



**Ysgol Hen Felin**  
**Governors Annual Report to Parents**  
**2024/2025**

**A Message from the Chair of Governors**

*Hi Everyone,*

*It's been another busy and rewarding year at Ysgol Hen Felin, and I wanted to take a moment to reflect on everything we've achieved together.*

*As governors, we've worked closely with the school leadership team and the local authority to make sure the school continues to provide the very best for our pupils. It's been great to see how well everyone has pulled together—especially during times when things haven't been easy. The teamwork and commitment across the board have been fantastic.*

*We've seen some brilliant progress this year, both in the classroom and beyond. The staff have gone above and beyond to support our learners, and the leadership team has kept things moving forward with real energy and care. As governors, we've been proud to support that work and help shape the direction of the school.*

*Looking ahead, we know there are still challenges to tackle—like making sure funding goes as far as it needs to, continuing to meet the needs of all our pupils, and supporting staff wellbeing. We're also keen to build even stronger links with families and the wider community, because we know how important those relationships are.*

*Thanks to everyone—staff, parents, carers, and pupils—for being part of what makes Ysgol Hen Felin such a special place. We're excited for what's to come and ready to keep working together to make it happen.*

*Warm wishes,*

*Mrs Sarah Phelps*

*Chair of Governors*

*Ysgol Hen Felin*

## **Details of meetings with parents and carers over the past year**

Every pupil in the school has an Annual PCP. PCP Meetings focuses on understanding the individual's strengths, preferences, aspirations, and support needs. It involves the person, their family, carers, and professionals working together to create a plan that reflects what is important to and for the person. The overall attendance rate of these meetings is very good.

Meet the Teacher meetings are informal sessions held at the beginning of the school year (or term) to give parents and carers the opportunity to:

- Meet their child's teacher(s) in person.
- Learn about the classroom environment, routines, and expectations.
- Understand the curriculum and key learning goals for the year.
- Ask questions and share any important information about their child.

Parent/carer's are encouraged to attend these meetings and to come with any questions or concerns. Share relevant information about your child (e.g. allergies, learning needs and general likes and dislikes) and to be open to building a relationship with the teacher.

The meetings took place on Wednesday 9<sup>th</sup> October at Ysgol Hen Felin. The overall attendance from Parents/Carers was 66%.

Parents' evening is planned for all pupils at the end of the academic year, where teachers and parents or carer's meet to discuss a student's progress, achievements, and any concerns. The meetings were held at Ysgol Hen Felin on the 1<sup>st</sup> and 2<sup>nd</sup> of July 2025. The overall attendance of parents and carers recorded was 58%.

## **Governors' details**

The Clerk to the Governing Body is Mrs Gaynor Davies, Director of Education and Inclusion, Valleys Innovation Centre, Navigation Park, Abercynon, CF45 4SN.

The Chairperson of the Governing Body is Mrs Sarah Phelps c/o Ysgol Hen Felin, Gelligaled Park, Ystrad, Pentre, RCT, CF41 7SZ

The following people are currently members of the governing body.

<b>Name</b>	<b>Category of Governor</b>	<b>Appointed By</b>	<b>Retirement Date</b>
Mr I Bailey	<b>LEA</b>	<b>Council Members</b>	19/11/2026
Miss Natasha Rees			29/11/2026
(1 Vacancy)			

Mrs H Dancovci Mrs Sarah Phelps Mrs Z Calaway Mrs L Nicholas	<b>Parent</b>	<b>Parents</b>	2/10/2026 29/9/2027 26/09/2028 16/12/2025
Mr P Carpenter Martin Barren (1 Vacancy)	<b>Community Governor</b>	<b>Governing Body</b>	2/11/2025 18/11/2028
Mrs N Clark	<b>Teacher</b>	<b>Teaching Staff</b>	11/10/2026
Miss E Pain	<b>Staff</b>	<b>Non-Teaching Staff</b>	15/01/2027
Mr A Bradley	<b>Headteacher</b>		

When Fully Constituted this Governing Body is made up as follows

LEA Representatives	3
Parent Governor	4
Staff Representative	1
Headteacher	1
Community Governors	3
Teacher Governor(s)	1
<b>Total</b>	<b>13</b>

### **Performance and target information**

Appendix B provides an overview of the assessment processes which allow teachers to tailor a pupil centred curriculum for each of the learners at Ysgol Hen Felin. These assessments are used to devise an Individual Development Plan which is the main focus for pupils' progress.

#### **APPENDIX B**

If you have any queries concerning any of these assessments / courses please don't hesitate to contact the school. We will be only too pleased to answer any questions.

Ysgol Hen Felin use performance **scales (P scales)** when reporting attainment for pupils with special educational needs who are working below level 1 of the national curriculum. Performance **scales** are also used for reporting teacher **assessment** to parents in other national curriculum subjects.

The school uses the 'B Squared' programme to assess and record pupils' progress. **B Squared** is a computer program that uses a series of statements that contribute to an overall score, recorded as a percentage of a P level achieved.

### **Attendance**

Overall attendance for 24/25 is 84.9%. The Target set for 25/26 is 88. The school work closely with AWS and every pupil's attendance is monitored closely.

The total number of school leavers for the period September 2024 to July 2025 is 8. The destinations of the pupils are known and explained in the table below.

Coleg Y Cymoeydd (Llywnipia campus)	2
Bevan College	1
Coleg Y Cymoedd (Aberdare campus)	1
ALC	1
Other	3

### **A financial Statement**

Enclosed, as appendix A is a copy of the school's financial statement for the Financial Year 2024/2025. Further breakdown of the information is available upon request

### **Action Taken by the governing body or school**

Governors are responsible for drawing up the Action Plan to address any key issues raised by Inspectors during the ESTYN inspection of the school. Parents are provided with a copy of the summary report produced by the inspectors. Governors monitor progress of the plan at their termly meetings. More detailed information on the progress made will be given at the meeting if required.

The school has many policy documents covering both curriculum and non-subject areas. These documents are constantly reviewed/revised by staff/governors to incorporate changing trends and legislation. Further information is available on the school website or by contacting the Headteacher during school time.

The school has established many community links, these include; Integration projects with local primary schools, South Wales Police deliver school beat sessions including

topics, bullying and anti-social behaviour. The school has a high profile on social media and their Twitter account. We have a satellite provision at Coleg-Y-Cymoedd and continue to build excellent working partnerships with this organisation. The college delivers construction, painting and decorating, hair and beauty, carpentry and tiling units to our pupils which is very successful. We have a community partnership coordinator in post part time Kelly Morris, who has created new links within the community which allows our pupils to experience wider work experience opportunities. These include, Treorchy Rotary charity shop, Jimmys, barbers, Asdas, Arts Factory and Ty Nant care home.

In the past year we have opened another satellite provision in Tonyrefail. This is an Early years centre and hopefully will be widening our community Links through this provision.

Ysgol Hen Felin regularly participate in fundraising for charities such as, Comic Relief, Children in Need, Macmillan Coffee Morning and Jeans for Genes.

### **Organisation, plans and policies**

Governors are responsible for drawing up (in conjunction with staff) the School Development Plan. The plan identifies the direction the school will take over a three-year period, in delivering the curriculum. The plan is regularly monitored and revised to take account of progress made and any changes to curriculum requirements.

The School Development Plan for the 2025-2025 academic year was approved by Governors. The targets set included short, medium, and long-term aims, and were regularly reviewed by the Governing Body. Further information is available on request.

The school has refined its planning and implementation of PCP's and IDP's. In line with the school's self-evaluation process, the TLR holders have developed a working party to refine and share schools' best practice. These changes reflect curriculum changes and updates. Ongoing work involves curriculum mapping throughout the school and re-alignment of the curriculum to meet the needs of the new Curriculum for Wales

The school's policy for the Assessment of and Provision for Pupils with Additional Learning Needs is summarised as follows:

The school's policy for the identification, assessment and provision for pupils with additional learning needs is consistent with the requirements of the Additional Learning Needs Code for Wales (approved by the Senedd on 23rd March 2021) under section 4 of the Additional Learning Needs and Education Tribunal (Wales) Act 2018.

The school's Additional Learning Needs Co-ordinator (ALNCo) works closely with all other members of staff to ensure that individual educational plans are developed and implemented to meet the needs of

pupils, appropriate to those who require them.

The ALNCo also liaises with all members of staff, to ensure that the progress of all pupils is regularly monitored and assessed and to ensure that each pupil reaches his or her potential.

The Governing Body is mindful of the requirements of the Equality Act 2010 and the Special Needs and Disability Act (SENDA) 2001 in drawing up the School Development Plan/Post Inspection Action Plan, and the day-to-day operation of the whole site.

The school is committed to ensuring that all pupils are able to participate in the school curriculum and (where they desire) in activities such as after school clubs, leisure/sporting events and educational visits. All aspects of accessibility, including access to written information are included in the planning process. The Authority has in place an Accessibility Strategy Plan and in line with this strategy has had an audit of the school site undertaken, as part of an Authority wide brief, to identify any potential barriers and to improve the access to the school.

Term	From	To
Autumn 2025	Monday, September 1 2025	Friday, October 24 2025
Half Term	Monday, October 27 2025	Friday, October 31 2025
Autumn 2025	Monday, November 3 2025	Friday, December 19 2025
Christmas Holidays	Monday, December 22 2025	Friday, January 2 2026
Spring 2026	Monday, January 5 2026	Friday, February 13 2026
Half Term	Monday, February 16 2026	Friday, February 20 2026
Spring 2026	Monday, February 23 2026	Friday, March 27 2026
Easter Holidays	Monday, March 30 2026	Friday, April 10 2026
Summer 2026	Monday, April 13 2026	Friday, May 22 2026
Half Term	Monday, May 25 2026	Friday, May 29 2026

Summer 2026

Monday, June 1 2026

Monday, July 20 2026

**Mon 1 Sept 2025 and \*Monday 20 July 2026** will be designated INSET days for **all** LEA Maintained Schools. The remaining three INSET days to be taken will be at the discretion of each individual school following appropriate consultation with staff. **\*It is intended that this INSET Day will either be taken on Mon 20 July 2026 or at an alternative time for example in the form of twilight sessions.**

All schools will be closed on **Monday 4 May 2026** for the May Day Bank Holiday.

Significant dates:      Christmas      Thursday 25 December 2025  
                                 Easter              Good Friday 3 April 2026  
                                                      Easter Monday 6 April 2026

May Bank Holidays    Monday 4 May 2026  
                                                      Monday 25 May 2026

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The school's Additional Learning Needs Co-ordinator (ALNCo) works closely with all other members of staff to ensure that individual educational plans are developed and implemented to meet the needs of pupils, appropriate to those who require them.

The ALNCo also liaises with all members of staff, to ensure that the progress of all pupils is regularly monitored and assessed and to ensure that each pupil reaches his or her potential.

During the academic year 2024/2025 245 pupils were in receipt of an Individual Development Plan (IDP)

RCTCBC is the Admissions Authority for all schools (other than Church schools where the schools governing body is the admissions authority) within the Authority's boundary. The school's admission arrangements are therefore operated in line with the Authority's policy on school admissions which is contained in the publication Starting School Book. The book is made available to parents at the point of their application for their child's admission to school. The contents of this book can also be accessed online on the Authority's website.

It is the Authority's policy that all children, as far as is possible within the terms of the Education Act 1996 (amended by the Special Educational Needs and Disability Act 2001 and the Additional Learning Needs and Educational Tribunal Act 2018) should be educated in mainstream Welsh, English and dual language schools within their local communities. The Additional Learning Needs Code 2021 provides statutory advice to professionals regarding their roles and responsibilities and further guidance is provided within the Equality Act 2010.

The Additional Learning Needs and Education Tribunal Act 2018 clearly states that most pupils with additional learning needs should receive appropriate and inclusive additional learning provision within their local mainstream Welsh, English or dual language school. However, children with significant and very complex learning difficulties may be offered placement in a Learning Support Class within a mainstream school or in a special school. Children with significant and highly complex social, emotional and behavioural difficulties may receive their education via RCT's EOTAS (Education Other Than At School) Provision. Decisions regarding specialist placements are made by the Access and Inclusion Service following consultation with parents, schools, health professionals and other relevant support services.

The Governing Body is mindful of the requirements of the Equality Act 2010 and the Special Needs and Disability Act (SENDA) 2001 in drawing up the School Development Plan/Post Inspection Action Plan, and the day-to-day operation of the whole site.

The school is committed to ensuring that all pupils are able to participate in the school curriculum and (where they desire) in activities such as after school clubs, leisure/sporting events and educational visits. All aspects of accessibility, including access to written information are included in the planning process.

The Authority has in place an Accessibility Strategy Plan and in line with this strategy has had an audit of the school site undertaken, as part of an Authority wide brief, to identify any potential barriers and to improve the access to the school.

The school takes part in numerous sporting activities throughout the year including football, rugby, athletics, netball, basketball, swimming, tag rugby and gymnastics.

Mrs. Layla Stanton and Mr Cobi Green are the PE & school sports co-ordinators. Pupils participate in sporting activities throughout the school week including extra-curricular provision. These include: Weekly PE lessons as part of the curriculum these may include swimming session or Hydrotherapy. Cwm Cycling or Rebound Therapy if appropriate. The school has strong links with RCT Sport and some students participate in coaching.

The school also offer a range of Outdoor and Adventurous residential

experiences for pupils in Key Stage 3 onwards. These may include PGL or Duke of Edinburgh Awards.

### **Healthy eating and drinking**

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

Further information on this matter may be obtained on

[www.UFS.com/allergens](http://www.UFS.com/allergens) and on [www.rctcbc.gov.uk](http://www.rctcbc.gov.uk) via school catering.

The school has a healthy eating policy which is implemented by all staff. The school has a healthy eating co-ordinator and we have achieved stage 5 of the Healthy Schools award. The school kitchen offers a broad and balanced diet.

Pupils are taught about the benefits of healthy eating through a variety of strategies including incorporating it into elements of learning.

### **Curriculum and organisation of education and teaching methods**

The Leadership team at Ysgol Hen Felin Special School has worked hard with staff, governors, pupils and parents to design and develop a curriculum that is suitable for the learners at their school. There has been particular focus given to how the new curriculum relates to the pupils at the school with creation of bespoke 'characters' that allow the pupils to relate to the four core purposes. The curriculum offer enables pupils to develop in the four purposes, and it gives due consideration to all the mandatory elements. It is broad and balanced and includes learning opportunities within and across all the areas of learning and experience (AOLE) that take account for individual pupil need.

The school has identified that its curriculum offer needs to meet the needs of the pupils at Ysgol Hen Felin and has actively explored external audit of its design and development. The curriculum encompasses the concepts within the statements of what matters and provides appropriate progression in accordance with the principles of progression and specifically aligns to how these relate to their pupils with more complex needs. The school has considered pedagogy and developed professional learning and support focused on the continued development of high-quality teaching.

The school's curriculum aligns to the mandatory requirements of teaching Welsh, English, Relationship and Sexuality Education (RSE), the cross curricular skills of literacy, numeracy and digital competence and Religion, Values and Ethics (RVE).

The curriculum will be implemented in all year groups from September 2022. At their meeting on 19th July 2022, the governing body considered and agreed to adopt the school's curriculum. The school plans to publish a summary of their curriculum on the

school website by 20th July 2022. They will inform parents and the wider school community of this through their usual communications.

The school curriculum will be kept under review through the self-evaluation activities in the school's MER cycle. This includes learning walks, learner progression meetings, pupil, parents and staff forums and questionnaires, etc. Reports of these are shared with the governing body during the normal processes across the academic year.

The school continues to foster close partnerships with the other special schools within the regional consortia and with the wider SWASSH group of schools to identify sector developments that relate to the Curriculum for Wales. The leadership also continue to work closely with the local authority, and Regional Consortia to fulfil their duties.

### **Welsh Language**

This school is an English medium school, lessons and other school activities are communicated through the medium of English. The use of the Welsh language is promoted using incidental Welsh with all pupils throughout the school day and by celebrating Welsh cultural themes for example St David's day and school Eisteddfod. The school's Welsh coordinator is Chelsea Hughes.

### **Provision of school toilet facilities**

The site manager carries out the general inspection of the cleanliness of the school. Additional cleaning services access school on a daily basis. Toilets are located at regular intervals throughout the school corridor with signage clearly visible. The cleaning of these areas is subject to monitoring by the Local Authority to ensure that a high standard of cleanliness is maintained. Disabled facilities are available for students with an intimate care plan. A team of 5 staff members are allocated to ensure individual personal care needs are met. Manual Handling plans are in place where appropriate. The Premises, Health and Safety Committee of the school's Governing Body meets on a termly basis to consider any matters brought to them by the Headteacher, Site Manager, School Council and the staff team.

## **Appendix A**

PROVISIONAL FINANCIAL STATEMENT FOR 2024/2025

<b><u>EMPLOYEE COSTS</u></b>	<b><u>Total Spent</u></b>
STAFFING COSTS INCLUDING SUPPLY	£4,552,528
<b><u>PREMISES RELATED COSTS</u></b>	
INCLUDES ENERGY, REPAIRS, CLEANING, BUILDING RELATED SLA's	£ 243,278
<b><u>TRANSPORT</u></b>	
INCLUDES INSURANCE, PETROL, TRAVEL CLAIMS	£ 6,275
<b><u>SUPPLIES AND SERVICES</u></b>	
INCLUDES CAPITATION, ICT, COURSES, PHOTOCOPYING, STAFF INSURANCE, SERVICE SLA's	£ 357,080
<b><u>GRANTS</u></b>	
EIG, PDG, EYPDG, PDGCLA	£288,925
<b><u>ADDITIONAL INCOME</u></b>	
INCLUDES WELSH GOVERNMENT GRANTS, MISCELLANEOUS, STAFF INSURANCE CLAIMS,	£145,660

## **APPENDIX B**

Ysgol Hen Felin use performance scales (P scales) when reporting attainment for pupils with special educational needs who are working below level 1 of the national curriculum. Performance scales are also used for reporting teacher assessment to parents in other national curriculum subjects. The school uses the 'B Squared' programme to assess and record pupils' progress. B Squared is a computer program that uses a series of statements that contribute to an overall score, recorded as a percentage of a P level achieved. If you have any queries concerning any of these assessments / courses please don't hesitate to contact the school. We will be only too pleased to answer any questions.