

Ysgol Hen Felin



2025 / 2026

SCHOOL PROSPECTUS



CROESO I / WELCOME TO YSGOL HEN FELIN

Ysgol Hen Felin is a maintained Rhondda Cynon Taf local authority special school, which caters for pupils aged 3-19 years with severe learning difficulties, profound and multiple learning difficulties and pupils on the autistic spectrum. The school is situated over three sites. The main site is located at Ystrad Rhondda with satellite provisions based in Tonyrefail and Coleg-Y-Cymoedd [Rhondda campus]. Ysgol Hen Felin is one of four special schools in RCT. Most children are transported to school by minibus or taxi.

We have approximately 270 pupils on roll across the three sites.

Ysgol Hen Felin's main site is a single-storey building, situated in Ystrad Rhondda in a residential area within the same grounds as a leisure centre, with small shops in the vicinity. The main site caters for pupils aged 5 to 19 years, unless they have identified physical or medical needs that require this provision from the age of 3yrs. The school has its own all-weather astro turf set within a large sensory garden, which also includes a spacious wooden play structure and a wheelchair-accessible swing, outdoor gym and chicken coop. Recently, we have introduced additional play structures and equipment across all playgrounds to support the development of pupils' physical, social, and communication skills. Within the main building, there is a multi-sensory room, hydro pool, trampoline and cafe. The school hall is a versatile space used for dining, assemblies, music, recreation, Rebound Therapy, and Physical Education. We also make full use of local facilities to enrich the curriculum, including Cwm Cycling and the swimming pool at the local leisure centres.

Our dedicated Wellbeing Centre, located within the school grounds, plays an active role in supporting families and the wider community. Managed by our Wellbeing Officer, the centre regularly hosts events, courses, and workshops for parents and local residents.

The 'Early Years Centre' based at Tonyrefail caters for pupils aged 3-5 years with additional learning needs. This provision offers a range of specialist resources designed to support the developmental and educational needs of our youngest pupils. Among these resources are a sensory room, which provides a calming and stimulating environment, and a soft play room, which encourages physical activity and motor skill development in a safe and engaging setting. Additionally, pupils can access therapies in line with the provision identified in their Individual Development Plan, including speech and language therapy, occupational therapy, and physiotherapy, ensuring a holistic approach to their development. This is mirrored at the main site.

The satellite provision based at Coleg y Cymoedd supports pupils aged 14-19 who demonstrate increased independence. This highly supported setting offers an inclusive and enriching environment, where pupils access a variety of accredited qualifications and vocational pathways tailored to their individual strengths and interests. Alongside classroom-based learning, pupils benefit from meaningful work experience placements that help develop their employability and life skills. The provision places a strong emphasis on nurturing confidence and personal development, enabling pupils to thrive both academically and socially. It represents an important step towards adulthood for this cohort who are fully included in all aspects of college life.

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.

ADDITIONAL LEARNING NEEDS ACT INFORMATION

Additional Learning Needs and Education Tribunal (Wales) Act

Factsheet 5



Llywodraeth Cymru
Welsh Government

A 0–25 age range

There will be a single legislative system relating to the support given to children and young people aged 0 to 25 years who have additional learning needs (ALN) and are receiving education and/or training.

A unified plan

Individual development plans (IDPs) will replace the existing variety of statutory and non-statutory plans for learners of compulsory school age and below, as well as for those learners over compulsory school age in school or further education.

This will ensure consistency and continuity, and that provision and rights are protected regardless of the severity or complexity of needs.

Welsh language

If a child or young person needs ALP in Welsh, this must be documented in the IDP and 'all reasonable steps' must be taken to secure the provision in Welsh.

A mandatory ALN Code

The ALN Code will ensure the new ALN system has a set of clear, legally enforceable parameters within which local authorities and governing bodies that are responsible for supporting children and young people with ALN must act.

Clear and consistent rights of appeal

All children, their parents/carers and young people up to the age of 25 will have the right to appeal to the Education Tribunal against decisions made by a local authority or further education institute (FEI) in relation to their ALN or their IDP.

Children and young people must be provided with access to independent advocacy services.

How will the Act affect children, young people and parents/carers?

Increased participation of children and young people

Children, their parents/carers and young people will be supported to understand and participate in the decisions which are taken that affect them, provided with appropriate reassurance, and offered opportunities to raise concerns and have their questions answered.

Avoiding disagreements and earlier disagreement resolution

If a child, their parents/carers or a young person is not happy with decisions that have been made about their ALN or IDP by a school, they may request that a local authority reviews or reconsiders it.

Increased collaboration

Where necessary, IDPs will include additional learning provision (ALP) agreed by health services, social services and other services, as well as education. IDPs will contain an action plan that is clear about which agency is responsible for delivering the individual elements.

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MORE INFO

CLICK THE ICON OR SCAN THE QR CODE FOR MORE INFORMATION



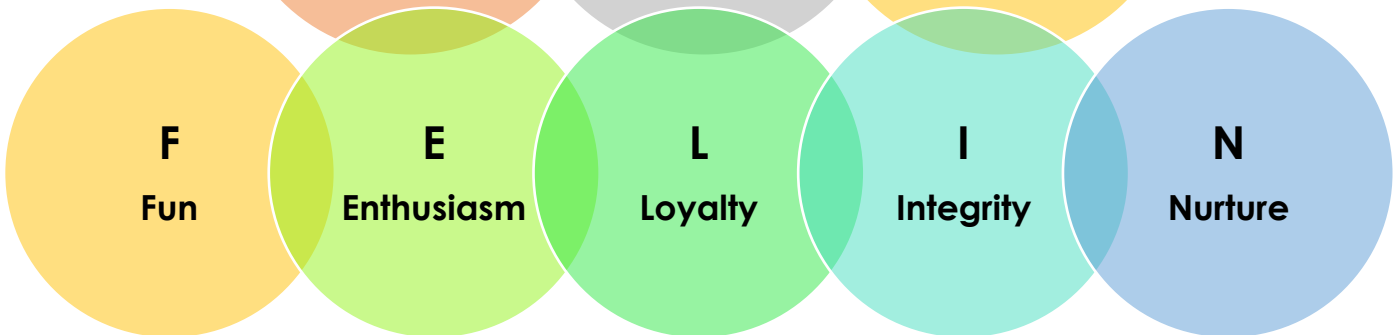
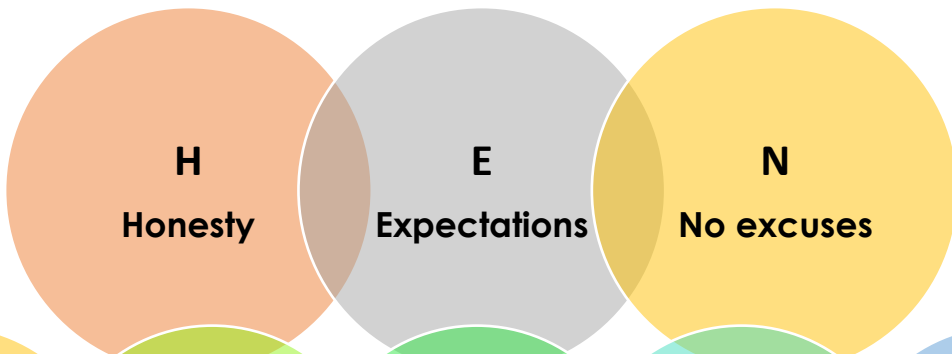
<https://www.rctcbc.gov.uk/EN/Resident/SchoolsandLearning/EqualityInclusionandAdditionalLearningNeeds/EqualityInclusionandAdditionalLearningNeeds.aspx>

MORE INFORMATION RELATING TO THIS TOPIC CAN BE FOUND VIA THE RCT COUNCIL WEBSITE



OUR VALUES

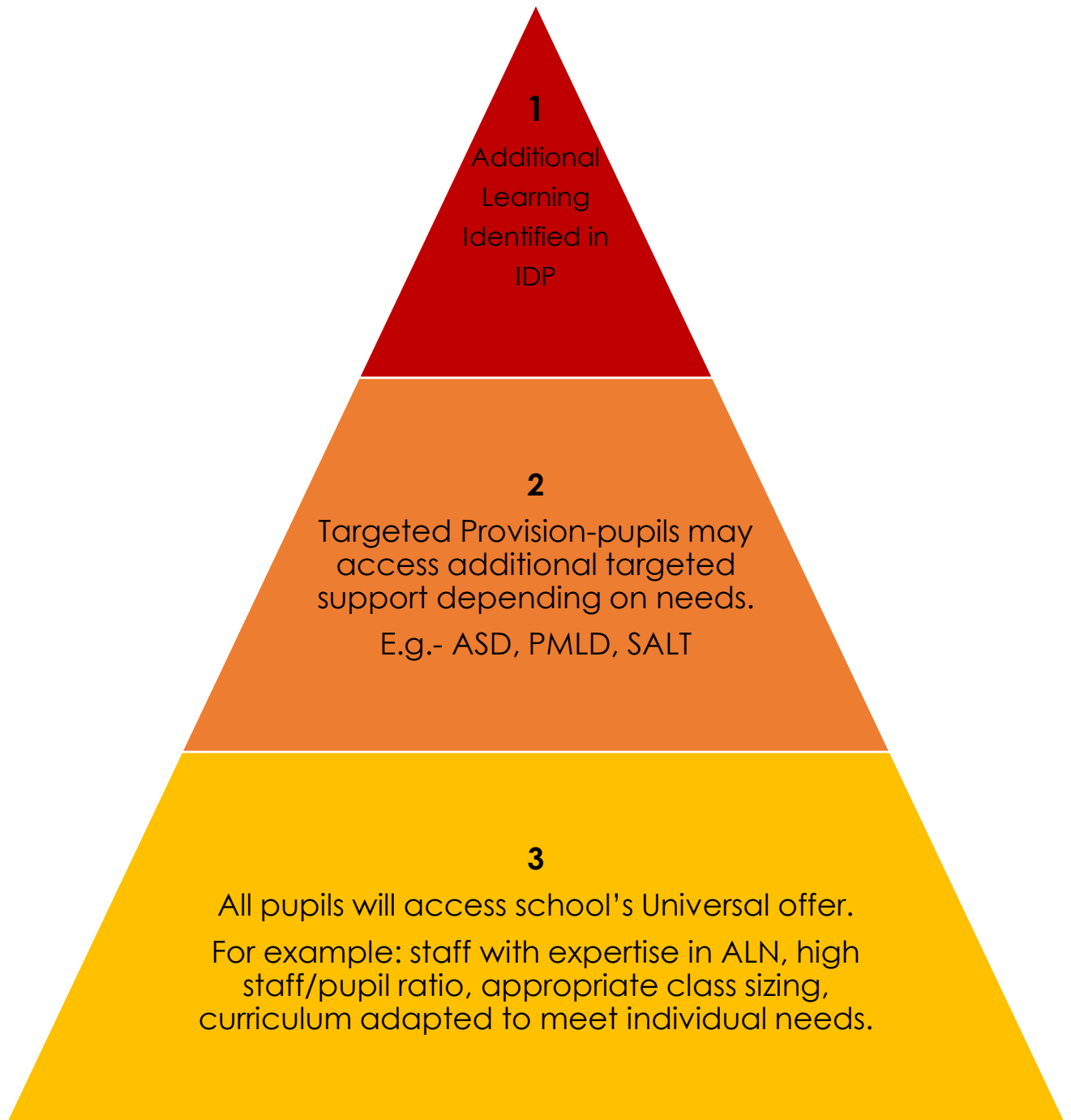
OUR CORE VALUES



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 pupil 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
I have difficulties with communication and am non speaking. In my IDP, my ALP supports this. E.g. weekly sessions to work on verbal skills

2
I attend an ASD class at Ysgol Hen Felin that meets my particular learning style and also receive support from the Communication Team at school.

3
I need to access the following interventions during the school week:

Sensory curriculum
Visual timetables

My Teacher and Teaching Assistants fully understand my learning needs.

Daily robust home/school communication.

Examples from Key stages.

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. To help me transition, staff use a visual timetable, this really helps me.

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. To help with this I have a differentiated curriculum and staff that understand my learning styles.

Hello my name is Iris, I am 13 years old and I am in Key Stage 3, Class 9 and my barrier to learning is my social anxiety and self-esteem. Staff support me in developing my skills and confidence in areas that I feel I need support with.

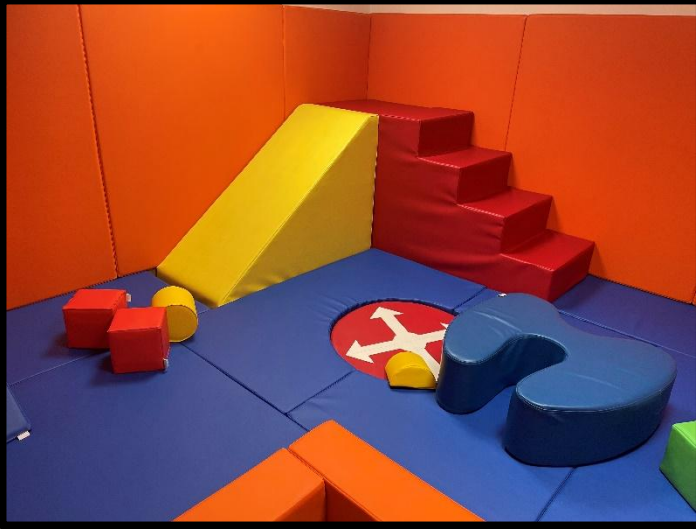
Hello my name is Oliver, I am 15 years old, and I am in the 14-19 department. I have a diagnosis of Down Syndrome and my barrier to learning is hearing impairment and processing difficulties. Staff use a total communication approach to help develop my communication skills.



EXAMPLES OF SCHOOL BASED TARGETED SUPPORT

I am taught in an early year's class based at the Tonyrefail Early Years Centre:

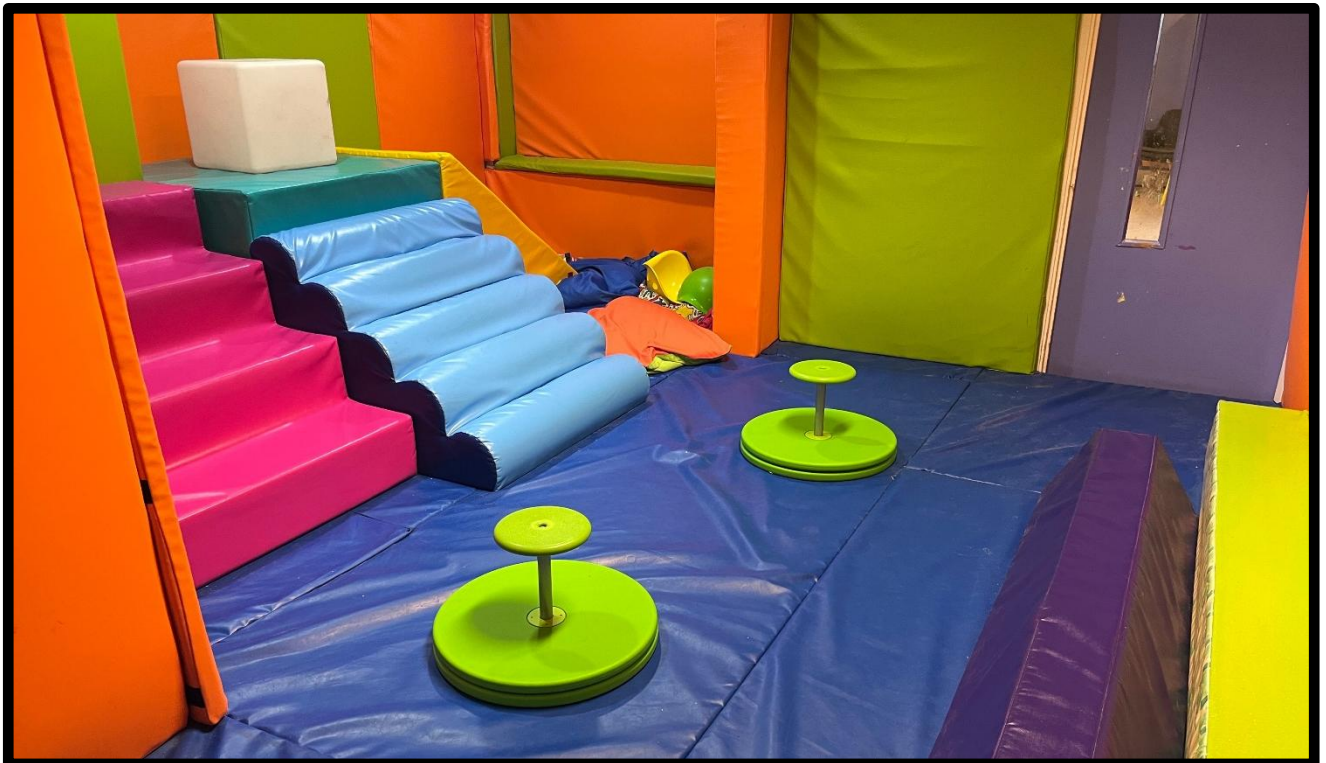
EARLY YEARS



EXAMPLES OF SCHOOL BASED TARGETED SUPPORT

I am taught in a complex ASD provision base called Dosbarth Coch based at the main site:

FOUNDATION PHASE



EXAMPLES OF SCHOOL BASED TARGETED SUPPORT

I am taught in a mixed ability class called class 5 based at the main site:

KEY STAGE 2



EXAMPLES OF SCHOOL BASED TARGETED SUPPORT

I am taught in a complex ASD class called Dosbarth Porffor based at the main site:

KEY STAGE 3



EXAMPLES OF SCHOOL BASED TARGETED SUPPORT

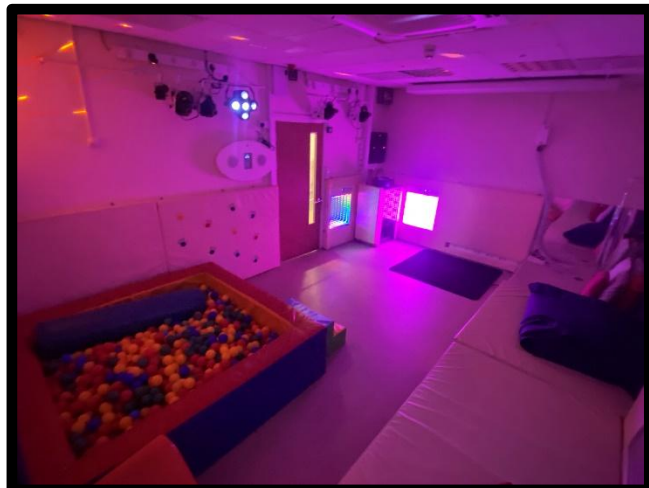
I am taught in mixed ability college placement called College A based at the college satellite provision.

14-19 DEPARTMENT



Universal offers - examples

ADDITIONAL LEARNING AREAS



MOVE



PIC•COLLAGE

PIC•COLLAGE



The following are school based targeted support offers. School based targeted programmes are put in place to meet individual needs, as and when required.



HYDROTHERAPY / PHYSIOTHERAPY



SALT / COMMUNICATION



REBOUND THERAPY



INTERACTIVE PLAY



WELLBEING CENTRE

Meet Our Wellbeing Officer – Mrs Laura Deans



At the heart of our school's commitment to nurturing the whole child is our dedicated Wellbeing Officer, Mrs Laura Deans. She leads the Wellbeing Centre with warmth and compassion, creating a welcoming environment where both children and families feel supported, valued, and empowered.

Mrs Deans plays a vital role in strengthening the partnership between home and school. She works closely with parents and carers to ensure they are actively involved in their child's educational journey. Through regular communication, events, and personalised support, she helps families feel connected and confident in supporting their child's development.

A key part of her role is organising a wide range of events, courses, and workshops tailored to the needs of our school community. These include sessions on sleep routines, toilet training, and understanding and supporting teenagers with Autism Spectrum Disorder (ASD). Many of these workshops are delivered in collaboration with external professionals, ensuring that families have access to expert advice and practical strategies.

Mrs Deans also hosts regular coffee mornings, inviting professionals from various fields to engage with parents in an informal and supportive setting. These gatherings provide a valuable opportunity for parents to ask questions, share experiences, and build a network of support within the community.

Within the school, Mrs Deans is a trusted figure for our pupils. She creates a safe and nurturing space where children can talk openly and receive support with their emotional wellbeing and personal care. She helps children develop essential life skills such as hygiene, self-care, and confidence in managing their own needs. By gently desensitising children to everyday routines—like brushing their teeth or caring for their hair—she ensures these experiences are positive and empowering.

Through her compassionate approach and dedication, Mrs Laura Deans plays a crucial role in fostering a caring, inclusive, and resilient school community.



LITTLE RAINBOWS

Little Rainbows – A Nurturing Start for Bright Futures



At our school, we understand that the early years are a crucial time for development, especially for children who may be on a unique journey of discovery and support. That's why we're proud to offer Little Rainbows - a warm, welcoming pre-diagnosis group designed specifically for children aged 18 months to 5 years.



Laura Deans & Hayley Dancovici deliver Little Rainbows, which runs twice a week, every Tuesday and Thursday from 1:00 to 2:30pm, and provides a safe, structured, and nurturing environment where both children and their parents can feel supported and understood.

Each session is thoughtfully planned to include:

- A welcoming "Hello" song to help children settle in and feel part of the group.
- Music and movement activities that encourage physical development, coordination, and joy.
- A structured activity designed to support early learning, communication, and social interaction.
- Time in our sensory room, where children can explore calming lights, textures, and sounds in a soothing space tailored to their needs.



But Little Rainbows is more than just a playgroup—it's a community. We support parents and carers by explaining the processes involved in early diagnosis and development, helping them feel informed and empowered. It's a space where families can build relationships with others who truly understand their experiences, creating a network of empathy, encouragement, and shared learning.

Our goal is to make every child and parent feel comfortable, confident, and connected. Whether you're just beginning to explore your child's developmental needs or looking for a supportive environment to grow together, Little Rainbows is here for you.

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

GOVERNING BODY

GOVERNOR ROLES

HEAD TEACHER

1 TEACHER GOVERNOR

1 NON TEACHING GOVERNOR

4 PARENT GOVERNORS

3 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 their own time to undertake training to 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-

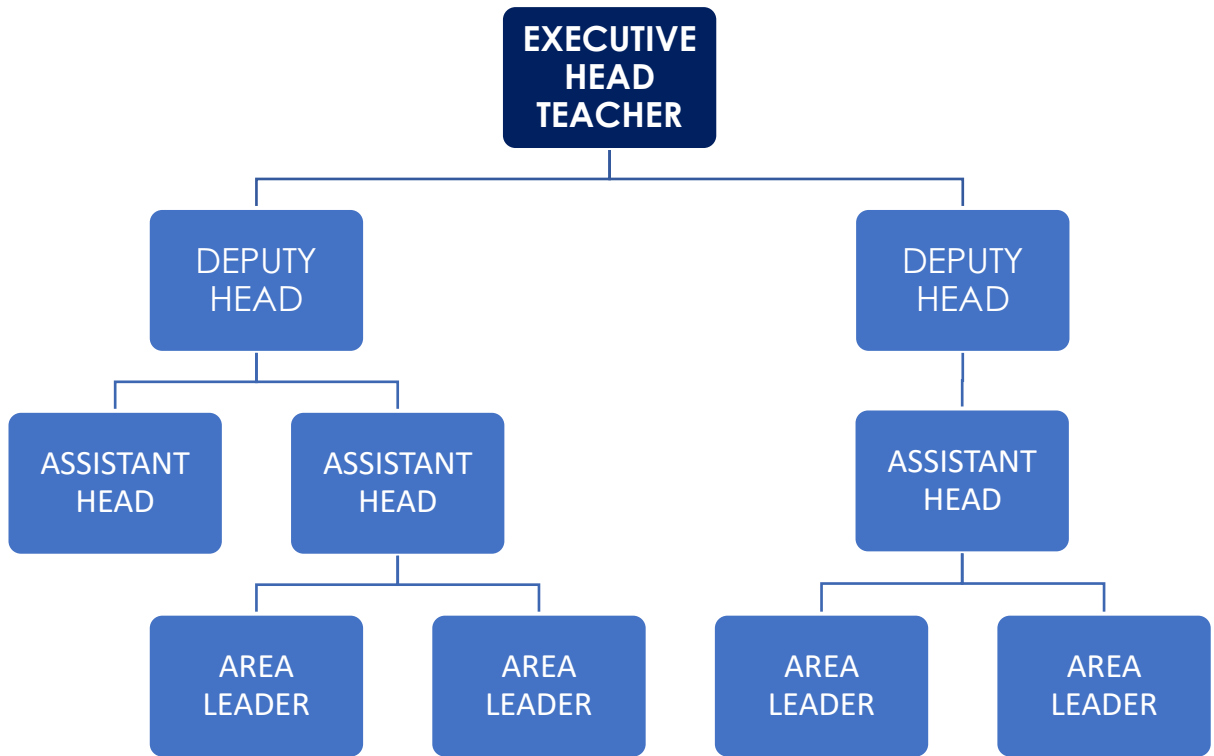
Stage 1 - complaint raised with and resolved with by first recipient within the school.

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



22 X TEACHERS

2 X OUTREACH TEACHERS

3 X OUTREACH SUPPORT STAFF

8 X HLTA

1 X WELLBEING OFFICER

1 X COMMUNITY & PARTNERSHIPS COODINATOR

8 X LEVEL 3 TEACHING ASSISTANTS

80 X LEVEL 2 TEACHING ASSISTANTS

6 X PASTORAL SUPPORT

1 X OFFICE MANAGER

2 X SCHOOL CLERKS

1 X SITE MANAGER

1 X CARETAKER

1 X SCHOOL NURSE



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



Mrs N Clark
Deputy Headteacher



Mrs R Mellor
Assistant 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 your line manager as soon as possible.
7. Complete a 'record of concern' form and pass on to AB, NH, NC or RM.

Any child protection allegation against the Headteacher should be reported to the Chair of Governors (contact number 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)



Keeping safe



If

I



don't feel



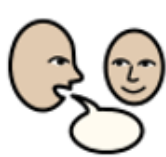
safe.....



at



school



tell



parents

or



staff

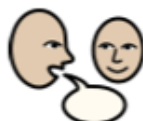


in

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taxi



tell



driver

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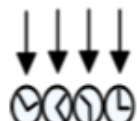


escort

or Mr Bradley



You can



always



tell



Mr Bradley,



Mr Hendy,



Mrs Clark,



Mrs Mellor

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 and Rhiannon Mellor Assistant Headteacher 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 or other relevant professionals, a PCP meeting will be held and an IDP will be compiled. On the basis of this IDP, a 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 X (FORMERLY TWITTER)

The school has its own website www.ysgolhenfelin.org.uk. This will provide parents with all the information and achievements from school. We also have an X 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 the Local Authority via a Service Level Agreement. This ensures there will be a nurse on site via the Special School Team Leader in conjunction with the Children's Community Nursing Team.

The school nurse is Olivia Hutton and she liaises with parents/carers to compile care plans if required. She oversees 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..

THE SCHOOL DAY

Tonyrefail Early Years Centre	
08.50	Registration
09.00	Curriculum
09.30	End of Registration
10.30 – 10.45	Play time
10.45 – 11.45	Curriculum
12.00-12.30	Lunch
12.30	Play time
13.00	Curriculum
14.50	Home Time

School Based Foundation Phase	
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	Play time
13.00	Curriculum
14.50	Home Time

School Based Key Stage 2	
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	Play time
13.00	Curriculum
14.50	Home Time

School Based Key Stage 3	
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

School Based 14 -19 Department	
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	Play time
13.00	Curriculum
14.50	Home Time

College Based 14-19 Department	
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 IDP or individual development plan.

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 a topic-based approach to the curriculum for 3-14 years with 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 and at the end of the day. Annual religious festivals, both Christian and other religions, are also noted and/or celebrated.

COLLECTIVE WORSHIP

At Ysgol Hen Felin we provide daily 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 the 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 and on site SALT 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. In school, 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 a valued part of the community. We provide them every opportunity 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 a variety of opportunities for different experiences in the local environment.

INDIVIDUAL DEVELOPMENT PLAN

MEETINGS

Each child's progress is reviewed on an annual basis. Parents/carers are invited to attend their child's PCP 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 PCP meeting, which are then incorporated into the pupil's Individual Education Plan. During the Year 9 meeting, a transition plan is included in the IDP to plan for the pupil'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 who have Additional Learning 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 a behaviour management strategy that focuses on de-escalation, positive behaviour support, and safe physical intervention techniques when necessary. It is approved by the Local Education Authority and the Governing body and 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 always follow the correct policies and procedures. Our staff have relevant, up to date training which is updated annually.

RECORDING AND ASSESSMENT

Pupils at Ysgol Hen Felin have an Individual Education Plan. This enables teachers to target goals for pupils to achieve within a set time. Every pupil also has an E-Portfolio. This document includes work and photographs that record a child's IEP 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) and 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, 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.

Additionally, 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 building on and developing 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 at an appropriate level 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 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.

PUPIL VOICE GROUPS

The School Council, Criw Cymraeg, Digital Champions and Eco Council are made up of pupil representatives from each key stage. These pupils meet with one teaching member of staff and a learning support member of staff every half term. They produce a report outlining their activities which is shared with the governing body. The governing body endeavours to support the projects that these pupil groups 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 school age 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 school premises are surrounded by secure fencing. The site is covered by CCTV cameras and security lighting. Entrance to the building is strictly controlled by 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 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 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 pupils 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 manager monitors the movement of any contractors.

All staff are aware of and abide by the content of the school's Health and Safety Policy. This policy incorporates advice and guidance received from the Local Authority. All changes to the relevant legislation is scrutinized by the full governing body.

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. This form 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. Where appropriate, risk assessments are carried out prior to lessons being undertaken.

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. Our buses 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 works telephone number. 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 complex medical needs) and not send children to school if they are unwell.

The decision to send pupils 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 / 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 or pupils may bring a packed lunch if they/parents/carers so wish. Pupils are given a choice of hot meals and dessert. We are a healthy eating school. Special dietary requirements are catered for.

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).

On pupils arrival to school, a breakfast club is provided for those who wish to participate.

CLOTHING

The school has a non-compulsory school 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 invited 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 and / or swimming nappies as appropriate and towel for use during these sessions. Parents/carers will be notified of when the sessions will take place.

JEWELLERY

In the interest of health and safety (and in line with the school 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 furthermore 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 consolidate 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
- Habilitation
- Attention Autism



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 individual needs.

Physiotherapy

We have physiotherapists based on site. 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 therapists assist 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 and also create shared goals with teachers for pupils IEPs.

THRIVE

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

We currently have on site 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 are given opportunities to represent the school at disciplines such as athletics, football, golf, boxing and swimming. Pupils are also able to access more specialist sports, for example, the skilful game of Boccia. Opportunities are provided for sports to be played at local and national levels.

As a school, we have trained staff who offer Rebound Therapy for selected classes and individual pupils. Some classes also access Cwm Cycling in the local Sports Centre.

Pupils are also offered the chance to undertake residential placements where they will have the opportunity to try additional outdoor sporting experiences, 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. The Careers Officer meets our pupils and staff at key points during the year to discuss their future intentions and choices. The careers officer also attends PCP meetings to advise and support 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 further explore the world of work through targeted workshops and events.

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 have the opportunity to discuss future provision opportunities with our Careers Officer. Options may include attending 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.