

Ysgol Hen Felin



2022 / 2023

SCHOOL PROSPECTUS

CROESO I / WELCOME TO

YSGOL HEN FELIN

Ysgol Hen Felin is a Local Authority special school, providing education for pupils (3-19 years) with profound, moderate, severe and complex special needs. It is one of 4 special schools in RCT. Most children are transported to school by minibus or taxi.

We have approx. 214 pupils on roll. There are 19 classes in the main building of the school and 2 class bases at our 'satellite' 14-19 provision based in Rhondda Campus of Coleg y Cymoedd.

Ysgol Hen Felin is a single storey building situated in a residential area in the same grounds as a leisure centre with small shops in the vicinity. The school has it's own all weather astro turf within a large sensory garden with a large wooden play structure and wheelchair swing in the grounds. We have recently introduced play structures on all playgrounds to allow pupils to develop their physical, social and communication skills. Situated in the main building is a multi sensory room, hydro pool and trampoline. Our school hall is used for dining, assembly, music, recreation, rebound therapy and Physical Education. We use local facilities to enhance our curriculum such as Cwm Cycling and swimming pool at the local leisure centres.

We have our own Wellbeing Centre situated in the grounds of the school. Our Wellbeing Officer is responsible for the running of the Centre and organises many events, courses and workshops for our parents and the local community.



MISSION STATEMENT



***‘Working and learning
together to promote excellence and enrich lives’***

Ysgol Hen Felin works under the 2008 guidance

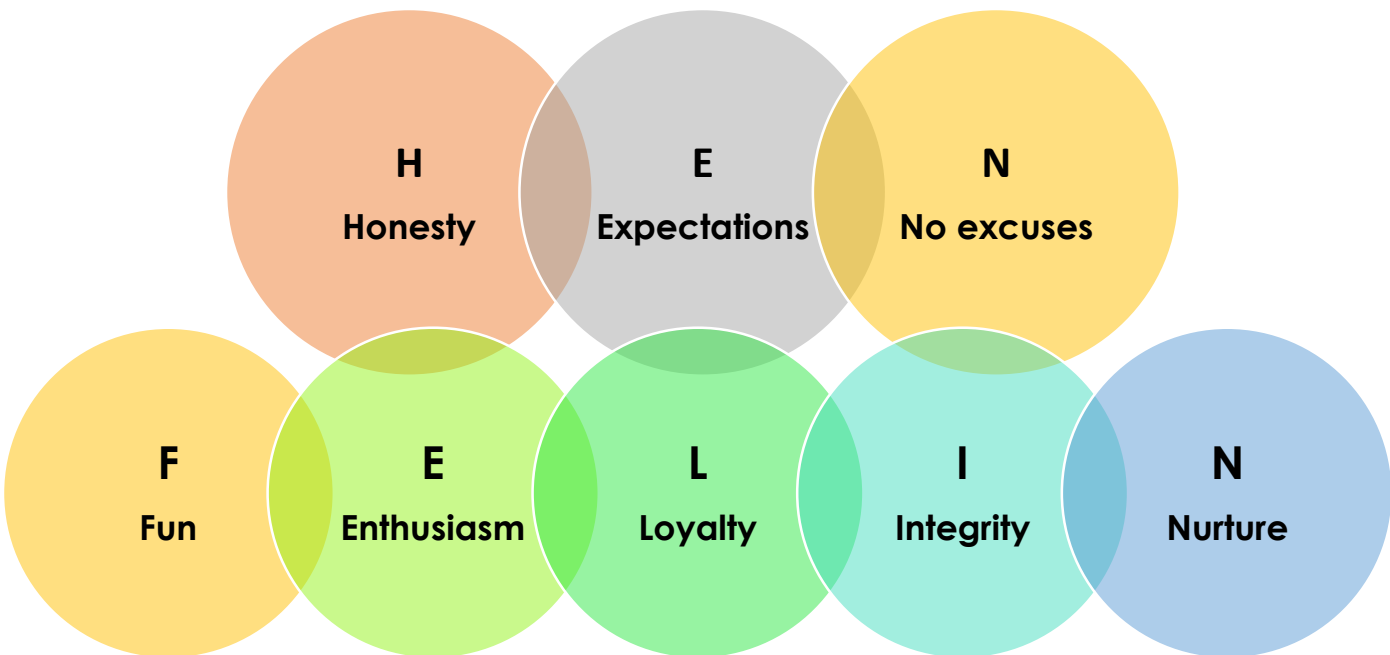
“Safeguarding of Children in Education”

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 VALUES

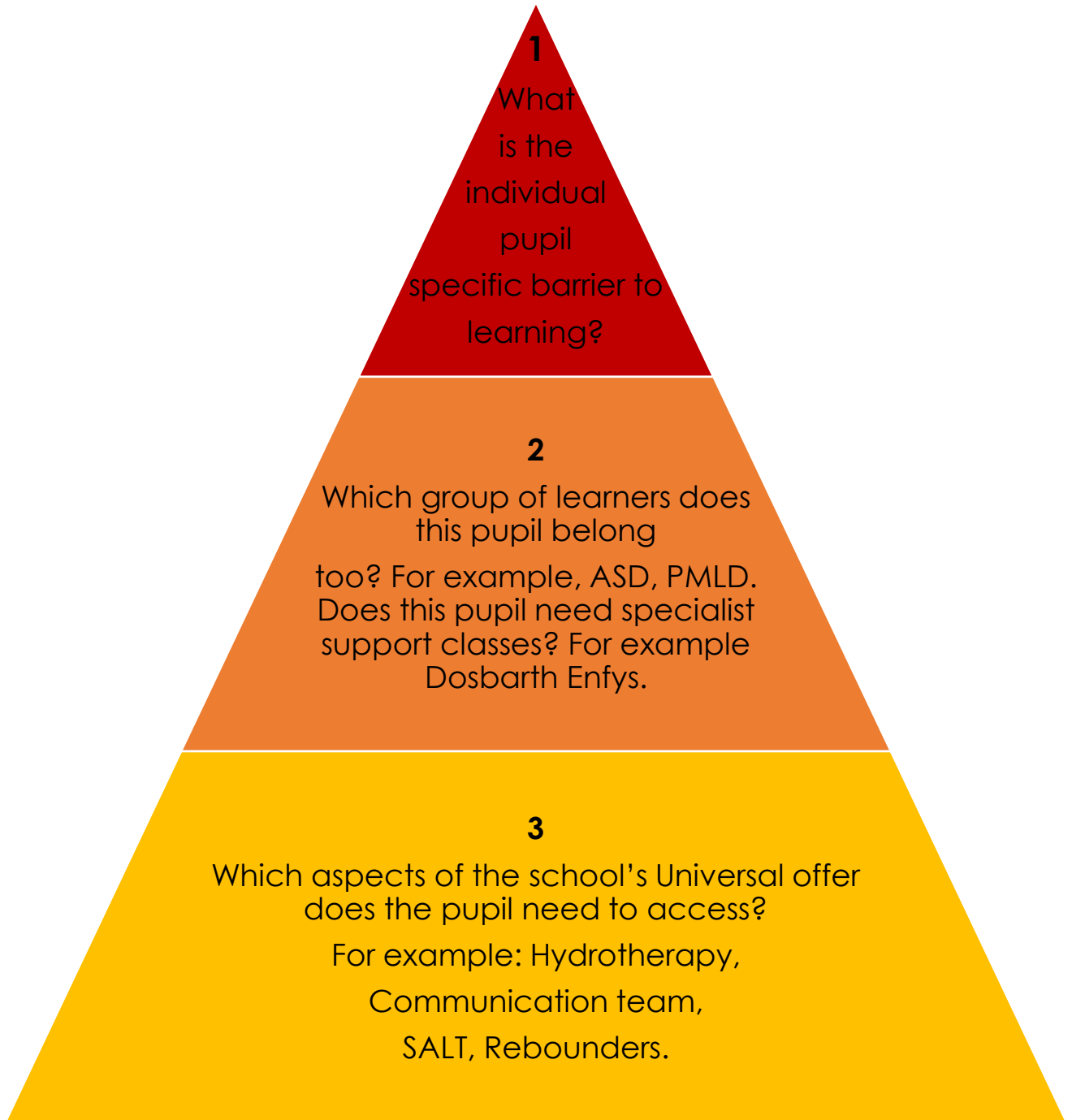
OUR CORE VALUES



AT YSGOL HEN FELIN

HEN FELIN FOR EVERYONE

Here at Ysgol Hen Felin we can provide our pupils with many opportunities and experiences to fulfil their true potential. The following model indicates what can be provided for our pupils. When pupils are assessed/base lined on arrival at school, the level of support is identified using the 3 categories shown below.



HEN FELIN FOR ME

Below we have an example of a pupils who has attended Hen Felin. Here the categories clearly indicate a bespoke educational package that can meet her appropriate and specific learning needs within Ysgol Hen Felin.

'Hello my name is Lucy, I am in year 14 at Ysgol Hen Felin.'

1

My additional learning provision [ALP] which was a barrier to my educational attainments was communication as I am non verbal and I find it difficult to form relationships.

2

I belong to the ASD group of learners, however my education wasn't delivered with the complex ASD classes.

3

I needed to access the following interventions during the school week:

Communication team

Hydro therapy

Rebound therapy

Sensory curriculum

Visual timetables

HEN FELIN PUPIL OFFER

1

What suits my specific learning need as an individual?

2

Classes are organised as follows

FOUNDATION PHASE:

Classes 1 and 2, Dosbarth Gwyrdd [Early Years Transition], Dosbarth Coch [ASD specific], Dosbarth Enfys [PMLD provision]

KEY STAGE 2

Classes 3,4,5 and 6, Dosbarth Oren [ASD specific], Dosbarth Enfys [PMLD provision]

KEY STAGE 3

Classes 7,8 and 9, Dosbarth Melyn and Porffor [ASD specific], Dosbarth Seren [PMLD provision]

KEY STAGE 4 AND 5

Classes 10 and College Provision [A and B], Dosbarth Glas [ASD provision] Dosbarth Seren [PMLD provision]

3

Universal offer at Ysgol Hen Felin-all pupils will be afforded the opportunity of the following experiences if required/identified during the assessment process:

Communication

Behaviour support

Therapies [to include Rebounders, Physiotherapy]

Social and Emotional Well-being support [THRIVE]

Multi Sensory provision

Physical and sensory support [VI/HI]

CATEGORY 1

Hello my name is Daisy, I am 6 years old, I am in Foundation Phase, class 2 and I have a diagnosis of Autism Spectrum Disorder and my barrier to learning is managing transitions throughout my school day.

Hello my name is Lilly, I am 8 years old, I am in Key Stage 2, class 4 and I have a diagnosis of global developmental delay and my barrier to learning is my limited attention and concentration skills when accessing learning activities.

Hello my name is Iris, I am 13 years old and I am in Key Stage 3, class 9 and I, my barrier to learning is my social anxiety and self esteem.

Hello my name is Oliver, I am 15 years old and I am in 14-19 department. I have a diagnosis of Down syndrome and my barrier to learning is hearing impairment and processing difficulties.



CATEGORY 2

I am taught in a complex ASD provision base called Dosbarth Coch-

FOUNDATION PHASE



KEY STAGE 2 I am taught in a mixed ability class, class 5.



KEY STAGE 3

I am taught in a Complex ASD class called Dosbarth Porffor.



14-19

I am taught in a mixed ability college placement, College A.



CATEGORY 3

Universal offers

ADDITIONAL LEARNING AREAS



MOVE



PIC·COLLAGE

PIC·COLLAGE

HYDROTHERAPY / PHYSIOTHERAPY



SALT / COMMUNICATION



REBOUND THERAPY



BEHAVIOUR SUPPORT



YSGOL HEN FELIN

PARENT & FAMILY



ENGAGEMENT

EVERY FRIDAY @YSGOL HEN FELIN

Great feedback following a successful term...

Rhian was very open,
honest and approachable.
She gave us achievable
strategies and goals

We both felt very
relaxed. We were given
lots of strategies to take
home. We recommend all
parents attend these
sessions

Very friendly and
honest. It was nice to
talk to someone that
understands and
doesn't judge

Thank you,
Rhian, for all
your help

I look forward to seeing you next term



CONTACT RHIAN GRIFFITHS
BEHAVIOUR SUPPORT LEAD

☎ 01443 431571 🐦 @YSGOLHENFELIN

FAMILY ENGAGEMENT



YSGOL HEN FELIN



YHF WORKSHOPS - PATHWAYS TO POSITIVE BEHAVIOUR

DATE	MONDAYS 12:30 - 14:30	WEDNESDAYS 12:30 - 14:30	FRIDAYS
WEEK 1 16.01.23	WHAT IS BEHAVIOUR? <i>An introduction to behaviour and understanding what behaviour is</i>	TRANSITIONS <i>Problem solving group sessions. Come along and see how we can support you . Everyone welcome</i>	BESPOKE SESSIONS <i>Individual bespoke sessions with Rhian Griffiths by appointment only</i>
WEEK 2 23.01.23	REASONS FOR CHALLENGING BEHAVIOUR <i>Look deeper into what causes children to display challenging behaviour</i>	SENSORY <i>Problem solving group sessions. Come along and see how we can support you . Everyone welcome</i>	BESPOKE SESSIONS <i>Individual bespoke sessions with Rhian Griffiths by appointment only</i>
WEEK 3 30.01.23	BEHAVIOUR STRATEGIES & INTERVENTIONS <i>A focus on ways to promote positive behavior and how to support your child</i>	ATTENTION SEEKING <i>Problem solving group sessions. Come along and see how we can support you . Everyone welcome</i>	BESPOKE SESSIONS <i>Individual bespoke sessions with Rhian Griffiths by appointment only</i>
WEEK 4 06.02.23	CAN WE SUPPORT YOU? <i>An opportunity to discuss your child and how we can support you manage their challenging behaviour</i>	LIFE SKILLS <i>Problem solving group sessions. Come along and see how we can support you . Everyone welcome</i>	BESPOKE SESSIONS <i>Individual bespoke sessions with Rhian Griffiths by appointment only</i>
WEEK 5 13.02.23	CELEBRATE OUR SUCCESSES! <i>An opportunity to share your successes</i>	REWARDS AND SANCTIONS <i>Problem solving group sessions. Come along and see how we can support you . Everyone welcome</i>	BESPOKE SESSIONS <i>Individual bespoke sessions with Rhian Griffiths by appointment only</i>

DELIVERED BY

LAURA DEANS & RHIAN GRIFFITHS
AT YSGOL HEN FELIN WELLBEING CENTRE



RHIAN GRIFFITHS & LAURA DEANS

We look forward to welcoming you to these sessions starting in January 2023. Please contact Rhian or Laura now for more information or to book your place on the programme

GET IN TOUCH

CONTACT US



WWW.YSGOLHENFELIN.ORG.UK



ADMIN@YSGOLHENFELIN.RCTCBC.CYMRU



01443 431571



YSGOL HEN FELIN



@YSGOLHENFELIN

GOVERNING BODY

GOVERNOR ROLES	
	HEAD TEACHER
	1 TEACHER GOVERNOR
	1 NON TEACHING GOVERNOR
	4 PARENT GOVERNORS
	1 VOLUNTARY AIDED ORGANISATION GOVERNOR
	2 COMMUNITY GOVERNORS
	3 LOCAL AUTHORITY GOVERNORS

The governing body meets once a term to discuss matters of importance to the school. Additional meetings of governor committees; finance, premises, staffing and curriculum are also held regularly. Governors voluntarily give of their own time to undertake training and enable them to fulfil their role effectively. Governors also pay regular visits to the school.

SCHOOL GOVERNING BODY SCHOOL COMPLAINTS PROCEDURE

The school has a complaints procedure based on Rhondda- Cynon –Taff guidelines. The Education Act 2002 requires governing bodies to publish their complaints procedure.

PRINCIPLES OF A COMPLAINTS PROCEDURE

Complaints' procedures should be fair and applied consistently. Complaints should be dealt with in three stages-

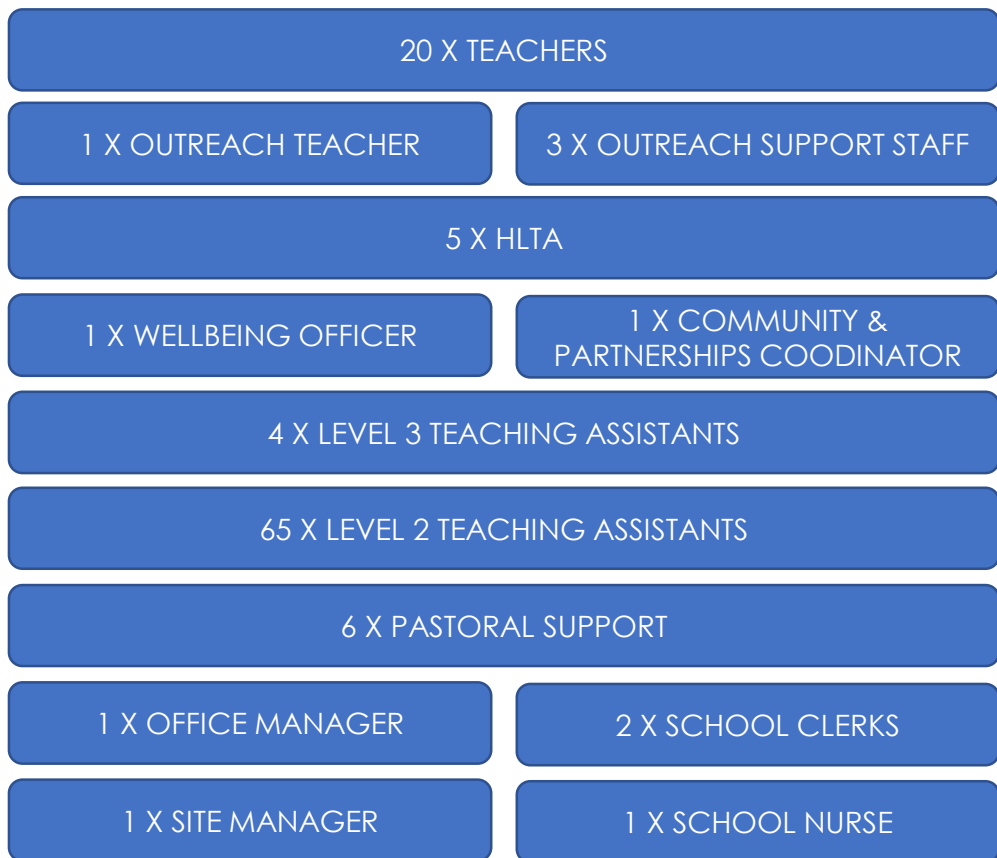
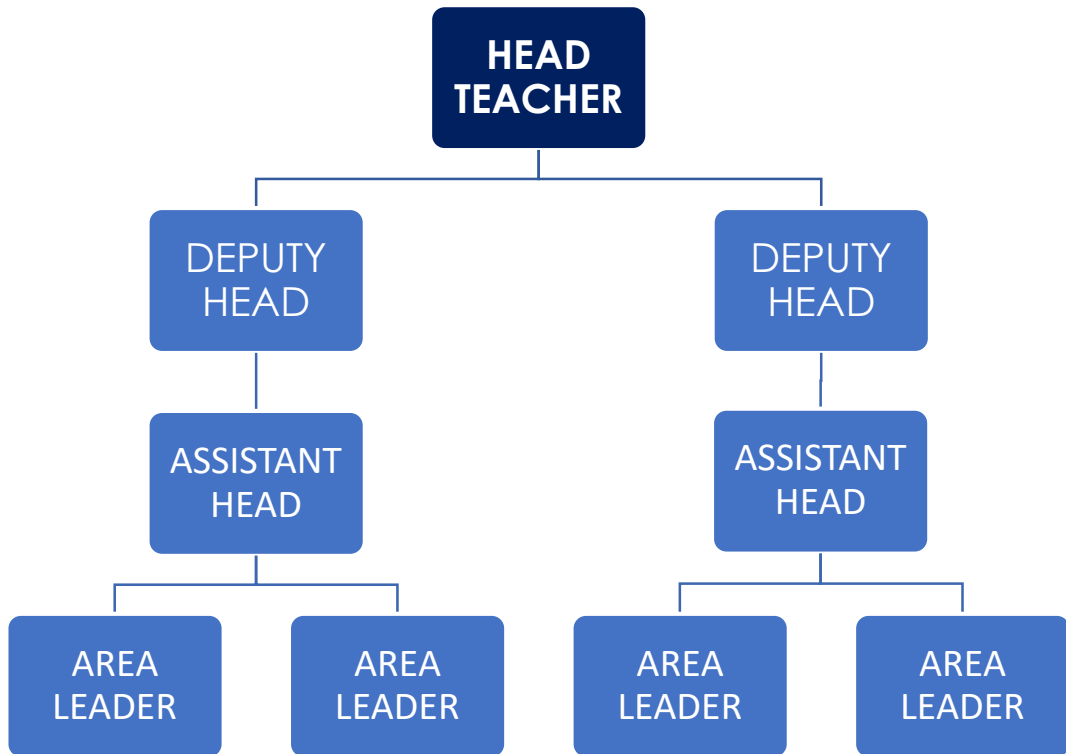
Stage 1 - complaint raised with and resolved with by first recipient within the school.

Stage 2 - matter referred to head teacher for investigation, decision and resolution.

Stage 3 - matter referred to the governing body for investigation, decision and resolution.

At all stages of the complaints process, those responsible for investigating complaints will wish to be sure that the substance of the complaint is not one that falls under another category, i.e. staff capability, staff grievance, staff discipline or child protection.

STAFF STRUCTURE





Ysgol Hen Felin **Safeguarding procedure**

Ysgol Hen Felin is committed to safeguarding & promoting the welfare of children. We expect all staff, governors, volunteers and visitors to share this commitment.

Our safeguarding officers are:



Mr A Bradley
Headteacher



Mr N Hendy
Deputy Headteacher

What to do if you suspect abuse has happened or is likely to happen:

1. Listen to any disclosure carefully.
2. Stay calm / try not to show any shock / reassure the person.
3. Record carefully what has happened or been said.
4. Don't 'prompt' or seek more information than absolutely necessary.
5. Don't make promises – tell the pupil you will have to pass the information on.
6. Report your concern to you line manager as soon as possible.
7. Complete a 'record of concern' referral form and pass on to AB or NH.

Any child protection allegation against the Headteacher should be reported to the Chair of Governors (contact number available from school office).

Chair of Governors: Mrs Sarah Phelps (*Contact numbers available from school office*)

Any child protection allegation against members of staff should be reported to a School Safeguarding Officer.

Out of hours concerns should be reported directly to Social Services. (Tel: 01443 743665)

SAFEGUARDING CHILDREN

At Ysgol Hen Felin we promote the protection and welfare of all our children and consider this to be a priority.

Aron Bradley, Head Teacher, Nigel Hendy and Nicola Clark, Deputy Head Teachers, are the Designated Senior Persons for Safeguarding. They can offer advice, guidance and training to all staff in these matters.

The Chair of Governors is the nominated Governor with responsibility for safeguarding and child protection. They ensure that our policy is in place and that it complies with all legislation regarding child protection issues.

If we believe a child to be in danger or has been harmed in any way it is our duty to report the matter to the child protection team or the police immediately. We do not have any choice in the matter.

The safety of our children is the most important factor in this school. If we should have any concerns regarding a child then we would discuss and work with parents to resolve the matter. Having said that, it is possible under certain circumstances, that we may refer the matter to the child protection team first before we consult with parents. This can be a difficult situation but we must put the child first.

Any allegations made against the Headteacher should be referred to the Chair of Governors. The telephone number can be obtained from the main office.

WHAT IS THE ADMISSION PROCEDURE?

Admissions are negotiated between the school, the LEA and parents. After an assessment involving parents, the present school or playgroup, school doctor, educational psychologist and other relevant professionals a Statement of Educational Need will be compiled. On the basis of this statement, recommendation for admission to Ysgol Hen Felin may be made. This assessment process can be an anxious time for both parents and children so we encourage parents to visit the school during this period to meet staff, pupils and see classes. The LEA Inclusion panel makes a decision on the placement of pupils. If Ysgol Hen Felin is recommended, the Education Authority will then confirm with parents when a place is available for their child and an admission date will be agreed with the Headteacher.

CHARGING AND REMISSIONS POLICY

We do not charge pupils and parents for activities that take place during the school day. However, parents may be asked to contribute towards certain events and school visits.

USE OF THE WELSH LANGUAGE

The school follows the Curriculum for Wales 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. 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.

ACCESSING DOCUMENTATION

Parents and governors have an entitlement to access all school policy documentation and may view it by appointment with the Head Teacher who will facilitate requests.

WEBSITE AND TWITTER

The school has it's own website www.ysgolhenfelin.org.uk. This will provide parents with all the information and achievements from school. We also have a Twitter account - @ysgolhenfelin where we upload photos daily of activities that go on in each class

LITERACY AND NUMERACY FRAMEWORK

The Literacy and Numeracy Framework (LNF) has been designed by the Welsh Government, 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.

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

READ WRITE INC.

This is a comprehensive approach to the acquisition of literacy through a phonics base which enables our pupils to make measured progress in literacy. The Read, Write, Inc. programme is for children learning to read. It enables children to become confident and fluent readers. Pupils discuss what they have read to show understanding and comprehension.

MEDICAL ISSUES

Any medical issues will be dealt with by the School Nurse who works in close liaison with other Health Professionals. This includes physiotherapy, occupational health, paediatric consultant and speech and language therapists.

MEDICATION

Many of our children need to have medication administered throughout the school day. This is undertaken in line with the guidance; Access to Education and Support for Children and Young People with Medical Needs 2010. **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. **Please note the school has only one nurse, in the event of her being absent from duty pupils with complex medical needs may have to be kept at home until medical cover arrangements can be put in place.** Alternatively parents will need to attend school at the appropriate times to administer the medication for the pupil. In the event of the nurse being absent every effort will be made to seek medical cover however, this is subject to the Local Health Group having an appropriate member of staff available.

SCHOOL NURSE

Funding for the school nurse is provided by a Service Level Agreement with the Local Authority. This ensures there will always be a nurse on site via the Special School Team Leader in conjunction with the Children's Community Nursing Team.

The school nurse is Beth Davies and she liaises with parents/carers to compile Care Plans if required. She oversees all the pupils' medication and health needs and organises 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..

WELLBEING OFFICER



Our Wellbeing Officer is Mrs Laura Deans. The Wellbeing Officer is responsible for the running of the Wellbeing Centre and organises many events, courses and workshops for our parents and the local community. Her role is to support children and their families and to develop a strong home/school partnership to help parents and carers engage in their child's school life.

The Wellbeing Officer will also offer support and advice to parents/carers who are experiencing difficulties with their child's development such as organising workshops delivered by external agents on topics such as sleep programmes, toilet training and dealing with teenagers with ASD.



FOR PARENTS

- Offer support and advice
- School tours
- Home visits
- Provide information to parents and families
- Coffee mornings
- Family learning groups and work-shops
- A friendly face and a point of con-tact for parents
- Invite in guest speakers

FOR PUPILS

- Support children throughout the transition into School
- Build relationships
- Run a Wellbeing group for children
- Run workshops for pupils and their families
- Provide integration opportunities for some children in both mainstream Schools and nurseries
- Encourage our pupils to be an active part of our wider community



THE SCHOOL DAY

Dosbarth Coch, Class1, Class 2, Class 3	
08.50	Registration
09.00	Curriculum
09.30	End of Registration
10.30 – 10.45	Play time
10.45 – 11.30	Curriculum
11.30 – 12.00	Lunch
12.00	Curriculum
13.00	End of Registration
14.50	Home Time

Class 4 – Class 6, Dosbarth Coch & Dosbarth Oren, Dosbarth Melyn	
08.50	Registration
09.00	Curriculum
09.30	End of Registration
10.30 – 10.45	Play time
10.45 – 12.00	Curriculum
12.00-12.30	Lunch
12.30	Curriculum
13.00	End of Registration
14.50	Home Time

Class 7– College, Dosbarth Seren	
08.50	Registration
09.00	Curriculum
09.30	End of Registration
11.00-11.15	Break time
11.15 -12.30	Curriculum
12.30-13.00	Lunch
13.00	Curriculum
13.30	End of Registration
14.50	Home Time

CURRICULUM

The curriculum is differentiated to ensure access for all pupils. The school highlights the need to reflect the individual priority needs for the pupils as identified in their statement of educational needs and Annual Reviews.

The curriculum is delivered through a structured framework which incorporates long, medium and short term planning ensuring continuity and progression throughout the phases. We use topic based approach as the main curriculum for 3-14 years and appropriated accredited courses and Pathways curriculum at 14-19.

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. Visitors from the community are regularly invited into the school, as appropriate.

RELIGION, VALUES AND ETHICS

All pupils are taught RVE at Ysgol Hen Felin following the guidelines set out in the Agreed Syllabus. Religious Education is part of the daily curriculum and is integral to our structured assembly programme. Prayers are said in assembly, at lunchtime and at the end of the day. Annual religious festivals, both Christian and other religions, are also noted and/or celebrated, eg Diwali, Easter, Christmas.

COLLECTIVE WORSHIP

At Ysgol Hen Felin we provide dedicated time for the school community to come together to foster a sense of belonging and a sharing of values. We aim to provide an opportunity to worship and to encourage spiritual development. Collective Worship at Ysgol Hen Felin is offered every day, mainly of a Christian character and is appropriate to family backgrounds, age and ability of our pupils.

Parents have the right to withdraw children, wholly or partly, from collective worship if they so wish. Alternative provision will be made for pupils who are not participating in worship or who are exempt.

COMMUNICATION

Communication is a basic need and the most important aspect of our curriculum is language development. We use a total communication approach in school so that all pupils can communicate using their preferred method.

Switch/control technology and AAC including Eye gaze is used with our PMLD pupils to enable them to gain curricular access. Communication is the hub of our Language, Literacy and Communication teaching. There is also provision for the hearing impaired and specialist teachers visit the school once a week to support the pupils and teachers.

We have a Communication team who identify pupils for individual/group intervention weekly.

PERSONAL DEVELOPMENT

This encompasses the basic skills that an individual must acquire in order to cope with adult life and maintain themselves e.g. dressing. We have shower areas and Food Technology areas, to help pupils achieve independence in these areas.

Interpersonal skills are necessary for meeting people and behaving appropriately at school, at home and in the community. In a special school we have to be aware of the skills that will encourage our children to be accepted in the community. We give them every chance to put these learned skills into practice by creating opportunities for different experiences in their local environment.

Independence in self-help skills is encouraged through the 14-19 pathways. Interpersonal skills are necessary for meeting people and behaving appropriately at school, at home and in the community. In preparing our students for life after school we have to be aware of the skills they will need in the community. We give them every chance to put these learned skills into practice by creating opportunities for different experiences in their local environment.

ANNUAL REVIEWS/INDIVIDUAL DEVELOPMENT PLAN MEETINGS

Each child's progress is reviewed on an annual basis. Parents are invited to attend their child's Annual Review meeting to discuss goals, areas of difficulty, provision, etc. with the various professionals involved (Speech Therapist, Educational Psychologist, Doctor, Social Services, etc.). A copy of the completed review is sent to parents. Targets are set during the Annual Review meeting, which are then incorporated into the pupil's Individual Education Plan. Once the pupil is 14 a transition plan is included in the annual review to plan the student's development into adult life.

MANUAL HANDLING

We attach great importance to the health and safety of employees, children and young people. The primary intention of our policy on the Moving and Handling of Pupils and Young people have Special Educational Needs or mobility needs is to prevent employees, pupils and young people getting hurt. Our staff have relevant up to date training which is updated annually.

TEAM-TEACH

Is the method of physical intervention in operation in YHF approved by the Local Education Authority and the Governing body. It is our duty of care as a school that in extreme circumstances it is necessary for staff, trained in Team Teach, to use physical intervention for the safety of all pupils. Parents will be informed immediately if any intervention has taken place and the school will follow the correct policies and procedures. Our staff have relevant up to date training which is updated annually.

RECORDING AND ASSESSMENT

Children in special education have an Individual Education Plan. This enables teachers to target goals for pupils to achieve within a set time. Every pupil has an eportfolio this includes work and photographs that record a child's progress through their school life. The Literacy and Numeracy Framework (LNF), Digital Competence framework, WEST and Assessment for Learning (AfL) provide further feedback to pupils on their progress.

We use the B squared assessment package and have a continual focus on the progress that pupils make in their skills levels through the application of the principle of the Literacy and Numeracy Framework(LNF). Essential Skills Wales controlled assessments, Wales Essential Skills Toolkit (WEST), ASDAN are the packages we use at 14-19.

LINKS WITH THE COMMUNITY

It is very important to us that our children are at the heart of the community and we take every opportunity to build close school /community links. Our older pupils benefit from our close links with local business companies by going on work experience placements and learning about a variety of different working situations. There are a wide number of exciting options available to students through our 14-19 Learning Pathways. They use local sports facilities, swimming, take part in vocational, work based placements and go on trips to local theatres and cinemas.

We have a successful link with Coleg y Cymoedd. Some of our 14-19 pupils are based full time at the Rhondda Campus. The college provides our pupils with work experience opportunities and deliver practical construction and hair dressing sessions. This link allows a seamless transition for pupils who chose to move onto college.

We also integrate with local primary schools and pre-school settings every week.

We have our own Community and Partnerships Coordinator who organises and plans community sessions, events and work experience as well as working closely building on partnership links.

SEX AND RELATIONSHIPS EDUCATION

SRE is taught throughout the school and is mapped across all of the 6 Areas of Learning.

SRE is compulsory and delivered to all classes from Foundation Phase to KS5.

Members of staff teach older pupils about puberty. Our school nurse is also involved in this process. We would like to reassure parents that any teaching of sex education is implemented within a sympathetic and moral framework.

Parents have the right to exempt their children from sex education, if they so wish.

EQUAL OPPORTUNITIES

It is a clear responsibility and a stated aim of Ysgol Hen Felin to ensure the provision of equality of opportunity for all our pupils. Equal opportunity is not a principle that relates only to defined subject areas. It is a fundamental element of the ethos of our school.

The full details of our equal opportunities policy is available on application to the school.

ATTENDANCE

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**.

In line with a new Welsh Government directive on pupils' attendance at school, the Headteacher only may authorise requests for pupils to be removed from school during term time for the purpose of going on a family holiday. This authorisation may be given if the request complies with the **'exceptional circumstances'** criteria as 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. Your child's education is important; prolonged absences can hamper good progress. 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.

SCHOOL COUNCIL/ECO COUNCIL

The School and Eco Councils are made up of representatives from each key stage. 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 or Eco Councils put forward.

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 depending on age have appropriate lessons on online safety, appropriate texting, cyber bullying and appropriate use of social media. 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.

SECURITY

The premises are surrounded by a 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 in using the iPad app in reception, wear a visitor identification badge and are accompanied by a member of staff during their visit. On leaving, visitors again sign out and return their badge to office 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 in on the iPad app 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/carer 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 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 (EVOLVE) in order to ensure the health and well-being of staff and learners. Each staff member planning a school visit must complete an EVOLVE form prior to going out that sets out every aspect of the visit.

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 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.

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 work telephone number. In the case of a partnership, telephone numbers are required for both mother and father. 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. The school will provide a home school book when a child starts at school. This will be used for daily communications between home and school.

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

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.

SCHOOL MEALS

Lunchtime meals are provided at a cost of £2.70 per day for Primary aged pupils, £2.80 per day for Secondary aged pupils. Pupils may bring a packed lunch if they/parents/carers so wish. Pupils are given a choice of hot meals, salad bar or baguette and a choice of dessert. We are a healthy eating school. Special dietary requirements are catered for.

The school is not allowed (by the Local Authority (LA)) to give credit. Parents are requested to set up an online payment account to pay for school dinners. Information of how to set this up can be obtained from the main office once your child starts school.

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).

A breakfast club is provided for those who wish to participate.

CLOTHING

The school has a non-compulsory uniform which comprises of a red jumper with school logo (available from local printing shops. Please ask school for details), white polo shirt and grey skirt/trousers. Parents/carers are encouraged to source the best value by purchasing clothing from any outlet they prefer.

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.

SENSORY CURRICULUM

The sensory curriculum at Ysgol Hen Felin 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
- ☐ Rebound Therapy
- ☐ Hydro pool
- ☐ Flexibounce Therapy
- ☐ MOVE
- ☐ Intensive Interaction



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.



ALTERNATIVE THERAPIES

We work closely with colleagues from the Health Authority who provide Physiotherapy, Speech and Language therapy and Occupational Therapy. These therapies are available to pupils in line with their 'Statement of Educational Needs'.

Physiotherapy

We have physiotherapists based onsite every day. 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 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.

Occupational Therapy

We have occupational therapy support each week. The occupational therapist can help pupils with various needs to improve their cognitive, physical, sensory, and motor skills and enhance their self-esteem and sense of accomplishment.

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

THRIVE

The Thrive Approach is a systematic approach to the identification of emotional development needs in individuals. It uses arts and play-based activities which promotes a positive sense of self. The Thrive Approach integrates arts and creativity to support children's emotional and social development. We want to develop healthy, happy, confident children who are ready and open to learning. The approach equips you to work in a targeted way with children and young people who have struggled with difficult life events to help them re-engage with life and learning. The Thrive Approach uses a developmental model to help us understand how we develop socially and emotionally from birth through to adulthood. The role of adults should be in facilitating a child's development at each of the different stages. You choose appropriate, targeted interventions designed to meet those needs.

We currently have 5 members of staff who are 'Thrive Licensed Practitioners' and have a designated room for Thrive in the school.

SPORTING AIMS & PROVISION FOR SPORT

All pupils have access to a wide variety of sporting activities and will be given opportunities to represent the school at disciplines such as athletics, football, golf, boxing and swimming. Pupils will also be able to access more specialist sports, for example, the skilful game of Boccia. All sports are played at local and national levels.

We offer Rebound Therapy for selected classes and individual pupils. Some classes also access Cwm Cycling in the local Sports Centre.

Pupils will also be offered the chance to undertake residential placements where they will attempt more extreme sports such as canoeing, rock climbing or orienteering.



CAREERS EDUCATION

All pupils over the age of fourteen have access to advice from a specialist careers officer. This person meets our pupils and staff at certain times during the year to discuss their future intentions and choices until it is time for them to leave school. They are also present at Annual Review meetings to advise and inform our pupils and their parents. Pupils access external work experience in a number of venues which have been thoroughly risk assessed beforehand. Careers Wales also provide sessions where pupils can work with employers, CV writing and interview techniques.

SCHOOL LEAVERS

We would like to reassure parents that their child will have a place in further education or training provision when they leave school. Parents will have the opportunity to discuss future provision with our Careers Advisor. They may attend a college of further education, a work placement scheme or have access to the many opportunities offered by Social Services. We hold a Careers meeting throughout the year and invite representatives from training providers.