

Year | 19/20



# Prospectus 2019/20 v1

## Ysgol Rhydygors School

This document contains information on the setting and provision provided at our school, including statutory information.

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## Introduction

Welcome. I hope you find this document useful.

At Rhydygors we care for our students as individuals and want them to be happy in their environment. We want to foster in them a passion for learning and curiosity that will help them develop high aspirations, so they are motivated to reach their own goals. We recognise that strong self-esteem is essential in enabling our students to lead happy and successful futures when they move on to post 16 education and employment. Our goal is to ensure that our students leave us as confident, caring, happy and adaptable young people. We aim for them to be equipped with both good academic and social skills and an enthusiasm and passion to continue developing their learning in whichever path they choose.

We have recently reviewed our curriculum and developed it by making it more relevant, varied, engaging and interesting, to teach subjects in a more creative way. This will enable our students have every chance to succeed. We also want to celebrate their success, so regular rewarding and commending pupils has pride of place.

My experience has taught me that students flourish through genuine partnership between home and school. By working together as a team, we can share in the joy of helping your child to develop to their fullest potential, achieving success in all areas of school life. This year we are developing a 'Friends of Rhydygors' committee to raise funds for the school, which we can use for developing and maintaining the school site. All parents/carers are encouraged to join us in our new venture.

We aim for every student and those who care for them to look back and recall their place at Rhydygors as a time of achievement and hard work, but also of fun and friendships. A time during which they develop a thirst for knowledge and a passion for learning. I look forward to our next year, creating these memories together.

Mrs Debbie Payne

Acting Head Teacher

## School Details

### Contact Details

|                     |  |
|---------------------|--|
| Acting Head Teacher | Mrs Debbie Payne   |
| Chair of Governors  | Mr Mark Collins  |
| Address             | Llansteffan Road<br>Johnstown<br>Carmarthen<br>Carmarthenshire<br>SA32 3NQ |
| Telephone           | 01267 231171   |
| Email               | admin@rhydygors.ysgolccc.cymru   |
| Type of School      | Social, Emotional and Behavioural Difficulties (SEBD)                      |

### Term Dates

|                |                             |   |                         |
|----------------|-----------------------------|---|-------------------------|
| Autumn<br>2019 | Tuesday<br>3rd<br>September | Monday 28th October - Friday, 1st November      | Friday 20th<br>December |
| Spring<br>2020 | Tuesday<br>7th<br>January   | Monday 17th February - Friday, 21st<br>February | Friday 3rd<br>April     |
| Summer<br>2020 | Monday<br>20th April        | Monday 25th May - Friday, 29th May              | Monday<br>20th July     |

### Designated INSET Days

- Monday 2nd September 2019
- Monday 6th January 2020

### School Specified INSET Days

- 3<sup>rd</sup> September 2019
- 25<sup>th</sup> October 2019
- 20<sup>th</sup> July 2020

## Charging and Remissions Policy

We recognise that all activities offered during normal teaching time must be made available to all children regardless of their parents' ability or willingness to help meet the cost.

We recognise the valuable contribution that the wide range of additional activities, including clubs, educational visits and residential experiences, can make towards pupils personal and social education.

It is our intention to promote and provide such activities both as part of a broad and balanced curriculum and as additional activities.

Therefore, any activity which takes place mainly during school hours or is an essential part of the curriculum will be provided free of charge where possible.

We are aware that we are able to ask for voluntary contributions from parents when organising educational visits which will enrich the curriculum and the educational experiences of children.

We will refund in full all contributions if an activity has had to be cancelled

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

## Curriculum Statement: Teaching Methods and Organisation

Curriculum design at Ysgol Rhydygors encompasses the academic rigours of the National Curriculum through a creative and personalised platform of learning. This is complimented with access to a wide range of therapeutic, vocational and occupational opportunities that are driven by individual learner needs.

We strive to ensure that experiences motivate and engage the full range of pupils' needs through our curriculum offer with experiences that motivate and engage the full range of pupils' needs through the Donaldson approach. Maths, Literacy and ICT run through all elements of our curriculum.

Areas of study include, but are not limited to Maths, Science, Literacy, Welsh, Modern Foreign Languages, ICT, Humanities, Design Technology, PE, Therapy, Electronics plus a range of outdoor and vocational courses provided with partner agencies.

Across key stage 2 and 3 theme based learning is provided along a primary model with students in set class groups.

At KS4 a bespoke timetable for all pupils is provided that focuses on wellbeing needs, developing independence and skill progression, providing academic, vocational, physical and work related experiences.

At key stage 2, there is opportunity for outdoor learning, nature trails and some level of forest school experience, as well as literacy and numeracy skills

Across key stages 3 and 4 there is opportunity for developing independent living skills, therapies, works experience as well as skills development.

Where relevant individual pupils are supported intensively and in relevant ways to positively impact behaviour, engagement and skills progress.

Our More Able and Talented (MAT) learners are also supported to fully develop their potential in the areas they are able.

## **Special curricular and other arrangements made for Para 6(1)&(2) particular categories of pupils, including those with Special Educational Needs (SEN) both with and without statements and Summary of school's SEN**

Ysgol Rhydygors is fully committed to inclusion. All pupils attending Ysgol Rhydygors are offered help, advice and support if they have 'additional learning needs'. That is they have a learning difficulty or disability that makes it harder for them to learn than most children of the same age. This difficulty may be academic (e.g. reading or spelling), emotional, social, behavioural or physical.

Ysgol Rhydygors and its Governing Body are committed to the following aims:

- To ensure that all pupils have a full entitlement and access for all pupils, including those with Additional Learning Needs, to a high quality teaching and learning experience with a broad, balanced, relevant and differentiated curriculum so that they can reach their full potential and raise their self-esteem;
- To understand all pupils have Additional Learning Needs as to support these following an admission through a clearly defined process of early identification, monitoring and assessment.
- To ensure a supported integration for pupils with Additional Learning Needs;
- To remove the barriers to learning and participation that hinder or exclude pupils with Additional Learning Needs;
- To ensure that an inclusive environment is created where all members of the school community respect and care for each other;
- To involve parents/ guardians and other agencies at every stage in any plans made to meet the child/ young person's Additional Learning Need.

A full copy of the policy is available on the school's website.

## Curriculum Complaints Process

All curriculum and general educational provision complaints will be dealt with by the Local Authority in line with their set complaints procedures.

Matters which need to go to the governing body can do so, in line with our complaints policy, which can be found on our website [www.rhydygorsschool.org.uk](http://www.rhydygorsschool.org.uk)

## Sex and Relationships Education Policy

Sex and relationships education is delivered with safeguarding in mind by knowledgeable and confident staff who are aware of the organisation's confidentiality arrangements. It is delivered in line with core principles that promote equality.

Our sex and relationships education provision is about physical, moral and emotional development. It emphasises the importance of stable and loving relationships, respect, love and care. It is also about the consideration of sexual activity and sexual health against a background of respect for marriage, family life and respect for the diversity of family arrangements. It provides knowledge and skills which are intended to help students manage a healthy lifestyle including the reduction of harm to self and others.

The School has a commitment as an integral element of the curriculum, via PSE to ensuring that the programme is relevant to and inclusive of all students and is taught in a way that is age and stage appropriate. Within the programme, Social and Emotional Aspects of Learning outcomes are recognised such as possessing empathy, dealing with feelings and expressing emotions. The purpose therefore is to create a culture that supports open and responsible discussion of relationships and sexual health and well-being provides a positive, holistic sex education programme that meets the needs of all learners.

A selection of teaching materials appropriate to the needs and ages of the pupils is available on request.

Parents may withdraw their children from all or part of the sex and relationships education provided.

## Religious Education and Collective Worship at the School

No determination has been granted lifting the requirement for broadly Christian worship at our school.

In our day to day practice we are a broadly secular school, who follow the national curriculum in relation to religious education.

Students are welcome to practice their religion within our setting and where identified and possible we will facilitate the associated practices.

We carry out collective worship when we say grace before eating together during our lunch break.

## Use of the Welsh Language

At Rhydygors all of our lessons are taught through the medium of English, however we include Welsh in our daily vocabulary. We teach Welsh as a second language.

As an SEBD school students may be exempted from Welsh at parental request, following LA guidelines.

On a day to day basis our school signage is generally shown in both Welsh and English. Daily greetings and commonly used phrases are often given in Welsh.

We have a formal structure in place to increase the use of the Welsh language within the school, led by a member of the Senior Leadership Team.

## Sporting Aims and Provision

Ysgol Rhydygors aims to enable all pupils to access physical activity on a regular basis, through timetabled opportunities, sports therapy interventions and break times. Provision on school includes a hall and outdoor areas to facilitate a range of sports and PE activities. In addition, there is a well-equipped gym to support pupils overcome barriers to engage in physical activity, increase confidence and self-esteem. Through effective partnerships with venues and providers pupils can also access the leisure centre, WRU venues and outdoor activity providers.

Opportunities to educate pupils about the benefits of physical activity on their health and wellbeing are taken through formal lessons and informal approaches. The PSE curriculum also encourages pupils to consider the wider impact of these matters.

## Careers Education and Work Experience

The PSE curriculum is utilised to develop pupil's knowledge and understanding of the world of work in addition to support from Careers Wales through workshops, small group activities and 1:1 interviews. Referral to external providers such as Cynnffdd and Youth Support Services provide access to additional opportunities within the community.

KS4 pupils are able to access vocational courses, for example BTEC Construction Skills, as part of their options which enables them to transition effectively into post 16 provision. Support is provided for them to attend transition events such as open evenings and taster days to develop their understanding of the post 16 opportunities available to them.

All KS4 pupils are supported to access a work experience placement in partnership with local employers to develop their confidence and independence in order to sustain future employment after leaving school.

What must be included? (Secondary schools only)

## School Ethos and Values

Ysgol Rhydygors is an emotion coaching, attachment aware school where all children make better than expected progress in learning, skills, socially and emotionally so that they experience.

**Progression**  
**Independence**  
**Employability**

...and lead lives with choice, freedom and have a good standard of living.  
We will enable our children and young people to become:

**Ambitious, capable learners** who are ready to learn throughout their lives.  
**Enterprising, creative contributors** who are ready to play a full part in life and work.  
**Ethical, informed citizens** who are ready to be citizens of Wales and the world.  
**Healthy, confident individuals** who are ready to lead fulfilling lives as valued members of society.

As a learning community, we value:

**Safety**

**Teamwork**

**Empathy**

**Effort**

**Relationships**

To be the best we can be in everything we do, we all need to:

**Believe** in ourselves and each other and in the future we want

**Persevere** with the things we find challenging to get the rewards we deserve

**Succeed** in learning, skills and personally in our own time and in our own way.

### **Our Values are important**

Home-School agreements are provided to all parents/carers. These documents detail;

- The school's aims and values;
- The school's responsibilities, namely the responsibilities which the school intends to discharge in connection with the education of pupils at our school who are of compulsory school age;
- The parental responsibilities, namely the responsibilities which the parents of such pupils are expected to discharge in connection with the education of their children while they are registered pupils at the school; and
- The school's expectations of its pupils, namely the expectations of the school as regards the conduct of such pupils while they are registered pupils here

## Equality Policy

We have the following policies adopted by the governing body with respect to equal opportunities which allow for promotion of equality and diversity within the setting.

ALN Policy

Anti-Bullying Policy

Safeguarding Policy

Strategic Equality Plan

## **Pupils with Disabilities**

To ensure steps are taken to prevent pupils with disabilities from being treated less favourably we work to our Strategic Equality Plan (SEP), which is laid out to fulfill our duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies.

We work with our Equal Opportunities Coordinator at the local authority and have designated staff members with responsibility for ensuring staff are aware of and complying with policies relating to equality.

## School Security

Our school operates a limited access gated and fenced site with electronic and coded doors due to the nature of our SEBN setting.

In the interests of security and safeguarding we all staff and visitors must wear identification passes with lanyards that clearly designate their status by colour.

## Admissions

Due to the specialist nature of our setting we are not a direct admissions centre.

Applications for consideration of a placement at our school are dealt with by a special admissions panel.

If you feel your child would benefit from being placed at Rhydygors the initial steps can be made by contacting the SEN co-ordinator in your child's current school.

We are unable to offer prospective student visits as you would be able to at a main stream school due to the nature of our setting. Should a child be placed with us a thorough introductory process will be undertaken to assist with their transition.

## Attendance Data

Academic Year 2018-19

|              | Attended | Authorised | Unauthorised |
|--------------|----------|------------|--------------|
| Whole School | 84.82%   | 9.67%      | 5.51%        |
| Male         | 83.95%   | 10.15%     | 5.9%         |
| Female       | 91.53%   | 6.72%      | 1.75%        |
| FSM          | 80.27%   | 11.2%      | 8.53%        |
| LAC          | 88.42%   | 10.71%     | 0.87%        |
| KS2          | 84.96%   | 7.87%      | 7.17%        |
| KS3          | 86.78%   | 8.32%      | 4.9%         |
| KS4          | 83.74%   | 11.31%     | 4.95%        |

## Examination Results

TBC

## Pupil Destination

|                   | Number | %   |
|-------------------|--------|-----|
| FE College        | 7      | 58% |
| Apprenticeship    | 2      | 17% |
| Training Provider | 2      | 17% |
| Military College  | 1      | 8%  |