also have a range of other learning difficulties such as those on the autistic spectrum and physical disabilities. 33.8% of the population are e-FSM pupils and 5% are from ethnic minority groups. Nearly all pupils come from within the local authority, although a small number come from other local authorities within the consortium.
Evaluation
<ul style="list-style-type: none"> Progress rates across all key stages and subjects at Ty Coch School are excellent. Pupils make at least 2.7% of a level progress which represents at least good progress from the pupils' very low starting points. In terms of reaching IEP targets pupils are exceeding their challenging targets by, for example, in mathematics by 2.27% of a level. All key stage 4 pupils leave the school with at least 5 appropriate qualifications, 50% also leave with various levels of the D of E award. Key stage 3 at least 87% of pupils make at least good progress in both English and mathematics. The most able pupils, who make up approximately 30%, all go on to reach higher qualifications such as GCSEs and other vocational qualifications such as BTech awards later in the school. Routes to further education and or training are very good with all pupils going onto successful places elsewhere and are provided with an excellent foundation for their future lives. The school uses all the resources at its disposal, such as the school café to provide work place learning opportunities and hospitality qualifications at least at Entry Level 2, many achieve L3. FSM pupils consistently outperform their peers in school with average rates of progress being in excess of 3.44% level rises per year across all core subjects.
Areas for further improvement
<ul style="list-style-type: none"> Ensure that 14-19 pathways remain robust

Step 2 - Improvement Category

The categorisation based upon evidence and discussion at Step 2 is 'A' because;

Evaluation
     

- The quality of leadership and management is excellent and all leaders and managers fully understand their roles and responsibilities and successfully play a key part in the rapid development of the school.
- The school has also developed close links with a number of schools and the head teacher is currently successfully helping to improve and develop another school within the area. However, he has also ensured that this link has provided positive leadership opportunities for the staff of both schools.
- Everyone involved with the school share the same clear vision and ethos for the school and this is at the heart of all school improvement and development.
- School self-evaluation is highly robust and based on accurate information with all stakeholders being fully involved in the process. The leadership team's, accurate view of the school, has allowed them and the governing body to create an excellent self-evaluation record and school improvement plan. These are very well linked and take into account the key areas of improvement for the school. Both documents provide a solid foundation and are key to the excellent performance of the school.
- The school is collaborating well with other schools and both staff and pupils are gain considerably from a wider range of activities, training opportunities and the ability to work with a wider range of peers and different environments.
- The leadership and management of teaching and learning is excellent and has resulted in teaching being at least good with much that is better. Staff training, support systems, planning scrutiny and other strategies are the basis for the continued improved quality of teaching and learning throughout the school. Teachers use data effectively to plan for the needs and abilities of all their pupils. Resources are utilised very successfully to enhance the learning and development of all pupils.
- Peer enquiry has been used as an effective tool to support both self-evaluation and the leadership development of key members of the senior leadership team. This in turn has improved all aspect of the school.
- The senior leadership team is continually developing the curriculum across the school in line with local and national initiatives. The links with other schools enables the school to open up further possibilities for the pupils.
- Performance management is used to set very challenging targets and to hold staff to account for their performance and has helped the continuous development of staff and thus the school as a whole.
- The governing body has within it a wide range of skills and knowledge and uses them very successfully to be a driving force in school improvement. They carry out their statutory duties very well and challenge the school with skill. They hold the leadership and management team to account effectively and never accept anything without triangulating all evidence.

Areas for further improvement

- Ensure that middle leaders are continually developed.
- Ensure focus on priorities to enhance provision and standards at Ysgol Ty Coch alongside its other work.

Evidence scrutinised to make the judgement

- Estyn report and recommendations
- Available school data and information
- Previous challenge advisor reports
- Discussions with the senior leadership team
- Discussion with the local authority

Governing Body Ratification

After discussion the Governing body were in full agreement with the Support Category shown above

Step 3 - Support Category

The Overall Support category for the school is judged to be: Green

Exceptions

Exceptions have been applied:



Categorisation Overview

Step 1	Step 2	Step 3	Exceptions Applied
1	A	Green	-



This categorisation report will be shared with Governing Body after the National Verification meeting on: 10/01/17

School Inspection Report August 2017

Covering the most recent Inspection

Undertaken by Estyn between

12th – 15th June 2017

5

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

Inspection Judgment

Judgment Meaning

Excellent

Many strengths, including significant examples of sector-leading practice

Good

Many strengths and no important areas requiring significant improvement

Adequate

Strengths outweigh areas for improvement

Unsatisfactory

Important areas for improvement outweigh strengths

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

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



School Provisions/Ethos

The school is located on two sites. The original site, which is a brick built, single storey building opened in 1978 is situated in a residential area of Tonteg on the outskirts of Pontypridd approximately twelve miles north of Cardiff with good road links via the A470/M4/A473.

The Buarth y Capel site, opened in September 2014, is also a single story building which was completely refurbished to suit the needs of the students. This facility houses an autistic unit catering for pupils aged 14– 19 and is located in the village of Ynysybwl approximately six miles north of Pontypridd.

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

Ysgol Tŷ Coch is an English medium school. All teaching/learning is conducted through the medium of English.



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

The staff at Ysgol Tŷ Coch promote a sense of cultural identity in school through a holistic approach by learning Welsh songs, poems and rhymes, organizing visits from Welsh speaking theatre groups, musicians and other performers

as well as teaching pupils about the culture and traditions of Wales as part of the curriculum. Certain documentation, subject matters, home and community links, extra-curricular activities, links with other schools and organisations also reflect the school's approach to promoting the Welsh identity.

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



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

The facilities available to pupils that enable these experiences include a fully functioning kitchen, a hairdressing salon, a workshop, horticulture training and a café. Whilst the use of literacy and numeracy for 'meaning in the community' with activities such as shopping for food, accessing local leisure facilities, camp-craft and the participation in the Duke of Edinburgh Award Scheme (in addition to the activities already listed) are practised every day.

Students are regularly taken out into the community where they apply the skills they learn to real life situations. The students gain accreditation and qualifications from their vocational studies.



In addition, students have access to state of the art ICT equipment, including iPods, iPads and iBoard screens which enable all students to access the technology.

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

There is also fantastic multisensory provision on both sites enabling students to access sensory stories, atmospherics, music and sensory stimulation.

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



School Entry

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



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

The LA advises parents/carers on visiting the special schools to enable an informed decision to be made in selecting a place for their child. Parents/carers who may be considering requesting a place for their child are welcome to make an appointment to visit Ysgol Tŷ Coch, to take a tour of the school and to discuss what it has to offer to meet the needs of their child.

All pupils entering Ysgol Tŷ Coch will have a statement of Special Educational Needs.

For further information on statementing/admission to Ysgol Tŷ Coch please contact the Access and Inclusion Division, Education and Lifelong Learning Directorate, RCT CBC, Tŷ Trevithick, Abercynon CF45 4UQ (Tel: 01443 744000).

Attendance Requirements

Parents are asked to ensure that their children attend school regularly. An explanatory letter must be forwarded or a telephone call must be made to the school **on the first day of any/all pupil absences**.

As part of the school's strategy to improve attendance, the use of **PARENT MAIL** has been taken up. This is a data protected electronic communication system that allows parents to be contacted, via email and text, to enquire about pupil absences and to relay information on any emergencies, school closures or other situations that may affect attendance.

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

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



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

Your child's education is important; prolonged absences can hamper good progress. **April, May and June are particularly important months when students' course work has to be completed and submitted to the appropriate examining bodies for accreditation.**



The annual whole school assessment of all pupils also takes place during these months. If pupils are not in school at this time then their progress may not be accurately measured and this may impede the setting of appropriate targets for future attainment. Residential courses and the Duke of Edinburgh Expedition are undertaken during these months too. Failure to attend means that course work cannot be submitted and awards cannot be achieved. Work cannot be resubmitted until the following year and in some cases has to be completely redone.



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

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





Given below are the attendance levels for the last three academic terms. Please note the change in attendance for the **Spring and Summer Term** have been affected by COVID-19.

Term	Authorised Absences	Unauthorised Absences	Total Attendance
Autumn 2019	7.9%	0.6%	91.5%
Spring 2020	9.3%	0.4%	90.3%
Summer 2020	24.4%	0%	75.6%

For full details on pupils attendance at school please refer to the schools Attendance Policy which is available on the schools website, or, to the Attendance and Wellbeing Service, Education and Lifelong Learning Directorate, RCT CBC, Tŷ Trevithick, Abercynon CF45 4UQ (Tel: 01443 744000).

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

80% of
Success is
Showing
Up

Stay Cool and
be in School

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

School Hours

Primary

Morning Session: 8.50am – 11.45am

Afternoon Session: 12.15pm – 2.50pm

Secondary

Morning Session: 8.50am – 12.30pm

Afternoon Session: 1.00pm – 2.50pm

SCHOOL TERM AND HOLIDAY DATES ACADEMIC YEAR 2021-2022

	Term Begins	Half Term Starts	Half Term Ends	Term Ends	No of School Days
Autumn 2021	Friday 3rd Sept 2021	Monday 25th Oct 2021	Friday 29th Oct 2021	Friday 17th Dec 2021	
Spring 2022	Tuesday 4th Jan 2022	Monday 21st Feb 2022	Friday 25th Feb 2022	Friday 8th April 2022	
Summer 2022	Monday 25th April 2022	Monday 30th May 2022	Friday 3rd June 2022	Friday 22nd July 2022	
	TOTAL				195

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

- Friday 3rd September 2021
- Monday 6th September 2021
- Thursday 21st October 2021
- Friday 22nd October 2021
- Tuesday 4th January 2022
- Wednesday 5th January 2022
- Thursday 24th March 2022
- Friday 25th March 2022

‘Learning Together’

Respect

Integrity

Expectation

Passionate

Challenge

Enjoyment

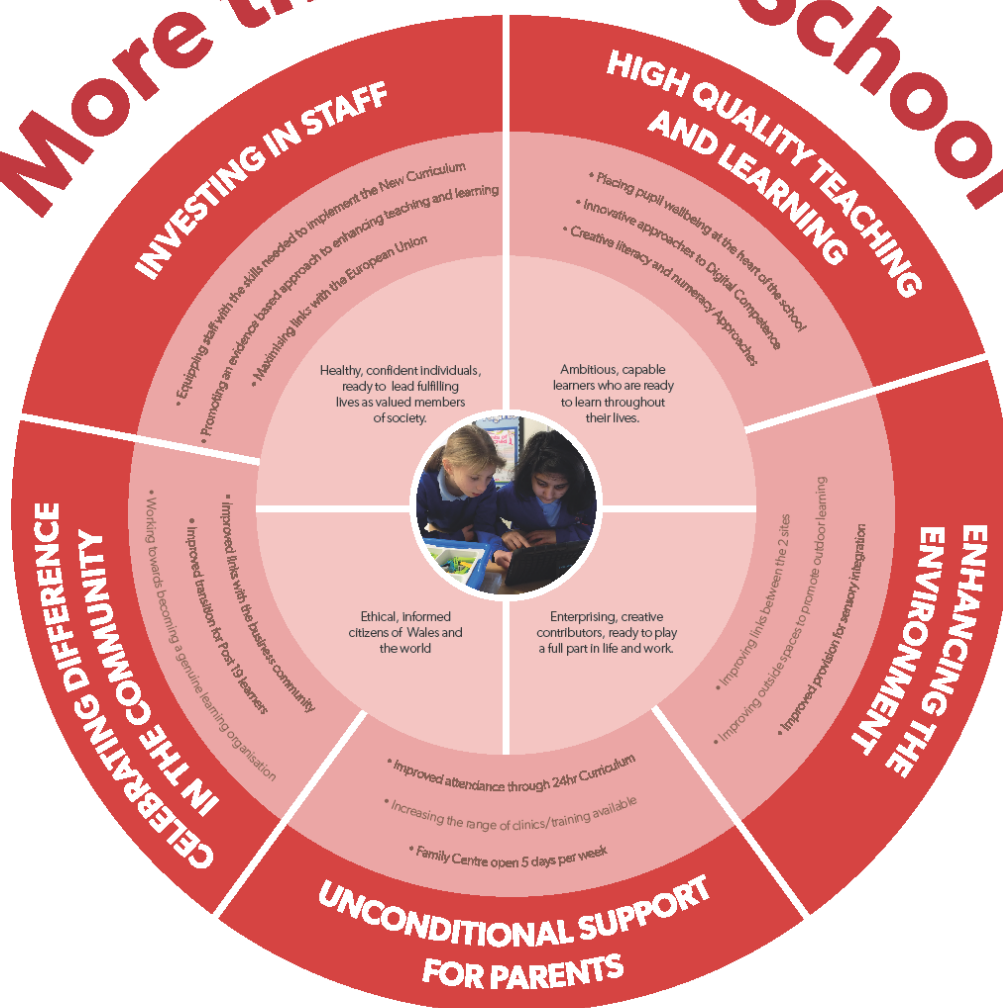


‘RECIPE’ for Excellence



Ysgol Tŷ Coch
Learning Together - Dysgu Gyda'r Golydd

More than just a School



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



Mission Statement

Ysgol Tŷ Coch works under the “Safeguarding of Children in Education” guidance 2008

To provide a safe, caring and stimulating environment for all pupils, challenging them to achieve their maximum potential through equal access to an appropriate and relevant curriculum.

Our commitment to this mission means that we strive to:

- Aspire to Excellence in everything we do!
- Provide a broad, appropriate and stimulating curriculum, which includes the National Curriculum and Sensory Curriculum, challenging each child and enabling them to succeed.
- Engage in honest collaboration and communication with all stakeholders
- Recognise that our staff team is the school's prior resource and that valuing, supporting and developing staff is central to our pupil's achievements
- Acknowledge and respect the individuality of each pupil where everyone is a valued member of the school community
- Celebrate ability rather than define disability
- Be at the forefront of Education/ALN in UK and in doing so, promote the School as a recognised Centre of Excellence on a local, regional, national, and international scale
- Work to ensure our pupils are safeguarded against harm
- Work with parents / carers as partners in their child's education and offer them professional support, information and guidance
- Maintain access for all pupils to high quality resources, communication systems and learning experiences
- Develop expertise within an attractive environment, including specialised provision, in order that individual needs can be met

Ysgol Tŷ Coch Pupils' Charter

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

The Pupils of Ysgol Tŷ Coch would like you to observe the following:-

1. Please treat me with respect and courtesy.
2. I may not hear or see you; approach me from the front and touch me gently on the hand.
3. Please introduce yourself to me.
4. Please use appropriate language and /or signings.
5. Please treat me as though I understand.
6. Please speak to me and not about me.
7. Please give me time to indicate my answer or make a choice.
8. Please respect my decision.
9. Please don't move me without telling me.
10. Please let me know what we are going to do so I can prepare myself.
11. My lessons are important so please don't remove me from class unless it has been arranged.
12. Please don't remove me at mealtimes until I have finished.
13. Please respect my privacy.
14. Allow me time to myself.
15. Don't shout at me, have PATIENCE, help me understand. I am NOT naughty!



“PLEASE TREAT ME AS YOU WOULD WISH TO BE TREATED YOURSELF”.

Equal Opportunities

At Ysgol Tŷ Coch we aim to recognise the diversity within our school and the community. We reflect this diversity in our resources and our approach to our school curriculum and to each student's individual programme.

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

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

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

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

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

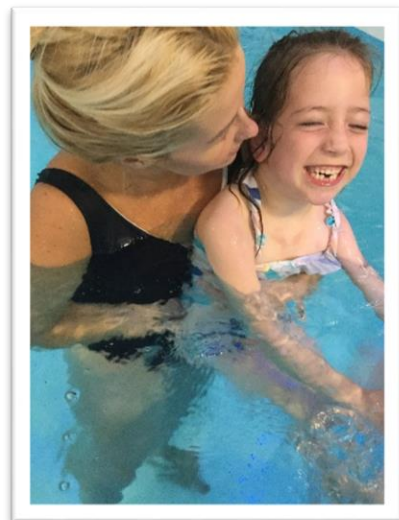


Arrangements for Pupils with Disabilities

The school is mindful of the requirements of the Disability Discrimination Act (DDA) 1995 and The Special Needs and Disability Act (SENDA) 2005 in drawing up the School Development Plan/Post Inspection Action Plan, and in respect of the day to day operation of the whole site.



The school is committed to ensuring that all pupils are able to participate in the school curriculum and (where they desire) in activities such as after school clubs, leisure/sporting events and educational visits.



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

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

Being a special needs school, the building was constructed to accommodate pupils who require the use of mobility and other aids to participate in school life. If/when necessary the governing body arranges for adaptations to provisions to meet

the needs of learners as circumstances change and such needs arise. Within the last term arrangements were made (on advice from health professionals) for the installation of a specialist toilet to enable a new learner to be admitted.

All staff are committed to treating pupils as individuals, all pupils with a disability are afforded the same opportunities as other pupils with staff making adaptations to provisions appropriate to the needs of the individual. We aim to understand and meet appropriately the particular needs of all the students.



More than
just a School

Child Safeguarding

1. At Ysgol Tŷ Coch we promote the protection and welfare of all our children and consider this to be a priority.
2. We have designated child protection officers who offer advice and guidance to all staff in respect of safeguarding matters. These are;
Mr David Jenkins – Headteacher and Mrs Karen Murphy based at Tonteg.
Mrs Julia Render – Deputy Headteacher and Mrs Jo Tilley based in Ynysybwll.
3. The governor(s) with responsibility for child protection are Mrs. Janice Stuckey and Cllr Lyndon Walker. They ensures that the school's Safeguarding Policy is in place and that it complies with the appropriate legislation regarding child protection issues. School staff must follow the procedures as given in the Welsh Government document "Protection Guidelines - Children in Wales 2002" if they believe that children are in any sort of danger, have been harmed or are in danger of being harmed by someone.
4. If staff believe a child to be in danger or has been harmed in any way it is their duty to report the matter to the child protection team and/or the police, immediately. There is no choice in this matter.
5. The safety of our children is the most important factor in this school. If there are any concerns regarding a child then they will be discussed with parents/carers and staff will work with them to resolve the matter.
6. It is possible, under certain circumstances that the matter may need to be referred to the child protection team first, before parents/carers are consulted. This can be a difficult situation but we hope that you will understand that our duty is to the child. We must put the child first.



STAFFING STRUCTURE - YSGOL TY COCH - TONTEG

HEADTEACHER

MR DAVID JENKINS

DEPUTY HEADTEACHER

SARAH JONES

TLR's

RACHAEL ROGERS
LIBBY MORRIS
SEAN GILBERTSON

SAFEGUARDING

DAVID JENKINS (DSP)
&
KAREN MURPHY (DDSP)
JULIA RENDER (DDSP)

TEACHERS

SARA FARGHER
ALEX MORGAN
TANYA EVANS
KIM HOOPER

EMILY RUSS
CHRIS MYHILL
NATALIE WILLIAMS

RHIANYDD MAGUIRE
CARA CHAFFE
CARLIE LLOYD

BLEDDYN GRIFFITHS
SHARLA CHAPPELL
KRISTINA KELLY

INSTRUCTORS

ANDREW CHICK
SARA NUTHALL

ASHLIE HOLLAND
KAREN PITMAN

KAREN MURPHY

SUPPORT STAFF

CARRIE BRAY
CAROL GILLARD
HELEN KELLY
ANN LEE
CLAIRE PUGH
SIAN THOMAS
CEDWYN JONES
CLAIRE HOWLAND
ANDREWS HUMPHREYS
DONNA SAWDAY
TARYN THOMAS

KRISSY EVANS
JULIETTE GRAINGER
ALISON HUGHES
CHRIS LLOYD
DEBBIE RAMSAY
LEIGH WHARTON
LISA DANDO
DEBBIE JAY
SARAH-JAYNE CASEY
SCOTT WILLIAMS

MANDY THOMAS-GULLIFORD
CERIS GRIFFITHS
LOWRI JONES
LYNDSAY MOULDEN
DANNI REES
LAURA DAVIES
EMMA HALL
NATALIE JOHNSON
ZOE DAVIES
LINDA GAZAL
SIAN PROSSER

LUCY PRICE
CARLY EVANS
SIAN JONES
ANN MARIE MORGAN
LIZ CARTER
LAUREN EVANS
DEBORAH POWELL
BETHAN SELBY
ALISON KELLY
CHARLOTTE RILEY

AGENCY

KATE WILLIAMS

REBECCA STEWART

AMY JACOBS

HARLEY PRIOR

JULIE McGREGOR

SITE MANAGER

HUW BOWEN

ADMINISTRATION STAFF

LYN BUNDY
LOU LANGLEY
KEIRA BOYCE

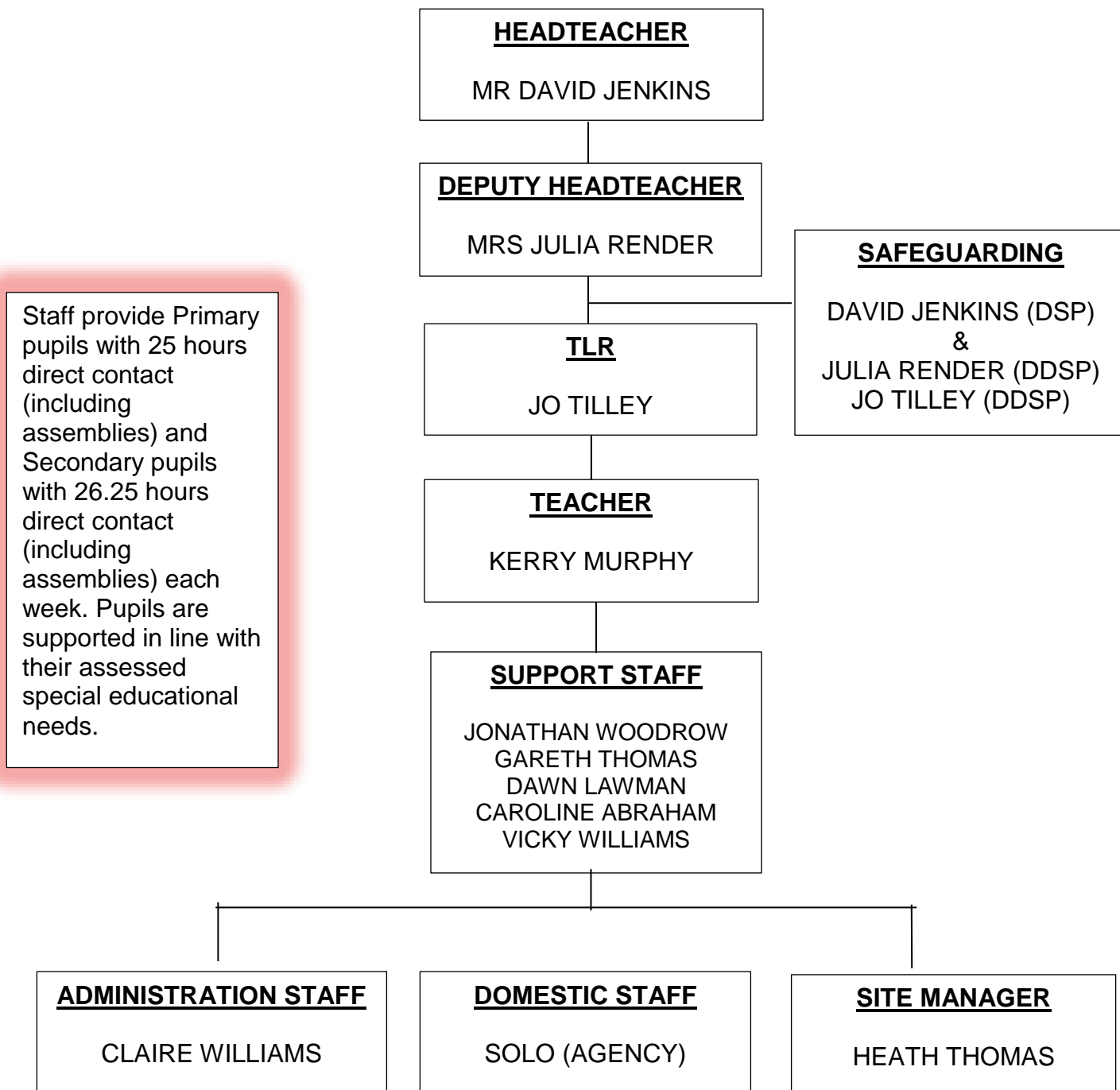
DOMESTIC STAFF

JULIE DAVIES
CLAIRE COLE
JANET BOWEN

LUNCHTIME SUPERVISORS

JULIE DAVIES
SUE FENNEL

YSGOL TY COCH – STAFFING STRUCTURE - BUARTH Y CAPEL



Facilities

Security

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

Visitors access reception via an intercom entry system. A meet and greet system is in operation. All those visitors who will be remaining on site for any length of time are required to sign the visitors book, wear a visitor identification badge and are accompanied by a member of staff during their visit. On leaving, visitors again sign the visitors book, return their badge and are waved off by a member of staff.

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

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

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

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

The Site Supervisor regularly tests fire alarms, monitors the PAT testing of equipment and the inspection of fire-fighting equipment and monitors the actions of any contractors on site to ensure compliance with health and safety requirements. In addition this member of staff is responsible for ensuring that any defects to the building or other aspects of the site are reported to the Headteacher. Regular fire drills are undertaken.

Any incidents of communicable disease are immediately reported to the appropriate authority. Pupil medication is administered by the school nurse. Staff are trained in handling methods appropriate to the needs of the pupils, first aid and safeguarding.

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

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

School Council/Eco Committee

The School Council has been established since 2004. Elected representatives from each key stage sit on the council. They meet with one teaching member of staff and a learning support member of staff every half term. They produce a report of their activities which is shared with the Governing Body. The governing body endeavours to support the projects that the School Council puts forward.

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

Improving the environment of the school plays a prominent role on the agenda of the Eco Committee. This committee also has representatives from each key stage of the school.

The Eco Garden project has been a means of ensuring that learners see the importance of sustainability and the growing need to protect the planet. Ysgol Tŷ Coch currently holds the Bronze Green EcoFlag Award.

Internet/Social Networking

The LA has strict data protection regulations which must be adhered to.

All our internet traffic is controlled by Rhondda Cynon Taf County Borough Council's server, which blocks the misuse of the internet and provides security for the school.

In line with these regulations please do not contact any school staff through social networking systems.

Our pupils are taught to be responsible internet users and to refrain from cyber bullying.

We are increasingly aware that some parents/carers and older siblings have allowed our pupils to access Facebook by using their passwords. As a consequence of such actions there have been instances of our pupils misusing Facebook. The school cannot be held responsible in any way for the pupils' use of the internet outside of school.

Home School Agreements

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

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

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

- the Healthy Schools Initiative
- what the school will undertake to provide for pupils and parents/carers, namely the provision of education in a safe environment understanding that the child's education is a shared responsibility with parents/carers
- what is expected of parents/carers, namely that they ensure that children attend school regularly, communicate with the school, attend reviews to keep abreast of pupils progress and needs and, support learning
- what is expected of pupils, namely that they try their best, are polite and helpful, talk to staff and complete homework on time



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

School Discipline

We keep the rules to a minimum (please see the schools policy on Pupil Discipline and Exclusions for full details).

Pupils are encouraged to have respect and care for others both in the school and in the community at large.

We aim to achieve this in the first instance by setting a clear example and having a consistent approach to any specific problems.

Pupils who require specialized handling will have an agreed Positive Handling Plan drawn up and shared by all concerned.

Personal Information

The school collects information about pupils and their parents/guardians at admission to school and for specific purposes during the school year.

Every effort is made to ensure the accuracy and security of the data collected which is generally stored on the school's computerised management information system.

Individuals have certain rights of access to personal information held on these systems, these are outlined on our leaflet 'What the School, Local Authority and Welsh Government does with Information it holds on Pupils'. A copy of this leaflet is given to every parent/carer or pupil on first admission to the school. Additional copies are available on request from the school or on the school website.

Parental Contact

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

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

Unfortunately the school does not have the facilities to look after children who are unwell. Parents/carers are therefore asked to have consideration for the other pupils in school (some of whom have quite serious medical problems) and not send children to school if they are unwell.

The decision to send children home is taken by the Headteacher in consultation with the school nurse.

Please inform the school immediately if you change any of your telephone numbers

Clothing

Parents/carers were asked their preference regarding what they would like their children to wear to school.

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

The pupils were involved in choosing colours and developing their own badge.

Uniforms may be ordered through school. Should you decide to do this please ask a member of staff for an order form and return the completed form to school.



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

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

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

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

Jewellery

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

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

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

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

Mobile Phones/Ipods/Electronic Devices

Pupils are not allowed to use Mobile Phones or Personal Electronic Devices in school.

Any mobile phones or other electronic devices will be removed and kept in the office until the end of the school day when they will be returned to the pupil.

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

The exception to this rule is in respect of those pupils who have designated augmentative communication aids.



Charging and Remissions

The school has a policy on charging for activities. This policy is a legal requirement and covers charges made for any activities other than the provision of education as laid down by law. This policy is due for review, by the schools governing body, in November 2015.

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

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

School Meals

Lunchtime meals are provided at a cost of £2.55 per day for Primary aged pupils, £2.80 per day for Secondary aged pupils and £2.95 for adults. Pupils may bring a packed lunch if they/parents/carers so wish. Pupils are given a choice of hot meals or salad bar and a choice of dessert. We are a healthy eating school. Special dietary requirements are catered for.

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

Lunch money must be paid on Monday for the entire week, or the first school day following a bank holiday or any other school closure period that falls on a Monday. The school is not allowed (by the Local Authority (LA)) to give credit.

You can pay for your child's school meals online, choosing to register an account on our payment system or if you prefer you can pay without registering.

What are the benefits of registering an account to pay online? Convenience:

You can save your child's dinner money reference to your homepage avoiding having to enter it each time you pay

Access to 'My Payment History' to view receipt information for payments made using your registered account

Access to 'My Account', giving you the option to securely store your card details
Each pupil has their own 10 digit school meals reference number, you can Clare Williams at our Buarth y Capel School, who will be able to help you on 01443 791424.

In the event that a lunch payment has not been received the administration staff will contact parents by 10.30am for payment to be made, for arrangements to be made for a packed lunch to be brought to school or for the child to be collected at the appropriate time and taken away from school for lunch and returned in good time for the afternoon school session.

Parents/carers requiring information on whether they have an entitlement to free school meals for their children or how to obtain free school meals, or other benefits for pupils, should contact the Local Authority at Bronwydd House, Porth (Tel: 01443 680500).

Should any parents/carers require any assistance in this matter or in completing the forms to apply for any entitlements, staff at the school will be happy to help. Please be assured that all such requests will be treated with complete discretion and in strict confidence.

Web Site

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

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

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

Hwb+

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

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

Meeting Room

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

Complaints

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

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

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

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

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

Medication

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

Supporting Learners with Healthcare 2017.

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



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

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

School Nurse

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

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

The Curriculum at Ysgol Tŷ Coch

Sex and Relationship Education

The objective of Sex and Relationship Education (SRE) at Ysgol Tŷ Coch is to help and support pupils through their physical, emotional, moral and spiritual development.

SRE is delivered by class teachers as part of the Personal and Social Education scheme of work, in line with the National Curriculum (NC) (Science) guidance and the PSE framework. The NC and PSE framework give explicit opportunities for pupils to learn about sex and relationships. In particular, the PSE framework clearly identifies attitudes, values and skills as well as a sound knowledge base.

This scheme of work is supported by input from the school nurse and visiting health professionals as/when appropriate. The provision is age appropriate and tailored to the needs/capabilities of the pupils.

Parents/carers have the right to withdraw their child from part, or all of, the SRE programme; however there is no right of withdrawal from the NC provision. In the first instance parents/carers are advised to speak to the Headteacher should they have any concerns on this matter.

Should any parent/carer then wish to withdraw their child from part or all of the provision they must submit the request in writing to the Chairperson of the schools governing body.

Religious Education (RE) and Worship

The school is not affiliated to any particular religious denomination but religious education is provided unless parents request otherwise. Ysgol Tŷ Coch, as with all other special needs schools, is expected to deliver the RE curriculum 'as far as is practicable'.



The delivery of the RE curriculum is undertaken as a discreet subject which is timetabled. During lessons pupils can work through the P-levels and beyond, following the programme of study and level descriptors as set out in the LA agreed syllabus, at levels appropriate to ability, needs, age and stage.

The long term planning maps out the annual themes and topics studied in each term and key stage. These can be found on the schools Moodle site.

The school aims to develop pupils knowledge and understanding of world faiths. Pupils are encouraged to reflect on what it means to have a faith and to develop their own spirituality and moral code. Pupils are offered the opportunity to learn life lessons from religion as well as learning about religion.

Collective Acts of Worship are held in the school hall for Primary and Secondary pupils twice each week. Class acts of worship are held every morning. Whole school assemblies are held twice each term.

Welsh Language

The school follows the National Curriculum (NC) in providing the opportunity for all pupils to receive a planned and progressive Welsh and bi-lingual programme with cross-curricular links at the Foundation Phase through to Key Stage Four via the delivery of Welsh lessons and Curriculum Cymraeg. In line with this provision all pupils receive a one hour Welsh lesson each week delivered by the class teachers. These lessons incorporate cross curricular activities and, at Key Stage 3, strong links are being developed with Curriculum Cymraeg with a research project on Welsh Heritage being undertaken.



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

Incidental Welsh is also used by way of making requests and giving answers to everyday activities such as asking the time, the labelling of items around the school, ensuring that signs are also shown in Welsh (as well as English).

This strategy is conducted throughout the school, on a daily basis, in order to promote the learning/understanding of the language.

Special Educational Needs (SEN)

We follow the recommendations of the SEN Code of Practice for Wales as outlined in the schools SEN policy.

There is a multi- disciplinary approach to learning, and all staff and parents are made aware of each child's Individual Education Plan (IEP).

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

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

All pupils have a Statement of Special Educational Needs, which is reviewed on an annual basis.

The National Literacy & Numeracy Framework (LNF)



The Literacy and Numeracy Framework (LNF) has been designed by the Welsh Government (WG), to ensure that all pupils are given the opportunity to reach their full potential in the areas of literacy and numeracy.

The LNF is designed to help teachers embed literacy and numeracy into all subjects.

The areas of skill development which the literacy framework helps to develop are:

- Oracy across the curriculum;
- Reading across the curriculum;
- Writing across the curriculum.

The areas of skill development which the numeracy framework helps to develop are:

- Developing numerical reasoning;
- Using number skills;
- Using measuring skills;
- Using data skills.

Teachers use the LNF to:

- Develop curriculum content to ensure that literacy and numeracy skills are embedded in all subjects;
- Deliver literacy and numeracy in all learning sessions, no matter what the topic;
- Inform discussions with parents/guardians and all other interested parties concerned with pupil progress;
- Help learners with self-assessment activities in line with each individual learners ability and potential for future learning;
- Monitor, assess and report on individual learner performance.



In order to achieve this at Ysgol Tŷ Coch, we have developed class profiles so that all staff are fully aware of each individual pupil's progress and areas for development.

Learning sessions take full account of individual learning styles and can be delivered in the form of practical, academic and/or sensory learning activities.

Pupil voice is of the utmost importance to us and all learners where possible are involved in plans for their own future learning when and where appropriate.

Foundation Phase

Philosophy

Ysgol Tŷ Coch's philosophy is that children will have the opportunity to learn through experiential investigative and directed play activities. For our children it is important to achieve a balance between self-exploration and teacher intervention, in order to appropriately challenge pupils enabling them to reach their full potential. We believe that children are at the centre of our teaching, and that each child's achievements should be celebrated. Pupils are planned for through the seven areas of learning in the Foundation Phase. Learning opportunities are given a practical emphasis and consider opportunities for the LNF.

Aims

- To promote the child's language literacy and communication skills.
- To promote the child's mathematical development
- To promote the child's knowledge and understanding of the World
- To promote the child's creative development.
- To promote the child's physical development
- To promote the child's Welsh language development.
- To promote the child's personal and social development

Main objectives

- To provide children with a secure, happy caring environment taking into account their specific needs.
- To enable children to communicate effectively, using augmentative forms of communication as appropriate.
- To work closely with other agencies in order to provide a multi- disciplinary approach.
- To develop children's language and reasoning skills
- To encourage learning through direct experiences and problem solving.
- To provide opportunities for children to direct their own learning and make choices.



- To develop children understanding of symbolic representation, reading and writing.
- To encourage children's creativity and exploration.
- To develop each individual child's self - esteem confidence and sense of achievement. To provide opportunities to learn and experience aspects of the Welsh culture, and that of other cultures.
- To enable children to cope with fears, anxieties and difficult experiences.
- To develop good home/school links with parents and carers.



Parental Involvement

Parent involvement and support is seen as a valuable contribution in order to ensure a consistent approach to pupil learning. This is achieved by regular meetings with parents/carers, annual reviews, invites to special assemblies and celebrations, parent coffee mornings, parents early years group and other events throughout the year.



A home/school book is completed daily to ensure an effective line of communication. A termly newsletter is produced in order to inform parents of events and pupil achievements.

A copy of each child's current Individual Education Plan (IEP) is shared with parents; parental input is an essential element of the child's development at school.

Home/school tasks are also encouraged to support children's learning.

Curriculum

The school implements the Foundation Phase curriculum. This curriculum is differentiated to ensure access for all pupils.

The school highlights the need to reflect the individual priority needs for the pupils as identified in their Statement of Special Educational Needs and Annual Review. Key experiences are planned through termly topics that provide a broad and balanced, exciting and relevant curriculum.

Due to the nature of our children, a strong emphasis is placed upon language, communication and conceptual development delivered through play activities. The curriculum is delivered through a structured framework which incorporates long, medium and short term planning ensuring continuity and progression throughout the phase.

A familiar daily routine and consistent approach to managing learning and behaviour is an integral part of the delivery of the curriculum in our school. The local environment and

regular visits into the community are valued and integrated into the planning of each termly topic. Visitors from the community are regularly invited into the school.

Family Values – Foundation and KS2

Ysgol Tŷ Coch's Family Values are focused on the importance of learning as a contributor to influence interactions between families and schools. The values taken from SEAL (Social Emotional and Literacy) strands are celebrated via classroom activities/assemblies and collective worship practices, on a three year rolling programme of activities.

Each term an activity pack containing suggested activities for home is provided to parents. Parents are then invited into school for joint celebrations of pupil achievement and the sharing of ideas.



Key Stage 2 Curriculum

Pupils in Key Stage 2 are given access to the National Curriculum content for Key Stage 2 at a modified level specific for the needs of the children. There is an emphasis on practical learning opportunities that promote LNF, skills, communication and independence.

Aims

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

Main Objectives

- To provide pupils with a calm, friendly, caring environment taking into account their specific individual needs
- To develop pupils communication, literacy and numerical skills so that they can apply their knowledge to a range of situations
- To work closely with other agencies and professionals to provide a multi-disciplinary approach to the pupils education
- To provide opportunities to direct their own learning and make choices

- To give each child the opportunity to access the Key Stage 2 National Curriculum at their appropriate level
- To develop each pupil's self- esteem, confidence and sense of achievement.
- To enable each pupil's social and emotional development
- To develop good home school links and relationships with parents/carers
- To promote the language and culture of Wales

Parental Involvement

Parents are always welcome in the school. Each child has a home school book for sharing information which is completed daily to ensure an effective line of communication. We endeavor to invite parents to visit through the school year, for example coffee mornings, fun days, sports days and concerts.



We have a celebration assembly at the end of Year 6 to present the children with their primary school Records of Achievement. It is a joyous event which parents are invited to attend. We also meet parents at Annual Reviews.

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

Each term a Home School task is set to encourage parents to work with their child on activities that are reinforced at school. Parents are then invited into school for joint celebrations of pupil achievement and the sharing of ideas.

Curriculum

Children in Key Stage 2 have full access to the Key Stage 2 National Curriculum. This is differentiated to individual pupil needs. Pupils have access to the thirteen Curriculum Subjects and most of these are taught practically using practical apparatus and role play.

There is a four year rolling programme to ensure coverage of the required curriculum, incorporating the school's schemes of work.



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

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

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

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

On Wednesday mornings Andy the 'Music Man' visits to work with children. Some children, where necessary, work with speech therapists and physiotherapists. In addition, some children access the hydrotherapy pool while others access the local swimming pool. Sessions in communication and body awareness also take place utilizing the Relax Kids Programme.

Extra-curricular

Pupils also have the advantage of extra-curricular activities.

Key Stage 3 Curriculum

Aims

- To promote language and communication skills
- To promote numeracy skills
- To promote scientific skills
- To promote historical and geographical skills
- To promote sporting and mobility skills
- To promote personal and social skills
- To promote problem solving and independent thought processes
- To promote religious and culture development
- To promote creative design and artistic skills
- To promote information and technological skills
- To provide a stimulating environment that promotes learning and independence



Our Main Objectives

- To continue to work with other agencies in order to provide a multi-disciplinary approach to education
- To provide opportunities to develop independence skills through an age appropriate environment
- To encourage pupils to begin to think about their future life beyond school
- To build on communication, literacy and numeracy skills, ensuring that these are transferable across the curriculum

- To give pupils the opportunity to take part in team building activities by representing the school in sporting competitions and matches
- To continue to develop mobility through physiotherapy
- To continue to develop speech and language skills through the Speech and Language Therapy Service
- To build on the development of communication, adopting a method suitable for the individual pupil
- To build on the development of numerical skills ensuring this is transferable to all areas of the curriculum and life skills
- To build on scientific development incorporating their knowledge and understanding of the world and promoting independent investigation



Parental Involvement

Parental involvement and support is considered an important and valued part of the education of pupils in Ysgol Tŷ Coch. This is particularly the case towards the end of Key Stage 3 when parents work with a number of agencies as they start to plan the future for their child beyond school.

Open evenings are offered at the school as a forum for agencies to gather and show parents what is available for pupils after they leave school.

Curriculum

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

Extra- Curricular

Pupils in Key Stage 3 have the opportunity to go on residential trips. In the recent past these have been to Llangrannog.

Pupils have also represented the school in a residential sports week, taking part in athletic competitions at Leckwith Stadium in Cardiff.

Key Stage 4 Curriculum

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

Learning Pathways Guidance 2006 section 1.0 (Welsh Government document).

Learning Pathways 14-19 is the distinct approach being taken in Wales to transform the way in which young people are educated. The approach focuses on the needs of individual learners and their learning experience formal, non-formal and in-formal education and the development of skills which will help them to achieve their potential. The learning pathways framework consists of six key elements. Some are unique to Wales and fall into two distinct categories: Learner Provision and Learner Support.

The elements of Learner Provision are:

- Individual Learning Pathway – to meet the needs of each individual, including formal, non-formal and informal strands
- Wider choice and flexibility of courses – leading to qualifications from a local curriculum
- Wider learning from the Learning Core – including skills, knowledge, attitudes, values and experiences that all 14-19 year olds will need whatever their pathway

The elements of Learner Support are:

- Access to Personal Support – to help overcome personal barriers to learning.
- Impartial Careers Advice and Guidance.



Support For Learners within Learning Pathways 14-19

The aims of the learning pathways are to: -

- Provide a range of differentiated accreditation across 14-19 pathways, with every learner gaining a minimum of English, Maths and ICT accreditation at Key Stage 4
- Enhanced choice and flexibility which are available in option menus with 14-19 education whilst providing a broad and balanced curriculum
- Provide pupils with opportunities for community participation and work focused experience
- Provide personal support to pupils assessed on individual need
- Provide careers information, advice and guidance for all learners
- Make pupils aware of their entitlement to Education Maintenance Allowance

Curriculum

Pupils in Key Stage 4 have enjoyed following Essential Skills Wales accredited courses in English, Maths and ICT during the past 2 years.

Many pupils have also completed a range of WJEC and OCN accreditation in Science, Physical Education, Art, Horticulture and PSE.

Many pupils have successfully completed the Duke of Edinburgh Award at Bronze and Silver levels, which demonstrates their dedication and commitment to their learning.



Extra- Curricular

Pupils at Key Stage 4 have the opportunity, on an annual basis, to take part in a Physical Education residential course.

During the past academic years pupils visited Tregoyd House, Brecon to take part in a PGL residential course. During the 3 day outdoor and adventurous activity course pupils

took part in canoeing, kayaking, quad biking, zip wire, rifle shooting and team building activities. Great fun was had by all!!

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



Pupil Progression

Skills play an important role within the school. All classes are encouraged to display the 'Skills Wheel'. Pupil skill progression is tracked throughout their time in school.

Personal support is readily available to help learners develop solutions to personal, social, emotional and physical problems.

Learners are continually referred on to more specialist professionals when the need arises. These colleagues are aware of issues with regards to confidentiality, child protection and community safety issues.

At the end of both the Primary and Secondary phases, learners receive an updated personal Record of Achievement (RoA) which identifies their individual progress thus far.

School leavers are presented with their files during a prestigious ceremony where parents, governors and local dignitaries are invited to celebrate their achievements.

School Performance Data

All pupils at the school have a Statement of Special Educational Needs as assessed by the Local Authority's Access and Inclusion Service.

A Child Development Profile is used in the Foundation Phase to give a developmental age for each child. This is a good tool for drawing up Individual Education Plans (IEPs) and working with parents.

Pupils are assessed using P Level Scales and In Step. The data recorded is used to decide on the best strategies for each pupil and to draw up an IEP to help them to make progress. Progress, against the targets set in the plan, is closely monitored and teaching/learning is adapted accordingly to best cater for pupils individual needs.

More able pupils are identified and well catered for. These pupils are identified as having achieved over 90% on In Step (assessment tool). Achievement is relative to the other pupils in this school.

The progress of all pupils at Ysgol Tŷ Coch is closely monitored in order that their IEPs are relevant and challenging.

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

Unlike main stream schools there is no comparative data available in the special needs sector. The wide variety of pupils' needs, and the many strategies used in catering for those needs, means that there is only individual pupil data, whereas comparisons in mainstream schools are made in respect of groups of 'like' pupils.



Post 16

Young Enterprise

Post 16 students have been involved with the Young Enterprise Programme for a number of years. Learners enjoy the entrepreneurial challenge which they roll out over a two year cycle. Historically the learners have won the area final. One of our students won the Outstanding Personality of the Year Award. Recycling and sustainability is heavily endorsed.

In addition to the above, learners work on other entrepreneurial projects such as Café Coch and Horticultural ventures in the school garden. Learners are confident handling money during their session in the café and whilst selling plants to parents and staff during break times.

The local Education Business Partnership (EBP) also run entrepreneurial activities which endorse key skills. Such activities include: Group Marketing Sessions, School Visits and Enterprise Activities.

Transition into Work Project

ELITE is part of the new Transition into Work initiative funded by the European Social Fund. The four RCT Special Schools are all part of this initiative.

Young students are identified and allocated key workers to find a supported pathway into employment. This is an exciting development to our current support. This year one of our students has been awarded an apprenticeship with Vision Products.



Land Based Studies

One day a week the school employs a professional gardener, who provides horticultural learning skills. The garden has been developed over the years to provide an outside classroom, greenhouse and potting shed. Plans are in place to develop a Farm Shop where students can display and sell produce and plants they have grown.



Café Coch

The kitchen and café in the study centre are in full swing. Key stage 4 and Leavers are now both using the area to deliver food skills and start to run a café for other students. The staff have become acquainted with the different items of industrial standard kitchen appliances and are now extending their skills and getting the best from the area.



The area is being used flexibly for the two main activities undertaken there. The café area can be set up as a traditional café with individual tables for serving snacks and drinks; alternatively it can be arranged as a classroom setup with the stainless steel table being used for group preparation of food. Students can then access the kitchen in small groups to safely operate the oven and other appliances.

It is intended to increase the numbers of classes using the café area as the students confidence improves and skills are developed in taking orders and serving customers.

Students in the Leavers Unit have designed a menu for their café and have named it Café Coch. They have decided to develop a visual menu and hope this will help students from other classes to select and communicate their choices. Café Coch was also be part of the Leavers Young Enterprise competition entry in 2015.



The Hospitality accreditation has made an impressive start with high quality food being enjoyed by staff and students alike. This will continue to develop with the menu being rolled out to allow more staff customers to enjoy the hard work of the students.

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

I like the café. The food is great and I can meet and talk with my friends from around the school

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

Ysgol Ty Coch Workshop.

There is a workshop which has appropriate equipment needed to operate as a Design and Technology area.

The area is being used to prepare materials for projects and it is hoped that classes from Key Stage 3 will use the area to complete some of their Design and Technology project work.

The area is also being used for car valeting, with classes using the garage door to allow access to water and electrical points for using the pressure washer and vacuum cleaner.

Hairdressing Salon

The school has a hairdressing salon. Learners interested in pursuing a hairdressing pathway have the opportunity to be trained in the salon, every Monday, by an ISA trainer and go out on relevant work experience in the area.

The aim of the venture is to give learners experience of working in a salon and interacting with customers from the surrounding community.

Careers Education/Guidance

Post 16 students attend the Special Needs Careers Convention every year.

Secondary learners have access to a specialist Careers Adviser who interviews them on an annual basis. Careers Wales, through their designated careers advisers, provide learners with specialist information and advice on their careers and learning options.

Ysgol Tŷ Coch has been awarded the 'Careers Wales Quality Mark 2015' for 'Work Related Education'.

School Leavers

The total number of school leavers for Year 14, for the period September 2019 to July 2020 was eight.

The destinations of these pupils is as follows:-

- Four will be attending College Cymoedd
- One will be attending Bridgend College
- One will be attending National Star College
- One will be attending Day Services
- One pupil accesses a bespoke package

We wish all our students well in their future endeavours.

Ysgol Tŷ Coch Autism Provision

At Ysgol Tŷ Coch we provide a broad, appropriate and stimulating curriculum, which includes the Revised National Curriculum – challenging each child to reach his/her own individual potential. Pupils in the Autism Provision have full access to this curriculum. In order for them to do this successfully, we work with each child in accordance with their own individual stage of development to help them to communicate their wants, needs and thoughts. We use a number of strategies, including: PECS, Makaton, AAC (Alternative Augmentative Communication) and TEACCH.



Always
Unique
Totally
Interesting
SOMETIMES
MYSTERIOUS



Pupil voice is of upmost importance in the provision and indeed across the school and a number of assessment for learning strategies have been developed and adapted to suit the needs of our pupils; ensuring that all are given the opportunity to make choices and evaluate their own performance as is appropriate.

Sensory Curriculum

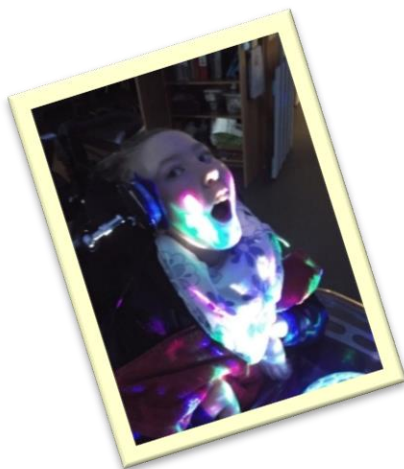
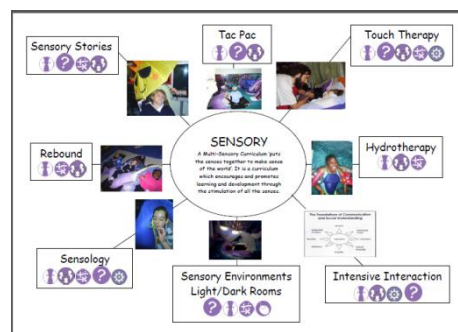
Support for Learners Accessing a Sensory Based Curriculum

The sensory curriculum at Ysgol Tŷ Coch recognises that learning takes place through the senses and focuses on developing the learners to become aware of themselves, others, the environment around them and to begin to respond, interact and learn.

The curriculum is personalised through 'Routes for Learning' and is flexible in order to be responsive to the needs of the individual. The sensory curriculum incorporates learning, therapy, health needs and well-being, values development and celebrates each and every achievement. Learning is delivered through a range of opportunities incorporating smell, touch, taste, hearing, vision, and movement/balance in appropriate but vibrant ways in order to concrete the learning.

We have a wide range of resources to support the sensory curriculum such as;

- Switch access technology
- Sensory rooms
- Touch Therapy sessions
- Relaxation sessions
- Music Therapy
- Rebound Therapy
- Hydro pool



A sensory approach to meet individual needs of pupils ensures a broad and balanced curriculum.

The specific needs of individuals are met by a modified sensory style being employed with constant consideration being given to individual targets and the mobility and sensory skills available.

Every pupil is provided with experiences to enhance and support their learning opportunities and reach their full learning potential in a stimulating learning environment.

Warm Water Pool

Warm water activities provides a multi-sensory experience supporting the weight of the body and facilitating available movement. By this process the general circulation is assisted and muscles encouraged to relax.



Sensory Stories

Sensory stories provide opportunities to support individual learning styles by employing different senses, objects, smells, sounds and sensory textures to explore, through touch, and to support the understanding of the sensory story that is being told.



Sensology

Sensology involves sensory experiences. It could be bubbles being blown to refer to a bubble bath or the smell of strawberries being encountered through the sense of smell.



Objects of reference are used to support understanding and experience. The objects used are meaningful and used for their sensory appeal.

Body Awareness

A musical framework supports pupils with difficulty in experiencing, receiving and organising essential information about themselves. Musical sessions provide a secure environment within which the child's attention is acquired, maintained and directed through meaningful experiences.



Rebound

Rebound is a programme about movement for pupils who are unable to move themselves independently. An enjoyable environment is created with the gentle use of a trampoline with individual capabilities being always considered.

Intensive Interaction

Intensive Interaction is an approach employed with many pupils include those with severe learning difficulties.

The fundamentals of communication include enjoying being with another person, concentration and attention, sequencing activities, turn taking, sharing personal space, using and developing eye contact and facial expressions, physical contacts, non-verbal communication, and vocalisations with meaning.



Dark Room

The Dark Room has a range of equipment including fluorescent materials and UV lighting which is used to stimulate and gain visual attention no matter how fleeting this may be.

Multi Sensory Room

The Multi-Sensory Room provides opportunities for different senses to be stimulated through a modified environment that supports pupils' individual learning at their own unique ability level.

There are a wide range of sensory experiences provided within Ysgol Tŷ Coch to meet the individual needs of pupils.



Alternative Therapies

Therapy Support

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



Physiotherapy

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



Speech Therapy

The speech therapist assists staff to develop speech and language skills to use when working with the pupils. The therapist may provide specific treatment or give more general advice. They are always available

to see parents by appointment.

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

Pastoral Care

The teacher is responsible for the welfare of the pupils in their class. The Head teacher has overall responsibility. Discreet lessons in handling Personal, Social and Emotional issues are timetabled for all learners.

Nurture Group

A nurture group caters for a small group of children selected by a careful assessment. The group is run by specially trained staff who offer a warm, structured environment where children are encouraged to build their confidence, self-esteem and to develop good patterns of behavior both in and out of school.

The high expectations of the staff in the nurture group can bring about positive change in the children as we believe emotional well-being underpins learning.

Community Participation

The School Council has been established since 2004. Elected representatives from each key stage sit on the council. They meet with one teaching member of staff and a learning support member of staff every half term. Their report is shared with the Governing Body.

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

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

Children in need
Comic Relief



each

plays a
during



Sport Relief
Macmillan

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

Community Links

Being part of the community is very important to everyone at Ysgol Tŷ Coch. The school welcomes visitors, input from local industries and other local organisations/individuals for the benefit of the pupils and the community. The school has links with other mainstream and special schools and special educational units in the locality and, where possible, aims to work in partnership with other educational establishments.

Sporting Aims/Activities

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 includes the provision of sessions in swimming, basketball, athletics, tennis, kayaking and horse riding. After school clubs operate on Mondays, Wednesdays and Fridays with football and other outdoor activities being undertaken.



Since the appointment of a Physical Education Specialist teacher and instructor the sporting activities and achievements of the school have significantly improved.

Pupils took part in a “7 Aside Football Tournament” at Cogan Leisure Centre on 24th March 2015. The inter special schools tournament was aimed at pupils of KS3 and KS4 Ysgol Tŷ Coch’s team did the school proud by winning one game, drawing two games and losing just one game. All pupils who took part received a medal.

Recent activities include:

- WSAPLD Welsh Games held in Bangor and Cardiff.
- Participation in Cardiff Blues coaching sessions.
- Inter-school competitions- cricket, basketball, football, map reading.
- WSAPLD Swimming championship.
- Football competitions including the Disability Sport Wales football tournament.
- A coaching session with the New Zealand Rugby Team.
- A Cardiff Blues open day session.
- Participation in activities at the Dolygaer and Llangrannog Outdoor Pursuits Centres. .
- Participation in The Duke of Edinburgh Scheme at Bronze Silver and Gold award levels.
- The 5x60 after school club every afternoon for secondary aged pupils.

Pupils continue to enjoy taking part in the Duke of Edinburgh award scheme which the school has subscribed to over a number of years.

All sporting achievements are celebrated.



The Governing Body

Name	Category of Governor	Appointed by
Mrs Janice Stuckey	Chairperson - Community	Governors
Cllr Lyndon Walker	Vice Chairperson -LA	The Local Authority (LA)
Rev Philip Gullidge	Member - LA	The Local Authority (LA)
	Member - LA	The Local Authority (LA)
Mr David Stone	Member - Community	Governors
Mr Jeffrey Bridges	Member - Community	Governors
Mrs Ruth Jones	Member - Parent	Parents of pupils
Ms Danielle Rees	Member - Parent	Parents of pupils
Ms Jayne Thomas	Member - Parents	Parents of pupils
Mrs Katie Cole	Member - Parent	Parents of pupils
Miss Emily Russ	Member - Teacher	Teaching Staff
Ms Liz Carter	Member - Support staff	Support Staff
Mrs Catherine King	Member – Minor Authority	The Community Council
Mr David Jenkins	Headteacher	

All Governors may be contacted through the school.

When vacancies arise for Parent or Community governors the governing body makes arrangements for these vacancies to be filled in line with the governance regulations in force. Other categories of governor are appointed by various bodies (as indicated above).

The whole governing body is required to meet at least once in each academic term (three times each academic year).

The governing body is responsible for the strategic management of the school in liaison with the Headteacher and Senior Management Team. The following responsibilities fall in the remit of the governing body:

1. Staffing – appointments, dismissals, redundancy, disciplinary matters, capability issues, grievance issues, health/safety and well - being
2. Finance – setting a balanced budget each financial year, monitoring of the expenditure throughout the year and ensuring the appropriate use of funds in line with legislation
3. Complaints – consideration of complaints by an appointed committee of three governors
4. Pupil discipline and exclusions – consideration of these matters is undertaken by a committee of three governors. Appeals to decisions made are considered by three different governors
5. Premises, Health and Safety
6. Curriculum – ensuring that the delivery of the curriculum is in line with legislation
7. Policies – all of the schools policies have to be considered and approved by the full governing body before they may be put into operation. All policies have to be

reviewed/revise on a regular basis. The governing body operates a rolling programme to facilitate this

8. Community/Parental Links – the publication of an annual report on activities undertaken ensuring that the school maintains involvement with the local community and joining in activities in pursuance of this aim. Responding to any matters raised by parents, pupils and the wider community.
9. 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 a meeting for the purpose of discussing the annual report unless a petition, requesting that a meeting be held, is received from parents/carers of registered pupils at the school. The Act also sets out the conditions that have to be met in order for a meeting to be called following receipt of the petition.

In line with the terms of the Act a meeting will be held only if the following conditions are met;

- The petition contains 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

Governors are also active participants in other aspects of school life such as; school based training events, assemblies, learning walks, concerts, meetings with the School Council and outdoor pupil activities (supervised by school staff).

The governing body holds the Governors Wales Quality Mark having successfully gained re – accreditation in 2015. Since then, Governing has continued to provide high levels of challenge and support for the school. Most recently, the Chair person has also been elected as chair person for the Central South Consortium Special School Governor Group.

Thank you for taking the time to read through our Prospectus. If there is anything you would like to ask then please don't hesitate to contact the school on 01443 203471 or by emailing at David.T.Jenkins@rctcbc.gov.uk or Admin.BuarthYCapel@rctcbc.gov.uk

