



School Prospectus 2017/2018

Every child, every chance, every day



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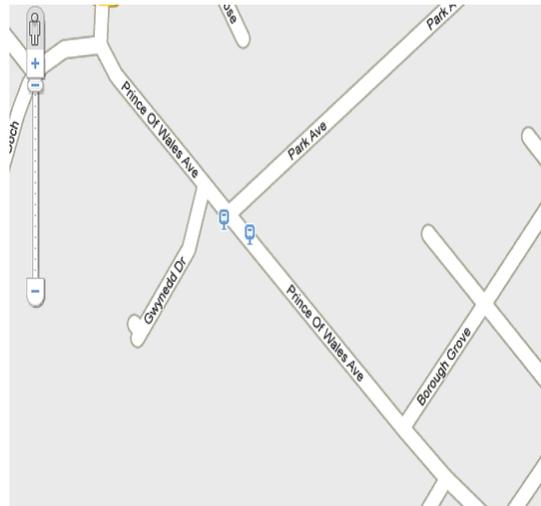
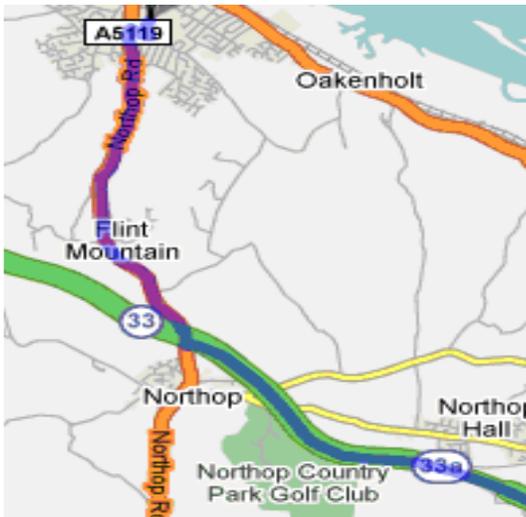
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How to find us

Ysgol Pen Coch Specialist School in Flint caters for pupils aged from 3 to 11 with severe, profound, moderate and complex learning difficulties. We are a new purpose built special school co-located with a main stream primary school named Ysgol Gwynedd.

To get to Ysgol Pen Coch Specialist School

Leave the A55 at junction 33 then at the roundabout take the third exit onto the A 5119. At the next roundabout take the first exit onto the A5119. Follow the road until you come to a junction. Turn right at the junction onto the Prince of Wales Ave. You will see the school campus on your right. Follow the one way system to help traffic flow, leaving the drop off zone clear (unless you are dropping off your child). There is plenty of parking in the bottom car park and a short walk up the steps to the school



The building offers a great deal of space for a variety of educational opportunities. It has:-

A nursery, four foundation phase classrooms and eight Key Stage 2 classrooms.

A large hall that serves as a Sports Hall, Assembly Hall and Dining Hall.

A hydrotherapy pool with a sound system and overhead hoist

Changing rooms

Showers

Two Sensory Rooms (one as a Dark room and the other as a Light room)

A Soft Play room with Ball Pool

A Library and Computer Suite

Computers with Smart boards in each classroom

A Food Technology room

One to one rooms

Music therapist/visiting professional's room

Staff PPA room

Staff room

Laundry

Nurse's room

First aid room

Physiotherapy room

Visiting professional/meeting room

Store for minibus seats etc

Parent's room

Dear Parents/Guardians

This prospectus is written with both present and future parents in mind, and I hope that it will tell you all you need to know about Ysgol Pen Coch Specialist School. The staff and the governors are strongly committed to making a high quality specialist provision for children with profound, severe, moderate or complex learning difficulties, and the needs and entitlement of the individual child are at the heart of all school activities and policies. The following pages have been designed to help you find out about the School, it's Staff, the Governors and pupils. . We place a strong emphasis on the creation of a positive and inclusive school ethos and a welcoming and supportive environment, where all individuals are valued and respected.

We believe that working in partnership with parents throughout a child's school career is extremely important, and parents are most welcome to arrange a visit to discuss the range of provision in our building and to see our facilities. You will find a warm welcome and an opportunity to look around the school and ask any questions. Any documents or policies referred to in this prospectus may be viewed by contacting the school office.

I look forward to meeting you.

Yours sincerely,

Ange Anderson
Headteacher

Vision and aims of the School

Vision Statement

We at Ysgol Pen Coch will strive to unlock the potential of all the pupils in our care by providing inspiration, challenge and opportunity for all, where learning is personalised according to need and diversity is valued, in a caring, learning, inclusive and safe environment. We aim to be at the heart of the local community and build local, national and international partnerships.

We aim:

To create a safe, happy and inclusive community that supports learning

To promote equal opportunities for all

To develop a learning climate in which the contributions of all members of the school's community are valued, achievements celebrated and diversity accepted

To provide professional support and guidance for teachers and those training to become teachers in order to enhance the education provided by the school.

To provide a broad, balanced curriculum, this takes account of statutory requirements and is accessible and relevant for each pupil.

To provide a variety of specialist therapies and facilities that meets the special needs of pupils on an individual basis.

To encourage pupils to develop self-esteem, self-discipline, good behaviour and enthusiasm for life.

To involve the pupils in the evaluation of their learning and the planning of their next stage of learning

To provide formative and summative assessment that informs and directs us towards achieving our goals

To develop effective relationships with families by recognising parents/carers as key partners in the education of their child.

To foster understanding and positive attitudes towards our pupils by the community.

Governing Body

Chair of Governors

George Tattum
C/o Ysgol Pen Coch
Tel: (01352) 792730
Fax: (01352) 792738

Email pcmail.hwbmail.net

Headteacher

Ms Ange Anderson
Ysgol pen Coch
Prince of Wales Ave, Flint
Flintshire
CH6 5DL
Tel: (01352) 792730
Fax: (01352) 792738



Email: pcmail@hwbmail.net

Chair of Governor- LEA Governors -	George Tattum Steve Brown (Vice Chair)	Jeanette Rock
Community Governor- Staff Governors -	Mike Welch James Murphy	Sian Edwards
Parent Governors -	Gavin Jones	Victoria Ring

What do Governors do?

Governors may be involved in a variety of activities, including reviewing any of the many statutory school policies each school is required to have. They work closely with the staff and parents to secure the best possible provision for Ysgol Pen Coch pupils.

Why are parents on the Governing Body?

Parent governors are representative of the governing body but the views they express at meetings are their own. The role of a parent governor is not to be a delegate for parents but to bring the perspective of parents to decision-making at governors' meetings. They have equal status in the work of the governing body and have voting rights

A file containing the Agenda and Minutes of the Governing Body is held at the school and may be viewed in term time by arrangement.

About the School

As a community Specialist School, Ysgol Pen Coch is run by the Governing Body and Headteacher under the aegis of Flintshire Local Authority. The school has a fully delegated budget that it is responsible for managing in order to meet the needs of its pupils. There are 95 places available at Ysgol Pen Coch for pupils from 2 – 11 years. Ysgol Pen Coch will deliver an outreach service to mainstream schools and will also provide training on site. The school consists of three departments: The Assessment Nursery; Foundation Phase; Key Stage 2.

Children are placed at the Assessment Nursery for an assessment to be carried out before being placed in the appropriate educational setting which may be Ysgol Pen Coch but could also be a unit or mainstream school with support. Ysgol Pen Coch Assessment Nursery has the advantage of being placed between a mainstream school and a Specialist school. Children who attend the Assessment Nursery are offered places following a recommendation from the LA

Parents may be encouraged to stay initially with younger children. All staff are made aware that a new pupil is starting at the nursery and staff take responsibility for settling the child into Nursery routines in an appropriate way. Staff will discuss the needs of the pupil at the earliest possible class meeting. The teacher will liaise with interdisciplinary staff to ensure that an all round picture of the child's needs can be established as quickly as possible. The school nurse and therapy staff will arrange to see the pupil and parents at the earliest opportunity. Teaching staff are responsible for ensuring close liaison with parents is maintained over this period and any issues addressed as soon as possible.

A review meeting is arranged for parents and professionals. This takes the form of a general discussion of assessments given and progress made. The meeting then agrees priorities for the child in the next six months. Summary notes of the meeting are taken and circulated.

Ysgol Pen Coch staff are always happy to attend review meetings of pupils who may be referred to the school.

When a child reaches school age they may attend Ysgol Pen Coch Specialist School through a statement of special educational need or a statutory assessment. In order to capitalise on the professional expertise of the whole interdisciplinary team their involvement is seen as integral to the work of the school from the earliest stages. Every effort is made to provide an integrated service to the children and their families while acknowledging the different professional protocols in place.

Pupils attending Ysgol Pen Coch continue to be assessed and will continue to have the opportunity to attend Mainstream school either for inclusion or (if the assessments and discussions with professionals and family determine) may attend mainstream part time /full time with/without support.

Pupils may stay within the main school as long as the school continues to meet their individual needs. All children attending Ysgol Pen Coch have learning difficulties and some also have additional physical or sensory disabilities. A number of pupils demonstrate autistic spectrum disorder. In order to meet the needs of pupils, classes are small with between six and ten pupils working with a teacher and at least two or three teaching assistants. Additional staff may also support classes in which pupils have a complex range of needs.

The main school is divided into three departments, Assessment Nursery, Foundation and Primary, to allow for curriculum delivery and social expectations to be age-appropriate to the pupils. All pupils have an IDP (individual Development Plan) which parents can access via our website. Each parent is given a password and only they can access information about their child.

Ysgol Pen Coch Assessment Nursery in Flint

The assessment nursery provides for children from 2– 4years, usually on a part-time basis. The curriculum for this age group is structured using the nationally recommended content leading towards early learning intentions and experiences for pupils in the nursery phase of their education.

Individually targeted help is given and a full assessment of the child's individual needs is completed to determine the best educational setting for each child. This work is done in close consultation with parents and with their full involvement in the process. Children may enter the assessment nursery from other special or mainstream provision. At the final stage decisions about appropriate placement would normally be made following a fully multi-disciplinary assessment and children's needs specified.

Foundation Department

Pupils in the Foundation Department (4– 7 years) usually attend full time but if they are under statutory school age they may attend on a part time basis. Their curriculum is based on the Foundation Phase curriculum but adapted to the individual needs of the children. Settling into school routines is an important element for this age group.

The areas of learning that make up the foundation phase curriculum are:

Personal and Social Development
Communication, language and literacy
Mathematical development
Knowledge and understanding of the world
Physical development
Creative development
Welsh Language Development

The outdoor environment is also a very special part of the curriculum at the foundation phase. It is incorporated into daily planning for the children and is used to support learning at every opportunity. Assessment of development and learning needs will be ongoing throughout the year. After initial observations, and in conjunction with parents and other professionals, the staff prepares programmes of activity designed to promote development and maximise each individual's progress in areas highlighted as in need of extra attention. A high priority is given to communication skills and personal development. Strong links are in place for shared sessions with our mainstream primary school. In addition, some children spend one or two sessions a week at their own local school if this is requested by parents. If such an arrangement is put in place then children are accompanied by Ysgol Pen Coch staff.



Primary Department

The department meets the needs of children from 7 – 11 years through Key Stage 2. Due to the needs of the current pupils their curriculum is also based on the Foundation Phase curriculum but adapted to the individual needs of the children.

Methodologies and approaches are modified according to the needs of the individuals within each class. The overall emphasis is on the development of basic skills. All primary classes have lessons following the structure of the Literacy and Numeracy strategies and pupils in the Primary Department move into needs led group settings for these two subjects every morning. Materials used are modified to meet the needs of the children and they are assisted to access these skills by the use of symbols and signs as appropriate. Planning of the curriculum is undertaken to ensure breadth, depth and progression of learning for all pupils. In addition, aspects of Personal and Social Education are given a high priority and form part of the individual education plan for each pupil.

Pupils with more complex needs can access the curriculum through the use of multi-sensory approaches. This enables the children to use and integrate their senses to learn about themselves and the world around them. The balance between subject based sessions and therapeutic input may be different for each of these pupils and is planned according to individual needs.



The Curriculum

The curriculum offered at Ysgol Pen Coch is specifically adapted to provide for the academic and personal development of pupils with learning difficulties. Activities are carefully planned to ensure that children are successful in their learning and recognise that they are valued as individuals. The aim is for them to enjoy being at school.

There is an alternative curriculum for those children who require it

Ysgol Pen Coch offers a full range of curriculum provision that is broad, balanced and relevant to the needs of each child, designed to develop his/her knowledge, skills, attitudes and values. The starting point for the curriculum is the individual child with a programme designed to meet his/her needs taken from the full available curriculum. Every child has an individual education plan which identifies their learning priorities and any specialist strategies.

In the assessment nursery emphasis is placed on continuous assessment as pupils attend there to be assessed.

At Ysgol Pen Coch emphasis is placed upon different areas will change as children move through the school. Throughout the school, great emphasis is placed on communication skills. For those at early developmental stages, objects, photographs and symbols and signs are used extensively to make choices. As their skills develop pupils are encouraged to use language appropriately in academic and social situations.

Ysgol Pen Coch supports a philosophy of 'Total Communication' throughout all classes. This means that staff responds to and encourage whatever methods of communication pupils use. This helps them to have equal opportunity to express their needs and choices in both education and social activities. This includes the use of body language, objects, photographs, symbols, text, signing, voice output aids and speech.

Ysgol Pen Coch is a Pioneer school for the welsh government in Curriculum and leadership. Ysgol Pen Coch has worked hard to introduce the new curriculum into the school. The current areas and staff with those curriculum responsibilities are below.

Curriculum Groups



Literacy	Deb McGilloway Lynne Harkin Colette Smith- Aldous Julie Cousins
Numeracy	Siân Griffiths James Murphy Mandy Randall-Jones Helen Wilson
Digital Competence	Sam Stenhoff Laura Clements Ceri Joy Jo Woolley
Just being me <i>Self and body awareness</i>	Julian Lewis Keelie Parry Sarah Flavell Sue Price
Out and about <i>Experiential learning</i>	Heather Lawson Deb Astles Gavin Shakespeare
Performing arts	Hazel Hughes

<i>Expressive development</i>	Chris Mason Bethan Gould
Play and being with others <i>Social development</i>	Becca Conway Bernie Dowridge Siân Edwards Martina Reyes
Using my body <i>Gross motor skills</i>	Vicki Ferguson Emma Hayes Mo Phillis Sharon Jones

In keeping with the requirements of the law, provision is made for acts of worship, which are wholly or mainly Christian in character but not distinctively of any denomination. The Headteacher or other senior members of staff lead regular assemblies. In order to make these appropriate to the wide age range, separate assemblies are held for the two different departments every week. On Mondays and Fridays, the whole school comes together .

Parents who do not wish their child to attend religious worship or Religious Education at the school should inform the Headteacher of this in writing. Separate arrangements will then be made for their supervision at these times.

Therapeutic Provision

Ysgol Pen Coch uses therapies to aid pupil's development. These therapies support pupils in their achievements and their behaviours. Therapies at Pen Coch are aligned to B Squared and the curriculum.

The therapies currently on offer are: Sherborne therapy, therapeutic music, Therapeutic Play, Venture into Play, DIR Floortime, Cosmic Yoga, Lego therapy, Intensive interaction, Wii therapy, Rebound therapy, Tac Pac therapy, Reflexology, Vibro-Acoustic Therapy, hydrotherapy and hippotherapy (RDA). Requests for therapies can be made via the home/school book and at Annual reviews. The new curriculum allows for more pupils to access these therapies. Therapies are monitored and evaluated by the headteacher. Pupils also have access to the Virtual Reality Room , Auditory Integration Therapy(AIT) and Neurofeedback training.





Inclusion Opportunities

Opportunities are provided for pupils to link with Ysgol Gwynedd, Ewloe Green and other local primary schools, where appropriate, in order to develop curriculum areas that a pupil may excel in and to develop social contacts and give the pupils experience of working in larger groups. Pupils from other mainstream schools attend our school for hydrotherapy. Ysgol Pen Coch has international links with a school in Cork, Ireland called The School of the Divine Child. Ysgol Pen Coch is pursuing the Inclusion Quality Mark and the global schools award.

Pupils are identified as More Able and Talented using evidence from the pupil assessment profile completed by the class teacher. Pupils are provided with an Individual Education Plan (IEP) and are set challenging targets. They have access to an enhanced and enriched curriculum and benefit from initiatives such as setting in numeracy and literacy, focused teaching, participation in challenge projects, extra curricular clubs and visiting experts. The MAT register is reviewed and updated annually.

Admissions

Pupils are admitted to the school following a request from the Local Authority. Below the age of 5, children are placed through an 'informal' process that usually begins when they are identified as having some difficulties in their development. Very often the initial contact is through health professionals working in the community who are in touch with all young children. After discussion with parents, the Community Paediatrician or another professional may bring the needs of the child to the attention of the Local Authority by referring them to the moderation Panel. Parents may also request support directly from the Local Authority. If the Local Authority feels that a specialist school may be able to help the child then it will request a place at the school.

Children over the age of 5 are placed at Ysgol Pen Coch following a full multidisciplinary assessment and will usually have a Statement of Special Educational Needs or a statutory assessment.

Once a request has been made to admit a child of any age to the school a member of staff will contact parents and make arrangements for them to visit if they have not already done so. Following this visit the practical details will be arranged between the family and the school so that the child can have a successful and positive introduction to Ysgol Pen Coch in a way which suits them and their family.

The Headteacher is always happy to meet with parents of children for whom Ysgol Pen Coch may provide a suitable placement before any request is made. Any parent who would like the opportunity to gain information in this way should contact the school and ask to make a visit.

Karen Powell - Educational Psychologist

Staff Development

The quality of education which the school provides for its pupils is primarily dependent upon the quality of the whole staff group working in school. Most staff at Ysgol Pen Coch holds professional qualifications appropriate to their role. In addition, many have specialist qualifications related to work with pupils who have complex special educational needs. Following recruitment to the school there is an expectation that staff will demonstrate a commitment to on-going professional development.

The school is closed to pupils on five days each year while the training needs of the whole group are addressed. Twilight training sessions for staff also happen throughout the school year on a Monday after school. Individual staff also take part in a wide variety of courses which may range in length from a single day on a particular topic to a course extending over a period of three or four years leading to further recognised qualifications. The training needs of both teachers and support staff are regularly reviewed through the performance management and appraisal process. A percentage of the school budget is allocated each year to support the staff development programme and its effectiveness in terms of the impact upon the quality of education provided for pupils is regularly evaluated. There is a CPD coordinator who follows up the appraisal and

performance management identified



identified training needs of staff and also induction identified training.

All staff new to the school has the opportunity to take part in an induction programme to ensure they fully understand school policies and procedures.

Inter-Disciplinary Team

Ysgol Pen Coch enjoys a high staff: pupil ratio. Each class benefits from at least one teaching assistant, who helps the teacher plan, deliver and record the curriculum for the pupils. In addition, the class teacher works with specialist staff that may advise or facilitate individual education plans. These may be education-service peripatetic staff, teachers of the hearing impaired, visually or multi-sensory impaired, or the educational psychologist. A therapist in music is employed full time to provide sessions for individuals and small groups.

The school has close working connections with health professionals who often visit and are frequently in consultation with school staff.

As part of the School Health Service, a Clinical Medical Officer undertakes regular school medicals and Paediatric Consultants hold frequent clinics. Other health professionals who provide a service at school from time to time include the school dentist, the audiologist, orthoptist, and the dietician. Ysgol Pen Coch is fortunate to have, based in school, a School Nurse, access to Physiotherapists and a Speech and Language Therapy Service. The services which they provide to pupils are described below and form an important part of the educational context.

The school also has regular contact with Social Care Personnel. The Education Welfare Officer may be involved with individual families.

Speech and Language Therapy

The Speech and Language Therapy at Ysgol Pen Coch is provided by the North Wales NHS Trust.: -

Development of communication at all levels as appropriate, including augmentative systems, signing, symbols and objects of reference.

Development of feeding patterns through direct intervention and advice to staff and parents. Provision of information, training and support for colleagues and carers which promotes understanding and co-operation so that communication and eating/drinking skills can be developed in the context of the pupils' daily experiences.

Physiotherapy

Physiotherapy is provided and managed by the North Wales NHS Trust. There are strong links with physiotherapists working in other special schools in Flintshire. The chartered physiotherapist is responsible for the assessment of pupils. If appropriate he/ she will develop a programme to be implemented throughout the school day and at home in consultation with everyone involved. Such programmes are designed to improve the physical abilities, independent mobility and functional independence of pupils.

The therapist has three main areas of work in school:

Hydrotherapy programmes are devised for individual pupils and overseen by the hydrotherapy attendant and her assistant

Physiotherapy treatments are provided by involvement with pupils individually, in small groups or class groups. A priority is placed on programmes being implemented in the child's usual learning situation.

Seating and other specific equipment needs are assessed and monitored by the physiotherapist and changes made as necessary.

Advice is given on moving, handling and positioning of children, with particular regard to enabling pupils to have the best possible access to learning experiences.

School Nurse

The School Nurse is employed by the North Wales NHS Trust within the Community Nursing Service, and is based at Ysgol Pen Coch.

The School Nurse liaises closely with parents and other professionals to provide day to day care, and to promote the health and well being of each child. Some children may require special nursing procedures and these can be included in daily routines. Certain pupils have an individual written policy for emergency procedures. Minor accidents may be dealt with in school, but any injury giving cause for concern will be referred for further medical advice. Any medications to be administered are supplied from home (with written consent), under the supervision of the family doctor or paediatrician. All medicines must be correctly labelled and are kept locked in the medical room.

A liaison is maintained with members of the school team to ensure children's general welfare. The School Nurse also works in consultation with teaching staff in the development of personal and social education programmes and other aspects of health related learning.

The School Nurse is responsible for organisation of school medicals. The School Doctor Dr Sathyamoorthy visits the school regularly and monitors children's physical and medical needs in a clinic setting. Dr Sathyamoorthy, the Consultant Community Paediatrician is based at Catherine Gladstone House. These specialists are able to liaise directly with other areas of the health service in Flintshire and with other agencies should the need arise. The school nurse also works closely with the Children's Integrated Disability Service (CIDS) and can make referrals if appropriate. School medicals are carried out annually/ bi-annually on all children. Your child will not be examined by the School Doctor without your permission except in a medical emergency. All health issues discussed at medicals are strictly confidential and your consent will be sought before discussing any issues with the school teaching staff. Parents' attendance at School Medicals is highly valued and you will receive a written invitation in advance. Routine Screening –vision, hearing and weight will be monitored at regular intervals. All routine immunisations will be offered at the appropriate time.

Health and Safety

Children have the right to good food and water. (Article 24)

The school is committed to ensuring a high standard of health, safety and welfare for all pupils, staff and visitors to the school by ensuring that all areas and practices within the school are managed in a safe way. The school is recognised as a healthy school and has won the five phases of the Flintshire Healthy Schools Award. Ysgol Pen Coch ensure that meals provided in school are of a healthy nature and a supply of drinking water is available free of charge on school premises and a drinking fountain has been available since we opened in 2009. School snacks are always healthy.

Sex and Relationships Education Policy

The school's sex and relationships education policy is in line with current national guidance. It encompasses developing sexuality, both physical and emotional and relationships within a framework of a positive self-image.

Parents are informed annually of topics to be taught and parental agreement is sought. Parents have the right to withdraw their child from all or part of sex and relationships education lessons.

Equal Opportunities and Disability

Equal opportunities within the school is built on a belief that all members of the school are of equal value and have a right to be considered and treated as individuals in a non discriminating way. Please see our Strategic Equality Plan for more information.

Provision of Sports and Physical Education

All pupils participate in PE to the best of their ability. Activities available include gymnastics, dance, games, athletics, and swimming.

Pupils gain accreditation in a variety of award schemes as follows:

Swimming awards

Gymnastics Proficiency Awards

Rebound Therapy Certificates

The school has good facilities for physical education including a large hall with gymnastic apparatus, soft-play room and outdoor play areas. Pupils attend the local swimming pool.

Student Voice

Children have the right to have a say and have their views valued. (Article 12)

Children have a right to air their views on all matters affecting them, and we have a duty to listen and respond. Through the use of Total Communication we seek to give pupils the means to express their choices, opinions and ideas. Initially pupils are encouraged to make choices about personal preferences. As they mature they are encouraged to make decisions about the school through the forum of our School Council. The school council is made up of elected members from Primary classes. Pupils are encouraged to participate in their Annual Reviews and are involved in monitoring their own progress towards their targets.

Photographs and Internet

Children may be photographed during their school activities both as celebratory photographs and as evidence that work has taken place. The photographs may be used around the school, in the newspaper or even on the school website, once it is established. We are mindful of the safety of all children and parents will be asked to sign a consent form giving your permission for this.

Lost Property

In order to avoid property going missing, we would appreciate if all possessions, clothing etc. could be clearly labelled with your child's name.

Special Educational Needs Policy

As required, the school has a policy on Special Educational Needs. A copy is obtainable, on request, from the Headteacher.

Complaints Procedure

Any complaints about the provision and/or implementation of the curriculum should be addressed initially to the Headteacher so that an attempt can be made to resolve the issue informally. A document containing the full complaints procedure is available, free of charge, for anyone who wishes to refer to it.

Extra Curricular Activities Including charging and remissions policy

Pupils in Ysgol Pen Coch are able to attend breakfast club which takes place before school each day from 8.30-9.30am. The club is run by school staff and specialised diets are catered for. Pupils with a statement requiring one to one support are provided with this support during breakfast club. Staff also plan a programme of activities designed to extend the curriculum in a way that particularly emphasises the importance of having fun and making choices. Current legislation requires that education provided during normal school hours is free of any compulsory charge. As part of curriculum provision pupils of all ages have the opportunity to take part in a wide range of visits during the school day. To facilitate this important aspect, parents may be asked for a voluntary contribution to assist in funding some visits when there is a cost over and above the transport costs in the school minibus.

Children may be offered a place on a residential visit, for which parents are charged the cost of the child's board and lodging (Parents in receipt of Family Credit or Income Support are exempt). They may also be invited to make a voluntary contribution to other costs incurred. While all classroom materials are free of charge, parents may be asked for a voluntary contribution towards cookery ingredients, drinks and snacks. The school is more than happy to run after school clubs for pupils if enough pupils are willing to attend.

Facilities

Ysgol Pen Coch enjoys a range of facilities to meet the varying needs of the pupils. It has a large school hall equipped with PE apparatus, a dining area and server. (Meals are cooked in the kitchens of Ysgol Gwynedd and cater for a variety of special diets.) In addition, there is an indoor hydrotherapy pool and changing area, soft-play room, multi-sensory rooms, food technology room, Virtual Reality room, SLT room, Lego therapy room, DIR Floor time room, Venture into Play room and library.

The outside play areas at Ysgol Pen Coch contain separate spaces for play – In the nursery area this includes musical play items, creative drawing boards, interactive play equipment and a large sand pit. There are two foundation phase areas, one which leads on from the nursery outside play area and contains sand and water play equipment as well as areas to sit in the shade of a parasol. Leading on from this area through the gates is the Key Stage 2 play area which contains swings, climbing apparatus and tyre twisters. Around the side of the building is a quiet seated area with garden tubs and if you walk on through the gates it will take you to the left side of the school where the Key Stage 2 area includes a Kick about wall, a story telling area and a gardening area. Gates take you on to the Foundation phase 2nd play space which includes chalk boards, ribble strips, planting boxes, log forest posts and areas to sit in the shade. There is also a Sensory Garden immediately outside the pool for the enjoyment of all pupils.

Technology

The school has a wide variety of audio-visual and Information Technology equipment, including computers, printers, video equipment, digital cameras, scanners, DVD projector, interactive whiteboards, Eye-gaze and specialist switch devices. All pupils have access to individual I pads. Internet connection is available for the use of pupils and staff. The school technician provides support to pupils with ALN in mainstream schools. Ysgol Pen Coch has the BECTA ICT mark.

Pupils also have the benefit of three minibuses which allow them to extend their experiences beyond the immediate environment through a range of regular or individually planned activities and visits. The newest bus was donated by the Morgan Foundation.

Community Links

Visits form a very important aspect of curriculum provision and Ysgol Pen Coch strives hard to form strong links with the local community. Many classes make weekly visits to local facilities such as swimming pools supermarkets, libraries, garden centres, parks, the local church and Forrest school, horse riding. All classes in Key Stage 2 take part in experiential learning off site once a week as part of the new curriculum.



Other mainstream and special schools make use of our hydrotherapy pool (for children with physical disabilities). Ysgol Pen Coch hydrotherapy team also run a 'Bubbles' group for babies and toddlers with physical disabilities every Thursday morning. A toddler group uses the pool after school on a Friday.

Community use is made of the facilities at Ysgol Pen Coch as the school is open in the evenings (Monday to Thurs) from 4 until 7pm for adults with learning disabilities. They make use of the hydrotherapy pool, rebound therapy room, vibro-acoustic bed, reflexology and music therapy. The school is in partnership with the Crossroads charity and the Morgan Foundation have given us a 3 yr grant so that an After School manager is now in place. In the spring term of 2017 eighty- four adult therapy sessions were booked.

In Ysgol Pen Coch Nursery, Foundation Phase and KS2 groups of pupils have regular weekly links with classes at Ysgol Gwynedd. Some children in Ysgol Pen Coch also integrate into local schools, usually for a weekly session. Aims of integration vary according to the needs of the child, but it is often undertaken with a view to enhancing social or language skills.

Ysgol Pen Coch is pleased to offer work placements to students from a range of establishments. We welcome both NNEB and NVQ students, as well as trainee nurses, speech and language therapists and physiotherapists. Teaching students are also welcome to spend time in school. All students work under the close supervision and guidance of Ysgol Pen Coch staff.

We are fortunate that a variety of community groups have already given charitable support to the school. This includes local companies, charitable organisations and fund-raising groups in pubs, clubs and local churches. Pupils in turn are encouraged to raise money for charities through such events as Comic Relief Day, Children in Need and Blue Peter Appeals

Behaviour Policy

We are a Rights Respecting School and we believe:

That every child has the right to a safe, secure and caring environment in which they are able to learn and develop their full potential.

It is our primary aim that every member of the school community feels valued and respected. The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and in a consistent way.

Management of pupils at Ysgol Pen Coch is characterised by a positive behavioural approach. The school follows the Incredible Years programme. Pupils receive frequent praise and rewards in the form of badges, stars and certificates or extended choice of activities. There is an Incredible Years awards assembly every Friday. Positive relationships between adults and pupils are a foundation of this approach, which is consistently applied by all adults working in school. Staff will liaise with parents and inform them of strategies being implemented at school thus enabling parents to work with the school in a consistent way.

Teachers organise their work in a way that supports this positive ethos and celebrates the achievements of individuals. Practical teaching methods which engage the interest of the children are an important factor in developing acceptable behaviour as is finding an accessible method of communication with every individual. For all pupils, an important element of their education is to ensure that they have the opportunity both to understand what is expected of them and to anticipate the structure of the day and the activities involved. Where sanctions of any sort are applied, it is essential that they are clearly understood by the individual involved.

The special needs of some individual pupils mean that despite the best endeavours of staff they may, from time to time, exhibit difficult behaviour. For these children, an individual behaviour programme may be put in place to support their development. Parents are involved so that their understanding and co-operation is ensured. Once a programme is set, all adults in school apply the strategies specified, under the direction of the class teacher. Meetings are held to review any such policies on a regular basis.

.At all times throughout the school day and on journeys to and from school, pupils are under close adult supervision. Should an incident occur, it is dealt with immediately by staff and it is made clear to both bully and victim that such behaviour will not be tolerated and that the school advocates support and consideration towards others.

The Governing Body and Headteacher retain the right to exclude a pupil from school should this be deemed necessary. This would happen only when the nature of an individual pupil's behaviour is found to be a threat to other pupils and/or staff. Should this occur, there is active involvement both with the Local Authority and with other agencies to ensure that parents and child are supported through this process.

Assessment, Annual Reviews and Reports to Parents

Classroom Assessment

On-going assessment of the individual skills and abilities of each pupil is an important feature of the education provided at Ysgol Pen Coch . Teachers keep detailed records of the work undertaken and the response made to the curriculum by every pupil. Classroom support staff is also involved in observing the pupils in their care and contributes to the professional discussion of the best approaches to enable learning for the individual child. Pupils' progress is assessed in this way using B Squared.

.The school uses national materials produced (B Squared) to support the assessment of pupils achieving below National Curriculum levels. Routes for Learning supports B Squared for those performing below P level 4. The assessments enable us to benchmark against other schools. CASPA is used to benchmark against other schools in Great Britain. A yearly Assessment report is provided for parents in July.

The school now uses the Wraps word recognition and Phonics test for our reading assessment and follows the POPAT approach to develop these skills and the Oxford Reading Tree reading

scheme. This scheme is enhanced through the use of interactive stories on the white board. Pupils underperforming in POPAT are offered AIT training and Irlen lens assessment.

Classroom assessment informs the setting of the next set of objectives as the pupil moves through the school. Parents are encouraged to keep staff informed about their child's achievements at home so that this knowledge can also be used to inform the work in school. Other professionals may contribute to the assessment process from time to time. In particular the therapists working in school monitor the progress of each pupil with whom they work and discuss the needs to be addressed with teaching and support staff. For some pupils there will also be professional assessments made by educational or clinical psychologists or by specialist teachers in visual or hearing impairment.

There are regular visits to the school by consultant paediatricians who are able to assess the physical and development needs of pupils from a medical perspective. If pupils are to be seen by any professionals who do not work in the school on a daily basis parents are always fully informed of both their involvement and any outcomes.

Formal Assessment and Annual Reviews

All those of school age being educated in Ysgol Pen Coch have their needs assessed by a multi professional team as part of the "formal assessment" process. This informs a statutory assessment or a Statement of Special Educational Needs that is issued by the Local Authority. The advantage of this process is that it ensures that all aspects of the child's development are considered and their needs specified. Any resources allocated to meet these needs are then safeguarded in a contractual arrangement between parents and the Local Authority. This includes the provision of a place within the school.

All pupils at the school have a formal review of their progress and provision on at least an annual basis. Parents are expected to take a full part in this process together with the professionals working with their child. Older pupils are also encouraged to contribute their views to the Review Transition

.When the pupils are in their final year at Ysgol Pen Coch the review meetings are termed "transition reviews" and these are particularly concerned in planning the next steps for pupils as they leave the school. These reviews include contributions from the Local authority and the senior management team of Ysgol Maes Hyfryd

Reports to Parents

In addition to the Annual Review, parents of pupils of statutory school age receive a full written report showing progress in each area of the curriculum at the end of the summer term.

Links between Home and School

The importance of a positive and supportive link between home and school is well recognised. For the successful education of pupils at Ysgol Pen Coch and we regard it as an essential element. Every effort is made by the school to keep in close contact with families. This is primarily the responsibility of the class teacher who should be the first point of contact for any parent. A working partnership with parents is fostered in a number of different ways.

Home/School Diaries

All pupils are provided with a home/school diary, which goes with them on a daily basis. Teachers and teaching assistants use these to keep parents in touch with day to day activities and to note any issues of which parents may need to be aware of. Parents are encouraged to respond in the diary giving information about what the child has been doing at home so that this can form a basis for discussion between staff and child.

Visits to the School

We welcome parents visiting the school and are happy to arrange for you to spend time in the classroom with your child. If you call in at the school unexpectedly, you are welcome to leave a message at the school office. Informal discussion about the progress of a child between parents and teachers is encouraged but it is necessary to plan these beforehand so that classes are not disrupted. Again, if the matter is urgent, the Headteacher or Assistant Headteachers will endeavour to make themselves available.

Day to Day Contact

Parents are encouraged to keep in touch with the school through the telephone if they are not able to visit frequently. It may not be possible to speak directly to the teacher if they are engaged in a teaching situation but a message can be left for them to return your call. If there is an urgent issue, the Headteacher or Assistant Headteacher will make themselves available to take a call during the school day.

Hydrotherapy sessions

If your child has been recommended for hydrotherapy you are welcome to join your child in the pool whilst your child gets used to the facility.

ALL VISITORS TO THE SCHOOL MUST SIGN IN FIRST AT THE SCHOOL OFFICE AND BE ISSUED WITH AN IDENTIFICATION BADGE

BUBBLE'S Hydrotherapy sessions

The group is open to any pre-school child with learning delay or other disability, as long as they are accompanied in the water by their parent/carer or adult family member. At present there is no waiting list, but we will need to keep the group small to ensure the quality of provision. They meet every Thursday at 9:15 during term-time in the pool area and then the community room for tea/coffee and a chat.

Reviews and Meetings

There are frequent reviews and meetings for all parents. We appreciate the efforts made by parents to attend reviews and ask you to let us know as soon as possible if you have difficulties in attending. If possible we will try to adjust the time of the meeting. Appointments take place with a

range of professionals in school and parents are encouraged to raise relevant issues directly with the interdisciplinary team working in school.

Parents' Evenings

A Parents' Evening is held in the autumn term to allow parents to meet and share information with classroom staff and in the summer term to discuss transition to new classes /schools... There are also occasional meetings to provide information to parents such as the school's approach to Literacy or Numeracy.

Meetings with the Headteacher

The Headteacher is happy to make arrangements to talk with any parents, either in relation to their own child or over a general school issue. So that the necessary time is available, it is helpful if parents could telephone for an appointment beforehand. We are happy to supply general information to both parents if they are living apart. Requests for this service should be sent to the Head Teacher. Where there is a particular issue, it is helpful if parents could make the school aware of the legal status in regard to pupils of any parent not living in the family. The Senior Management Team of the school treats this information in confidence.

Governors' Report to Parents

Although this is no longer a requirement the Governing Body produce a report about the work of the school each year. The report is sent to all parents and a meeting is arranged at the end of the summer term to give parents the opportunity to ask questions about the work of the school. This meeting is usually held in conjunction with the presentation of awards to pupils and/or activities performed by pupils.

Parent Partnership Meetings

The school has been awarded the Leading Parent Partnership Award. The school makes arrangements to hold a meeting or series of meetings on a specific topic. This may be for parents of a particular age group or of more general interest, such as Total Communication. Suggestions of helpful topics are welcome. We are pleased to facilitate groups of parents wishing to meet together to discuss areas of common interest on a weekly/fortnightly basis and the Parent Partnership co-ordinator leads on this. Letters go out to parents inviting them to this in the autumn term. Parents who would be interested in this should contact the Headteacher.

Friends of Ysgol Pen Coch

The Friends of Ysgol Pen Coch (FOYPC) was established in 2010 to advance the education of the children attending the school, by providing and assisting in the provision of facilities for education at the school, not normally provided by the Local Authority. FOYPC is the Pen Coch School Parent Teachers Association made up of staff and parents/carers The Association aims to * foster more extended relationships between staff, parents and others associated with the school and * engage in activities which support the school and advance the education of the children attending it. Every half term the FOYPC. Committee attends a meeting to work together to organise social and recreational events for parents, children and staff and aims to provide numerous items of equipment and financial help with major purchases. One of the most valuable contributions made by the FOYPC. are play schemes during the Easter and also long summer vacation. The Easter scheme runs for 4 days (Mon -Thurs 10 -3)and the summer scheme runs

for six weeks (4 days a week) in school and is organised by paid play leaders supported by voluntary helpers. The scheme is financed by the fund raising efforts of the FOYPC

Parent Volunteers

Parents are welcome in school as volunteers although they will not normally be working in a group with their own child. Those who have any particular skills, which they would like to offer, should contact the Deputy Headteacher.

Letters

Frequent letters are sent to all parents to keep them informed about the school. A general News Bulletin is published from time to time. We are always happy through this medium to circulate information from parents that may be useful to other families. The school is currently investigating the use of the phone to send messages and information.

Website

The school has its own website which includes general information, news, forms, letters, policies and individual parental access to their own child's confidential information. Parents need to contact school for their password. ysgolpencoch.org

Twitter;Facebook

Twitter enables us to send direct messages to parents and staff who join Twitter.

The school has a twitter account :

<https://twitter.com/ImpactTherapies>

and the school council also has a Twitter account :

https://twitter.com/YPC_SCouncil

FoYPC have a facebook account: Friends of Ysgol Pen Coch and this lets them post events and information for those parents and staff who join FB.

Illness and Emergency Contacts

Children should not be sent to school if they are unwell. We appreciate that it is sometimes difficult to make a judgement first thing in the morning but would ask parents to be in reach of a telephone if they send their child to school but are unsure about their fitness to attend. On admission, parents are asked to provide at least two contact numbers in case we need to reach them during the day. It is helpful if any changes to these are notified promptly. If a child should have an accident during the school day, we notify parents as soon as possible and advise of the child's condition. Where a hospital check is felt necessary, parents are asked either to come and take their child or to meet school staff at the hospital, depending upon the nature of any injury. The School Nurse will usually advise the Headteacher about a child's fitness to attend school and is most likely to make contact with parents over these issues.

Absence from School

Our First Day Contact Policy means that parents should contact the school on the first day of any absence to inform us why their child is not attending. If absences remain unexplained by parents, they will not be authorised and the Education Welfare Officer may become involved.

Holidays in term time are strongly discouraged and will only be allowed in exceptional circumstances. Applications for any leave of absence must be submitted to the head teacher with at least 14 days notice. A form is available from the school office for this purpose.

For further information please refer to our Attendance Policy.

Medication in School

Many pupils at Ysgol Pen Coch have medicine during the school day. The School Nurse supervises the administration of medicines. All medicines sent to school should be given to an adult and clearly labelled with the pupil's name and required dose and frequency of administration. Medicines can only be given in school if this is authorised, in writing, by parents. The medication should be given to the escort, who should hand it to staff in the child's class. It should not be left in the child's schoolbag.

Child Protection Procedures

All schools have a responsibility to work with other agencies following statutory child protection procedures. As part of this process, we routinely note any minor injuries or other concerns about a child. This is not meant to imply a particular judgement and is always followed by a note to parents, usually in the diary, about the concern. This is done in a spirit of wishing to provide support to families and the Headteacher is happy to receive direct approaches from any family where we may be able to be of help. In the event of more serious concerns, the welfare of the child will always be the guiding principal in any action taken. The first recourse of the school would normally be for the Headteacher, who is responsible for procedures in school, to contact the parents directly to discuss concerns.

Practical Details

School Uniform

Ysgol Pen Coch has a school uniform for all school age pupils.

Boys –winter

Maroon sweatshirt with Ysgol Pen Coch logo
Gold polo shirt with /without Ysgol Pen Coch logo
Black or grey trousers/ jogging bottoms

Boys –summer

Maroon sweatshirt with Ysgol Pen Coch logo
Gold polo shirt with /without Ysgol Pen Coch logo
Black or grey trousers/ jogging bottoms or shorts

Girls – winter

Maroon sweatshirt with Ysgol Pen Coch logo
Gold polo shirt with /without Ysgol Pen Coch logo
Maroon /grey pinafore/skirt / trousers/ jogging bottoms

Girls – summer

Maroon sweatshirt with Ysgol Pen Coch logo
Yellow/gold/ red gingham dress

Ysgol Pen Coch also has a P.E. kit, especially for the out-of-school events that our pupils take part in, but it is also used in school. This is a white t-shirt with and Black shorts and sport shoes.

The school sweatshirt, polo shirt and P.E. items can be purchased direct from our suppliers: Foresters Sports, Ruthin Rd, in Mold. If you are unsure of the size your child requires, school hold sample sizes of all items which can be tried on prior to ordering.

Meals



Lunches come from the kitchens of Ysgol Gwynedd next door and are delivered to the school hall, though some pupils will also choose to have their lunch in the Gwynedd hall. Hot lunches can be purchased. The kitchen caters for the medical and religious dietary needs of all of the pupils. Prices for meals are available from the school office. If preferred, parents can send in a packed lunch for their child. Free school meals are available for those pupils who qualify under the usual terms. A form can be obtained from the School Secretary. Forms can also be obtained via our school website. A menu of what is available is also on our school website.

School Hours

The school hours vary throughout the school ages as follows:

Pre-school pupils at the school can begin school on a session basis. Pupils of statutory school age start school at 9.30 a.m. and have a fifteen minute playtime mid-morning. Lunchtime begins at 12.00 noon and school begins again at 1.00 p.m. The school day ends at 3.30 p.m.

Breakfast club is available to all pupils at Ysgol Pen Coch from 8.30-9.25

School dinners are £2.10 for Foundation Phase pupils and £2.10 for pupils aged 7 to 11. Please ensure that if you wish your child to have dinners then you will need to send the money in on a Monday in a sealed envelope with a note detailing what days you wish your child to stay. You may prefer to send your child in with a packed lunch.

Transport

Parents are very welcome to bring their children to school themselves if this is practically possible, however most pupils travel to and from school in the taxis and minibuses provided by the Local Authority. Transport arrangements are supervised centrally at County Hall by staff that are responsible for placing the contracts with transport companies.

We seek to ensure that all pupils enter and leave the premises safely. Parents collecting their child at the end of the day should join the vehicular queue waiting at one of the exits. A member of staff will hand the child into your care once you are at the exit. This is to ensure that pedestrians are not walking across the flow of traffic leaving the school.

It is very important that safe arrangements are made to cater for the needs of each child. All children are provided with an escort in the vehicle. Some pupils may also need special seating arrangements or to travel in their wheelchair and all should be safely seated in appropriate restraints. Every effort is made by school staff to ensure that transport arrangements work efficiently and that pupils are escorted to and from the vehicles. We are also vigilant about who is collecting children from school. Any parent having a concern about the transport arrangements for their child should discuss this directly with the Transport Section at County Hall (01352 704543).

Transport arrangements are complex and parents are asked to ensure that their child is ready for collection at the appropriate time in the morning and that there is someone at home to meet them on their return from school. It is not usually possible for the vehicles to collect or deliver children to addresses other than those that are the norm. Parents are asked to notify transport staff directly if their child will not be attending on any particular day or if they have made an alternative arrangement. It is also helpful if the school is notified. Children will not normally be handed over to anyone other than their parent/carer or the usual transport staff without prior notice. Parents should be confident to ask for identification from transport staff and, if in doubt, should ask them to wait while they telephone the company concerned to verify an individual's identity. It is the parent's responsibility to collect their child if the child is unable or unwilling to travel on the usual transport due to a behavioural incident for example.

If a parent refuses to collect their child then the school will follow the recommended procedures which are: to inform parents that we will have to contact Social Services and if Social Services refuse to transport the child then we will contact the police.

We have developed our **Strategic Equality Plan (SEP)** is to ensure equality is at the heart of everything thing that we do as an education provider, as an employer and as we seek to engage or secure services. It is also a specific requirement of the public sector equality duties under the Equality Act 2010. The Strategic Equality Plan sets out our priorities for equality for 2016 -2020 and the actions we will take to reduce identified inequalities, improve outcomes in education and employment and foster good community relations. The Plan will also help us to meet the general duty of the Equality Act (2010):-

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; this means
 - a. removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
 - b. taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
 - c. encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it



Dates of School Holidays

School holiday dates are shown below. The school is closed for 5 days each year for in-service training and these are also shown. 2 extra training days are delivered during twilight sessions

Flintshire County Council School Term Dates 2016 - 2017

Autumn Term 2016

Training Day	Thursday	1st September
Training Day	Friday	2nd September
School Opens	Monday	5th September
School Closes	Thursday	20th October
Training Day	Friday	21st October
School Opens	Monday	31st October
School Closes	Friday	16th December

Spring Term 2017

Training Day	Tuesday	3rd January
School Opens	Wednesday	4th January
School Closes	Friday	17th February
School Opens	Monday	27th February
School Closes (Easter)	Friday	7th April

Summer Term 2017

Training SIP Day	Monday	24th April
School Opens	Tuesday	25th April
School Closed (May Day)	Monday	1st May
School Closes	Friday	26th May
School Opens	Monday	5th June
School Closes	Friday	21st July

Important Notice

Please note that training days for teaching staff are held periodically.
On training days, the school premises are open but pupils are not admitted.

Twilight sessions will happen on a Monday from 4.00-4.30 six times a term for teachers

Twilight sessions will happen three times a term for TA2s

TA1s will have training sessions three times a term during directed time

MDS will have training sessions one session of one hour per term.