



Ysgol Y Deri

# **Prospectus**

Additional Information

**Updated September 2024**



Welcome to our Prospectus and to our School.

The school is a happy and thriving community where we celebrate diversity in harmony. We believe that our pupils all have potential, we create opportunities and ensure that they all achieve.

This Prospectus sets out key information on the school which we hope is informative. If you have any questions do feel free to approach us. Contact details are given at the end of the Prospectus.

**Chris Britten**  
Headteacher

**Tim Exell**  
Chair of Governors

If you require this information, or any further information on the school through the medium of Welsh, please contact [enquiries@yyd.org.uk](mailto:enquiries@yyd.org.uk) or speak to reception.



***Diversity in Harmony***

**Main site: Ysgol y Deri, Sully Road  
Penarth, CF64 2TP  
02920 352280**

**[enquiries@yyd.org.uk](mailto:enquiries@yyd.org.uk)**

**Executive Headteacher: Mr CD Britten  
Chair of Governors: Mr T Exell**

**Potential • Opportunities • Achievement**

**Ysgol y Deri** is an English medium special school that was purpose built for learners from age 3 - 19 years. Admissions are managed by the Vale of Glamorgan County Council. The school currently caters for around 500 pupils across 5 sites.

The school's opening hours are 9.00 am – 3.00 pm.

The school has many exciting facilities including a hydrotherapy pool, sensory studio, radio and TV studios, hair salon, Touch Therapy, inside and outside gyms and a sports hall with a retractable floor which reveal two full size trampolines.

Rooms throughout the school are fitted with overhead hoisting and we have a full-time nursing team, physiotherapists, occupational therapists, speech and language therapists, play therapist and music therapist on-site at all times.

We have an extension site in Barry and also lead an Autism Early Intervention Base (EIB) and Primary Autism Specialist Resource Base, both based at St Joseph's Primary School; Derw Newydd and Hafan, based in Barry.

The school runs a highly effective Engagement Service to mainstream schools in the Vale of Glamorgan.

The school has four main departments: Primary, Key Stage 3, Key Stage 4 and Sixth Form.

## **Primary**

*Head of Primary Provisions: Miss Siân Davey*

*Assistant Head: Mrs Caroline Williams*

*Department Leads: Dr Beth Lye / Mr Stuart Masterton*

The Primary Department has 23 classes with a range of 7 – 10 pupils in each class. We begin our journey with a focus on 'readiness to learn' where we develop all the skills our pupils need to be happy, capable and confident individuals and to become part of the wider school community.

We develop social communication skills, attention and play skills as well as learning to self-regulate and begin to work on our self-help skills and independence. As we progress through the Primary years, we work within a broad thematic curriculum enriched with real life and experiential learning opportunities. We have an integrated total communication approach and our therapeutic interventions and programs are embedded within our daily curriculum.

## **Secondary**

*Head of Secondary Provisions: Mrs Kerrie Britten*

*Assistant Heads: Mr Aaron Ellis / Mr James Henderson*

### **Key Stage 3**

*Department Lead: Mr Lee Oldfield*

The Key Stage 3 department consists of 14 classes (6-12 pupils in each) of pupils in Years 7, 8 and 9. These pupils are working on a curriculum from Routes for Learning to Progression Step 3.

The department participates in a range of activities to support learning such as Forest Schools and Surfing and takes part in regular curriculum-based trips around the locality. We believe that school should be fun and enjoyable, as well as a great place to learn.

### **Key Stage 4**

*Acting Department Lead: Miss Amy Williams*

The KS4 department consists of 6 classes (7-11 pupils in each) of pupils in Years 10 and 11. These pupils are working on a pathway denoted by colours Teal, Orange and Purple from Routes for Learning (pupils working below National Curriculum) / sensory to Level 2 (GCSE)

### **Key Stage 5**

*Department Lead: Mrs Natalie Johnson*

The 6<sup>th</sup> Form department consists of 10 classes (6 – 10 pupils in each) of pupils in Years 12 to 14. These pupils are working on a pathway denoted by colours from Routes for Learning / sensory to Level 3 (A level).

The curriculum is planned each term as part of a 3-year cycle in 6<sup>th</sup> form (pupils are in 6<sup>th</sup> Form for 3 years Year 13/14), and 2-year cycle in KS4 (pupils are in KS4 for two years – Year 10 and 11).

The curriculum activities are planned at 3 levels:

- Teal – Pre-Entry Level: Routes for Learning to P8
- Orange – Entry 1 – Entry 2
- Purple – Entry 2 and 3 – Level 3

Throughout the Primary and Secondary departments, two classes are dedicated to those pupils with more profound disabilities and complex medical needs. All other classes comprise of pupils with a variety of learning difficulties; autism and physical disabilities.

### **Our Curriculum Vision at YYD**

Ysgol Y Deri is aspirational and recognises the **potential** of each of our pupils ensuring that we identify their strengths and talents. We provide the **opportunity** for our pupils to realise that potential through a wide range of meaningful learning experiences and through access to high quality specialist resources. Staff at YYD have a holistic, collaborative 'can do' approach to providing a motivating and relevant curriculum that maximises and celebrates pupil **achievement**.

Our curriculum is designed to meet the individual therapeutic, wellbeing and academic needs of our pupils so that they can flourish both within our school and when they leave us. The curriculum ensures our pupils develop the skills, experience and knowledge they need for a successful and fulfilled future and is underpinned by the Four Purposes and our own core values.

It is the responsibility of the governing body and all staff to ensure that the curriculum and its content is secure and delivered within the distinctive nature of this all-age special school.

The school also endeavours to accommodate within the delivery of the curriculum the special needs of the pupils in its care. The curriculum has been developed and enhanced to enable students to leave with appropriate skills, knowledge and experience, which will help them to lead full and independent lives. The school curriculum is broad, balanced and relevant to pupil needs to help each pupil realise his/her maximum potential.

The curriculum includes the full network of experiences on which individuals draw within the educational environment. It includes planned and structured learning programmes as well as collective worship and the incidental experiences that occur as part of the daily life and routine of the school. In addition to this are the attitudes and values known as the "hidden curriculum" which pupils learn from both adults and peers and which are fundamental to their learning and development.

The school curriculum incorporates Welsh as a second language at an appropriate individual level of ability.

We are a school in Wales and the curriculum provides for the experience of Welsh culture and associated activities.

The delivered curriculum is designed to incorporate important skills: communication, social, behavioural personal and self-help. The curriculum is planned

to allow for experiential learning.

Within lessons there is a strong emphasis on the acquisition of key skills and the other tools with which the learners can access the remainder of the curriculum.

We have the highest aspirations for our learners and use a blend of innovative and traditional approaches to get the best from them and each other. Our approach at all levels is inclusive, creative, practical and pupil-centred. From student authored e-books to Eye-Gaze technology, our aim is to develop, identify, record and celebrate the outstanding progress made by our learners at all levels.

Our school has the Careers Accreditation Mark. Students are supported in sport and PE activities by our in-house occupational therapy and physical curriculum teams as well as Disability Sport, specialist coaches and outside agencies.

We were the first school in Wales to be awarded the Makaton Friendly status for our commitment to developing communication.

### **Routes for Learning**

Routes for Learning (RfL) is an assessment tool designed specifically for use with pupils with profound and multiple learning difficulties who are working on the very early P-levels. The *Routes for Learning* materials focus on those early communication and cognitive skills that are crucial to all future learning and improved quality of life. The use of these materials is intended not only to support teachers in assessing learners' current performance but also help them to discover what has shaped that performance.

Pupils are set targets from the RfL Routemap and will work towards these across their curriculum. We have introduced the Dales Assessment Scale which allows us to measure very small steps of progress within each target in 4 areas – generalisation, maintenance, prompting and fluency. The introduction of DAS will allow us to record and celebrate progress for all our pupils.

In the 3-14 curriculum, activities are provided for each theme containing sensory activities at an appropriate level to develop early communication and cognitive skills. The Teal Pathway (14-19) includes pupils working from RfL to P8. We have recently introduced a thematic approach to these pupils' Personal Progress qualifications in order to provide a more holistic and meaningful context for learning. For pupils working at a RfL level, all Personal Progress Units involve an integrated approach to working towards their Routemap targets.

We have high expectations for all our learners and through an Individual Learning Provision provide an education that ensures our young people are equipped with the necessary skills that will enable them to succeed in life. This will include:

- compulsory subjects
- a wide choice, flexibility provided through a range of academic and practical/vocational subjects from Entry Level to A Level.
- access to courses that focus on independence skills and work skills.

As our learners move into KS4, they are becoming young adults and so we begin to help them plan their futures, preparing them for transition into the new settings they will

encounter after they leave school.

Learners follow a differentiated Learning Pathway which helps them realise their potential to live fulfilled lives whatever their abilities. These Pathways are realised through accredited courses from recognised and relevant qualifying bodies plus a wider curriculum in communication, personal and social development, work related education, enterprise, citizenship and independent living.

All learners are encouraged to make choices and decisions about their own lives and learning. For part of the week, learners join different groups to follow options of their choosing which include Design Technology, Photography, Radio Broadcasting, Catering, Hair and Beauty, Animal Care and many more.

These courses tend to have a vocational focus and help students understand the world of work. They will take part in their first work tasters during their time with us in KS4, some going out into the community, others taking up opportunities within school, extending to fuller experiences in 6th form.

Life in our Sixth Form consolidates pupils' prior study, broadening and developing previous skills and experiences. It builds on their knowledge and understanding and helps raise aspirations and confidence in order to prepare the pupils for smooth transition into life after school.

The curriculum covers functional skills – Literacy, Numeracy and ICT, Independent Learning and Living Skills, PSE and the World of Work. The pupils' achievements are accredited by OCR, WJEC amongst others.

Pupils also have the opportunity to attend local colleges for taster vocational courses if appropriate.

The Sixth Form facilities include a shared common room and fully accessible gaming room. Pupils have access to a shared gym, sports hall, coffee shop and library.

During their time in the Sixth Form pupils will undertake enrichment activities from community participation and enterprise to the Expressive Arts. They will carry out either in school or external work experience/work awareness placements as appropriate and will be able to take part in the Duke of Edinburgh Award system.

### **Welsh**

Welsh is delivered incidentally at various stages through the day including registration. Current topic vocabulary is taught alongside the curriculum to maximise understanding. A 'Welsh Week' is held every year offering an immersive Welsh experience. Where appropriate, classes are taught Welsh through formal lessons on a weekly / fortnightly basis.

### **Integration**

Integration programmes are well developed at our neighbouring secondary school. The individual needs of each pupil are carefully considered before an integration programme is considered. Pupils are integrated with support where this is necessary and in consultation with parents.

## **Sensory Curriculum**

A sensory approach to learning is fundamental for many of our pupils in order to help them make sense of the world around them and is therefore embedded in the Routes for Learning and 3-14 curriculum and the Teal Pathway (ages 14-19). The curriculum includes activities that help to develop vision, hearing, touch, taste, smell and movement/balance either in isolation or as part of a multi-sensory approach. Theme-related activities are designed to be motivating and fun and to allow the pupils to progress and develop at their own pace.

Pupils with a specific sensory impairment follow an individual programme to develop skills and may also work with the specialist teacher for visual or hearing impairment. Many of our pupils have difficulties with sensory processing and therefore we carry out assessments to develop a Sensory Profile. This document sets out their needs and therapeutic interventions. Our occupational therapists provide relevant advice on resources and activities that can contribute to a specific sensory diet, which can be integrated throughout the school day. We also work closely with specialist teachers.

Ysgol y Deri has a wide variety of resources available to support the sensory curriculum including Touch Therapy, Sensory Studio, UV/Dark Room, Rebound Therapy, Aromatherapy, Magic Carpet, Immersive Environment (Holodeck), Hydrotherapy Pool, Music Therapy, Sensory Integration Room and Mobile Sensory Trolleys.

The Sensory Leads provides a variety of training for staff in the use of the school's resources and continues to provide support, advice and resources.

## **LaunchPad**

The LaunchPad is a school-based intervention that focuses on building confidence and self-esteem through creativity. The Creative Curriculum main areas of focus are:

- Film and Animation
- Art
- Resistant materials
- Gardening
- Photography
- Ceramics
- Music
- Surfing / Stand Up Paddleboarding

The LaunchPad's stimulating environment provides students with a setting conducive to them reaching their full artistic potential. Our dedicated staff work one to one and with small groups, teaching pupils the skills they need to reach their full capability. This success builds confidence and empowers our pupils to succeed, not only in the classroom but also in the wider world.

## **Positive Behaviour Support**

Within Ysgol y Deri School we use a positive behaviour support approach. The aims of this are:

- to help each child reach maximum potential both in education and social development
- to create a positive, caring atmosphere



- to provide a safe, secure environment
- to recognise and reward achievement and appropriate behaviour
- to acknowledge individual differences and preferences
- to provide support for children, staff and parents

Parents are very welcome to come into school to learn more about the positive behaviour management approach.

### **Pupil Support Plan (PSP) / Physical Support**

At Ysgol y Deri, if behaviour affects a child's learning, quality of life, following their daily routine or ability to function as part of the school community, we gather information, make observations, assess the function of the behaviour and record findings. Once all the information has been collected a Pupil Support Plan (PSP) may be developed.

The PSPs give details of triggers, an accurate description of the behaviour that may occur and strategies that will be employed to help pupils and staff to manage and prevent any further escalation. Where appropriate, PSPs are written in conjunction with communication profiles and may use information regarding use of therapies.

In accordance with school policies and procedures all positive behaviour management strategies will be carried out calmly by staff taking into account all their sensory and communication needs.

Physical intervention may be included on your child's behaviour plan. This will only be considered as a last resort after all other redirection or de-escalation strategies have been used and if it is felt your child's safety or the safety of others is at risk.

Time out or the use of a withdrawal room may also be included as a strategy in your child's plan.

### **Health Care**

The school has a nursing team based on site. Clinics are also often held on site. Qualified first aiders on the school staff deal with illnesses and minor injuries occurring during the school day. Parents are informed of any illness or accident occurring in school.

Staff can administer medicines but only if written parental consent is given and they are prescribed by the general practitioner. Tablets and medicines should not be entrusted to children to bring into school but should be given to the bus escort/driver to hand over to a member of staff on their arrival at school.

Parents should contact school if they have concerns about their child's health.

## Ysgol Y Deri is a Trauma and Mental Health Informed School

This year Ysgol y Deri was very proud to be the first special school in Wales to be awarded the status of a Trauma and Mental Health Informed School by the Trauma Informed Schools UK organisation. The award recognises that, at Ysgol Y Deri we put our pupils' and our staff's mental health and wellbeing at the forefront of everything we do, ensuring we have an environment where everyone feels safe. We also recognise that the relationships pupils have with staff are most important in ensuring they feel safe and protected in school.

All our staff are trained to understand the impact traumatic experiences can have on children and young people – the effects they can have on the body and on brain development which can cause difficulty with managing emotions and behaviour. We have also trained our staff in knowing how to respond to pupils who are distressed. We have embedded an approach that helps these young people to learn how to build trusting relationships and to self-regulate, an approach that is not just beneficial for pupils who have experience trauma, but is a whole school approach that helps everyone.

The Award Report stated that:

“Ysgol Y Deri is an inspiring environment in which young people are nurtured and supported to thrive, often in the most complex and challenging of circumstances. The foundation underpinning the work of the school is that positive relationships and connectedness with the young people is paramount. Then and only then is it possible to secure the best outcomes. This is fully understood by all adults and was observed in all interactions seen throughout the visit. Staff care about the children and delight in the small steps of success. They are warm, caring and calm, and support each other extremely well. Young people were unequivocal in their praise for the school and identified how it was special to them and had become quite literally a haven of warm, positive relationships.”

The Report also identified the schools strengths as:

1. The embedded understanding and practice in developing positive relationships and unconditional positive regard for young people.
2. The multi-disciplinary team and the holistic approach to the education of the young people.
3. The range of therapy available to young people.
4. The sensorially rich environment.
5. The extended curriculum that enables young people to participate in a range of activities.

## **Bullying**

All children placed at Ysgol y Deri are entitled to an education free from humiliation, oppression and abuse. Education is a compulsory experience and it is therefore the responsibility of all staff to ensure that it takes place in an atmosphere that is caring and protective.

Parents should feel confident that when they send their children to Ysgol y Deri they feel safe. Bullying may be defined as a wilful, conscious desire to hurt, threaten or frighten somebody physically, verbally or mentally.

The purpose of our anti-bullying approach is to ensure that:

- Pupils clearly understand what constitutes bullying.
- Pupils understand that the headteacher, staff and governors will not tolerate any form of bullying.
- Parents feel confident that bullying will be firmly dealt with by the school.
- A non-violent ethos is promoted in school.
- Staff are aware that any bullying incidents should be raised and acted upon.

## **Equality of Opportunity**

The governors of Ysgol y Deri uphold a policy of equal opportunity and reject discrimination against anyone on the grounds of race, religion, gender or ability. They are pledged to maintain this policy for all staff and pupils within the school and for anyone involved with the activities of the school.

The Equal Opportunities policy / Strategic Equality Plan is available on request from school.

## **Complaints Procedure**

The Education Act 2002 requires that schools establish a complaints procedure – the guidance is found in National Assembly for Wales circular 03/2004.

A copy of the complaints policy and procedure is available from the school.

## **Transport**

The majority of pupils are transported into school by either taxi or minibus. The responsibility for organising transport lies with the pupil's own local education authority. School will attempt to deal with transport problems and issues but if we are unable to resolve the difficulties parents will be advised to make personal representation to their LA's transport officer.

## **Attendance and Punctuality**

Attendance at school is a legal obligation and school attaches great importance to both the attendance and punctuality of pupils. Parents will no doubt appreciate that these are good habits that are essential for their child's progress and for the continuity of education.

## **Pupil Absence**

There are Welsh Government regulations for the recording of pupil absences and whether these absences are "authorised" or "unauthorised".

***Parents should notify school on the first day of absence by telephone.***

These procedures ensure that your child is marked as “authorised absence” on the register. Where there is no message received, your child will be marked as being absent without authority.

### **Careers and Work Related Education (CWRE)**

There are wide range of opportunities for work experience and the school has a dedicated transition officer who manages all aspect of this provision. Our CWRE Lead, Stacey Long can be contacted through school.

### **Religion and Values Education (RVE)**

All pupils have access to a structured programme of RVE experiences which can be identified on all class timetables and is usually taught through a thematic approach. Spiritual/moral issues are presented through multi-sensory experiences. Annual religious festivals, both Christian and those from other cultures are celebrated through the year.

### **PE and Sports**

All pupils are actively encouraged to participate in a variety of sporting activities. The main aims of the physical curriculum is to enable all pupils to develop their physical skills, appropriate to their individual capabilities, working with others, health, hygiene and safety aspects. A wide range of activities are offered such as football and swimming, keep fit, dance and movement, as well as outdoor pursuits and Duke of Edinburgh activities. When appropriate, activities at recognised outdoor centres will be offered which will include a residential experience.

Ysgol y Deri benefits from both an indoor and outdoor gym. The students will have their own gym plans which enables them to keep a record of exercise routines and information such as calories burned in a session/week/term. We also enable the pupils to learn about different muscles, what they do, what they are used for and what they are called. The main idea is to enable the pupils to access community gym/leisure centres independently and understand how their bodies function.

The pupils will have the opportunity to attend regular local sporting events. These include swimming galas, rugby/football tournaments, visits to local universities such as Cardiff Met, ski trips and national games both of which include a residential element.

There are a range of opportunities for all pupils to attend a residential experience during their time at the school.

### **Sex and Relationship Education (RSE)**

RSE is not taught as a discrete subject but integrated into the Health and Wellbeing programme of work provided at Ysgol y Deri. Where appropriate, individual and small group work may be developed to further work on areas of RSE.

### **Policies**

A copy of any of the polices that school has developed are available from school.

## **School Communication**

- Website: [www.yyd.org.uk](http://www.yyd.org.uk)
- Ysgol y Deri has a general Facebook page: [https://www.facebook.com/pages/Ysgol-Y-Deri-Special-School/899156666815093?ref=tn\\_tnmn](https://www.facebook.com/pages/Ysgol-Y-Deri-Special-School/899156666815093?ref=tn_tnmn). Search 'Ysgol y Deri Special School'.
- Our parent's association – *YYD PTA* – also run a dedicated Facebook page.
- Email: [enquiries@yyd.org.uk](mailto:enquiries@yyd.org.uk).
- X: @YsgolYDeri / @DeriYsgolPrim / @YYDSecondary / @YYDCWRE

We prefer digital correspondence with our families. Where this is not possible, a home / school communication book will be arranged.

We also use Class Dojo to keep you updated on a daily basis.

## **Parental Visits to School**

The school applies an "open door" policy and parents are welcome to come into school at any time throughout the day - however this is best done by prior arrangement only. Please contact the school to arrange.

The executive headteacher will see parents at most times, but because of his many commitments a pre-arranged appointment is advisable.

In his absence you may be offered an appointment with a deputy or assistant headteacher or another member of the school's Senior Leadership Team.

## **School Security**

Our school sites are secure and access is gained via an entry system and have a robust signing on/out system. All school staff / authorised personnel have a fob to access the school sites.

## **Parent's Meetings**

It is important that parents are kept fully informed of the progress of their child through the school. Parents' evenings are held twice a year for all pupils. The dates for these evenings will be published and a letter will be sent to parents before the meeting takes place reminding them of the time and date of the meeting.

## **Children Looked After**

The designated staff responsible for Children Looked After (CLA) is the executive deputy headteacher, Mrs Claire Gould.

She is responsible for the monitoring of their progress and wellbeing.

## **Family Engagement**

At Ysgol y Deri, our Family Liaison Officer is Marie-Claire Watt who works with families to promote and enhance the development of our pupils and to provide learning opportunities for families.

Workshops, training and opportunities to support your child's learning are run throughout the year. This training provision is based on identified areas of need such as positive behaviour management, toileting workshops, feeding, sleep clinics, PECS, Makaton, Story Massage and the opportunity to attend touch therapy sessions with your child. **Transport can be provided if this is a barrier to getting to YYD.**

In addition, there are regular coffee mornings held which offer parents the invaluable opportunity to meet and chat with other parents/carers of pupils at YYD. Members of our therapy staff attend these coffee mornings so it is a good opportunity to ask any questions you may have.

We strive to have excellent communication between home and school and provide a support network for families, promoting the idea of a 24-hour curriculum. YYD operates an open-door policy and invites families to drop in and make use of the café.

### **Volunteers**

We welcome volunteers here at YYD, please contact Marie-Claire Watt or Rebecca Williams for further details if you are interested in helping out in school.

### **The Parent and Teacher Association**

The parent and teacher association (PTA) is a registered charity that supports the work of the school by fundraising and organising social events.

Since the formation of the PTA, many children and parents have benefited directly from its work. A well supported PTA enhances the ethos of the school and helps to contribute to a good rapport between parent, child and teacher.

It is hoped that parents will find it possible to take an active interest in the association and help wherever they can by supporting the activities arranged.

The committee meets on a regular basis and everyone is welcome to attend. An annual general meeting is held to which all parents are invited and notification of this, as with all functions, is notified through various communication channels. The committee is always glad to hear from parents who would be willing to assist in their work.

The committee can be contacted via school.

### **Family Information Service**

The Family Information Service provide information about:

- childcare
- parent and toddler groups
- holiday playschemes
- nanny, baby sitting and au pair agencies
- help with childcare costs and other benefits for parents
- how to become a childcare provider
- activities during school holidays
- leisure activities
- family support services
- services for children with additional needs
- other services and activities for children and young people age 0-19 years.

The FIS aim to help parents and carers, prospective parents, employers, childcare providers and other people who work with children and young people in the Vale. For more information you can download the Family Information Service Leaflet.

The FIS also administer the Index of Disabled Children and Young People and provide a quarterly newsletter "the index", packed full of information on schemes, activities and events. For more information please visit the Disability Index pages.

Families Information Service (FIS) [fis@valeofglamorgan.gov.uk](mailto:fis@valeofglamorgan.gov.uk)  
Vale of Glamorgan office: 01446 704704.

### **ParentPay**

This is a cashless payment system which is an online system to enable parents to pay for school meals, and school trips without having to send monies into school. Details of how to access this system will be sent to you on the first day your child attends school. It is not possible to send these specific details beforehand as an unique number will only be generated on entry start date.

Further information on Parent Pay can be found on [www.parentpay.co.uk](http://www.parentpay.co.uk).

### **School Dinners:**

**Primary:** All primary school pupils in Wales are entitled to a free meal each lunchtime

**Secondary:** £2.70 per day

Prices above cover a meal and dessert.

### **Charging and Remissions**

The Charging Policy can be provided on request.

We currently ask parents for donations towards snack, cookery and off-site visits. We value these contributions greatly and the money enables us to offer additional opportunities to our students.

Voluntary contributions may include (approximate costs):

- Snack £1.00 per week
- Cookery £2.00 - £5.00 per session
- DT £3.00 - £5.00 per project
- Swimming £2.05 per session
- Extra sporting activities –according to cost of activity
- Music tuition – varies dependent on instrument and length of lesson.

Other non-curriculum trips/activities to be paid as per activity.

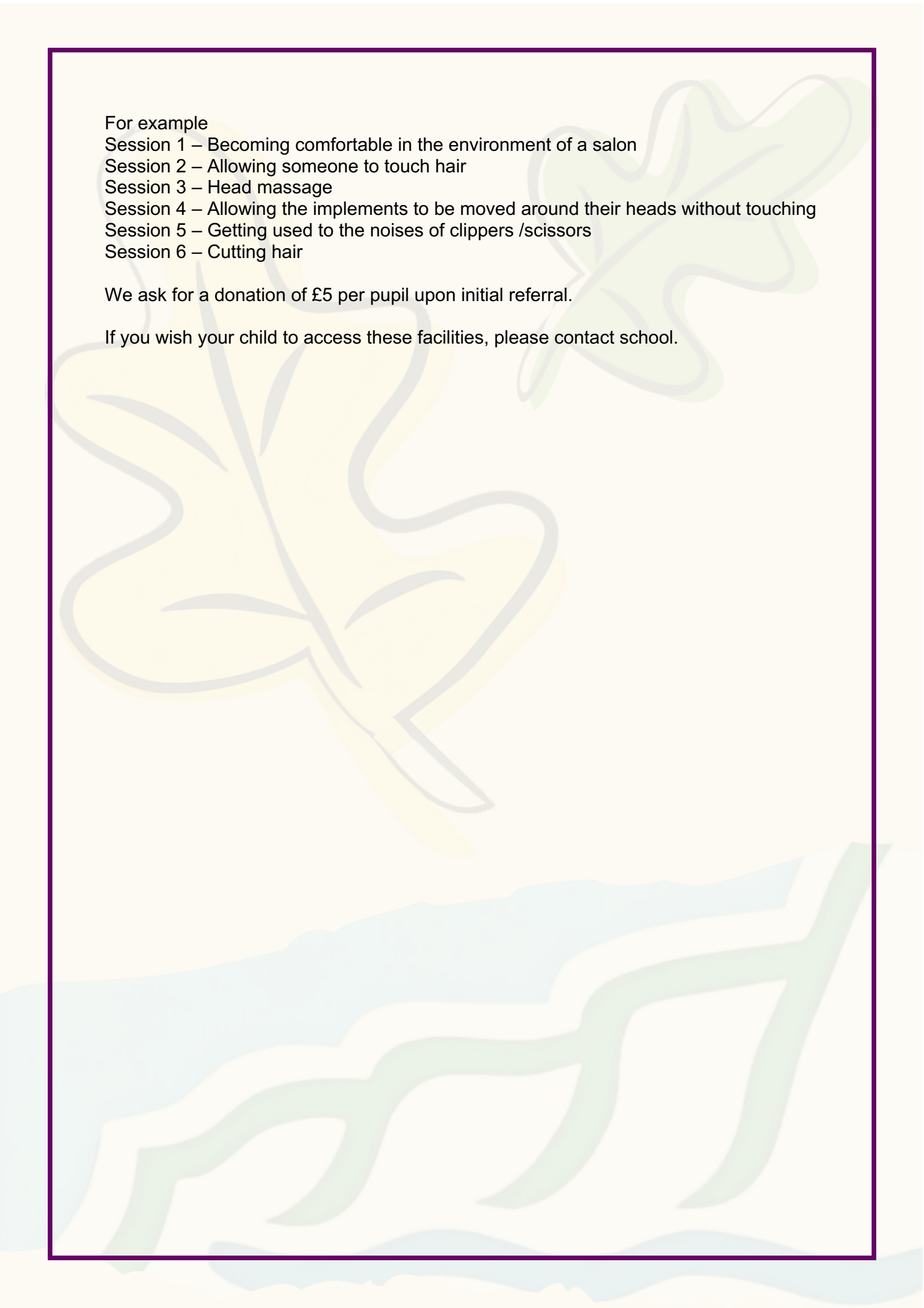
Teachers will inform parents of any requested contributions.

### **Ysgol y Deri Hair Salon**

Our salon is staffed by qualified and experienced hairdressers on a regular basis. Appointments are staffed from within school so you will not need to accompany your child.

For many of our pupils having their hair cut or washed can be a difficult experience especially for those with sensory needs. With this in mind, we work to try and ease the experience for pupils although this can sometimes take weeks.

Sessions are designed around each individual child's needs. For example, the end intention may be to cut the hair, but we may need to go through a number of stages first.



For example

Session 1 – Becoming comfortable in the environment of a salon

Session 2 – Allowing someone to touch hair

Session 3 – Head massage

Session 4 – Allowing the implements to be moved around their heads without touching

Session 5 – Getting used to the noises of clippers /scissors

Session 6 – Cutting hair

We ask for a donation of £5 per pupil upon initial referral.

If you wish your child to access these facilities, please contact school.



## Qualifications and Destinations

(Summer 2024)

Of the 309 GCSE / Level 1&2 / Entry level exams sat by 102 students across all sites, we had 100% pass rate for Level 1 & 2, Entry Level qualifications and Entry pathways, and 99.66% at GCSE. We had a total of 56 A – C GCSE passes, which equates to 63%.

### Overall for Derw Newydd -

| 10 learners |                       |  |       |                                 |
|-------------|-----------------------|--|-------|---------------------------------|
| Grade       | Number achieved GCSEs |  | Grade | Number achieved all other quals |
| C           | 2                     |  | L2    | 9                               |
| D           | 1                     |  | L1    | 9                               |
| E           | 3                     |  | E3    | 6                               |
| F           | 5                     |  |       |                                 |
| G           | 3                     |  |       |                                 |
| U           | 1                     |  |       |                                 |

### For Penarth Secondary

| 18 learners |                       |  | 57 learners |                                 |
|-------------|-----------------------|--|-------------|---------------------------------|
| Grade       | Number achieved GCSEs |  | Grade       | Number achieved all other quals |
| A           | 4                     |  | L2          | 5                               |
| B           | 5                     |  | E3          | 19                              |
| C           | 8                     |  | E2          | 80                              |
| D           | 2                     |  | E1          | 86                              |
| E           | 3                     |  |             |                                 |
| F           | 5                     |  |             |                                 |
| G           | 3                     |  |             |                                 |

### For Horizon

| 17 learners |                       |  |       |                                 |
|-------------|-----------------------|--|-------|---------------------------------|
| Grade       | Number achieved GCSEs |  | Grade | Number achieved all other quals |
| A           | 4                     |  | E3    | 1                               |
| B           | 10                    |  | E1    | 1                               |
| C           | 21                    |  |       |                                 |
| D           | 10                    |  |       |                                 |
| E           | 2                     |  |       |                                 |
| G           | 1                     |  |       |                                 |

### Numbers of learners gaining which qualification

| Subject/Qual                          | DN | Horizon | Penarth | total secondary |
|---------------------------------------|----|---------|---------|-----------------|
| Biology GCSE                          | 0  | 7       | 1       | 8               |
| Mathematics Numeracy GCSE             | 6  | 0       | 0       | 6               |
| English Language GCSE                 | 4  | 9       | 9       | 22              |
| Mathematics GCSE                      | 5  | 10      | 5       | 20              |
| English Literature GCSE               | 0  | 4       | 2       | 6               |
| History GCSE                          | 0  | 4       | 4       | 8               |
| Art & Design GCSE                     | 0  | 1       | 1       | 2               |
| Fashion and Textiles GCSE             | 0  | 2       | 0       | 2               |
| Media GCSE                            | 0  | 2       | 1       | 3               |
| Food and Nutrition GCSE               | 0  | 3       | 1       | 4               |
| Health and Social Care GCSE           | 0  | 3       | 1       | 4               |
| Geography GCSE                        | 0  | 2       | 3       | 5               |
| Psychology GCSE                       | 0  | 4       | 2       | 6               |
| PE Short Course GCSE                  | 0  | 1       | 1       | 2               |
| Mathematics Numeracy ELC              | 0  | 2       | 5       | 7               |
| Princes Trust PDE Level 2             | 1  | 0       | 0       | 1               |
| Pearson Sweet Level 1                 | 4  | 0       | 0       | 4               |
| Pearson Sweet Level 2                 | 1  | 0       | 0       | 1               |
| Pearson Vocational Studies Level 1    | 1  | 0       | 0       | 1               |
| Pearson Prevocational Studies Entry 1 | 0  | 0       | 2       | 2               |
| Pearson Home Cooking Skills Level 2   | 7  | 0       | 5       | 12              |
| City & Guilds Construction Level 1    | 3  | 0       | 0       | 3               |
| NCFE Creative Craft Level 1           | 1  | 0       | 0       | 1               |
| Agored Cymru PSE Entry 3              | 1  | 0       | 0       | 1               |
| OCR Entry 3 Life and Living Skills    | 0  | 0       | 10      | 10              |
| OCR Entry 2 Life and Living Skills    | 0  | 0       | 18      | 18              |
| OCR Entry 1 Life and Living Skills    | 0  | 0       | 20      | 20              |
| WJEC Entry 3 Additional English       | 0  | 0       | 1       | 1               |
| WJEC Entry 3 Mathematics              | 5  | 0       | 1       | 6               |
| WJEC Entry 3 Independent Living       | 0  | 0       | 1       | 1               |
| WJEC Entry 3 Humanities               | 0  | 0       | 2       | 2               |
| WJEC Entry 2 Additional English       | 0  | 0       | 11      | 11              |

|   |           |           |            |            |
|---|-----------|-----------|------------|------------|
| WJEC Entry 2 Creative, Media and Performance Arts | 0         | 0         | 1          | 1          |
| WJEC Entry 2 ICT Users                            | 0         | 0         | 2          | 2          |
| WJEC Entry 2 Independent Living Skills            | 0         | 0         | 7          | 7          |
| WJEC Entry 2 Mathematics                          | 0         | 0         | 4          | 4          |
| WJEC Entry 2 Personal and Social Development      | 0         | 0         | 6          | 6          |
| WJEC Entry 2 Science Today                        | 0         | 0         | 8          | 8          |
| WJEC Entry 1 Personal Progress                    | 0         | 0         | 22         | 22         |
|   |           |           |            |            |
|   | <b>39</b> | <b>54</b> | <b>157</b> | <b>250</b> |

| <b>Leavers Destinations 2024</b> |                                  | <b>Number of learners</b> |
|----------------------------------|----------------------------------|---------------------------|
| ACT                              | Animal Care                      | 1                         |
| ACT                              | Multi                            | 1                         |
| Beechwood                        | Social Communication             | 4                         |
|                                  | Level 2 Public Services          | 1                         |
|                                  | Life Skills/Independence         | 1                         |
| Bridgend College                 | Level 2 Electrician and Plumbing | 1                         |
|                                  | Level 2 Public Services          | 1                         |
|                                  | Level 1 Construction Skills      | 1                         |
|                                  | Supported Internship - cafe      | 1                         |
| CAVC                             | Level 2 Patisserie and Baking    | 1                         |
|                                  | BTEC Diploma Criminology         | 1                         |
|                                  | Level 2 Health and Social        | 1                         |
|                                  | Level 2 Art and Design           | 1                         |
|                                  | Level 1 Multi-trades             | 1                         |
|                                  | Vocational Access                | 1                         |
|                                  | Level 1 Hospitality & Tourism    | 1                         |
|                                  | Level 1 Hair & Beauty            | 1                         |
|                                  | Level 1 Joinery & Carpentry      | 1                         |
|                                  | Level 2 Music & Performing       | 1                         |
|                                  | Work & Life Skills               | 1                         |
|                                  | BTEC Creative Media              | 1                         |

|                                       |                                  |   |
|---------------------------------------|----------------------------------|---|
|                                       | Towards Independence             | 6 |
|                                       | A Levels                         | 1 |
|                                       | Level 1/2 Multi-trades           | 1 |
|                                       | Skills for Progression (Cardiff) | 1 |
|                                       | Vocational Access                | 1 |
|                                       | BTEC Diploma Criminology         | 1 |
|                                       | Level 2 Art and Design           | 1 |
| CCFC Foundation                       |                                  | 1 |
| Childcare apprenticeship in a Nursery |                                  | 1 |
| Coleg Elidyr (Sept 2025)              | Life Skills/Independence         | 1 |
| Employment                            |                                  | 1 |
| ITEC                                  |                                  | 1 |
| Llamau                                | Level 2 Public Services          | 3 |
| Media Academy Cardiff                 | Film-making                      | 1 |
| Social Services Care                  |                                  | 1 |
| Star College                          | Life Skills/Independence         | 1 |
| St David's College                    | A-levels                         | 1 |
| Supported Employment                  |                                  | 1 |
| Weston House                          |                                  | 1 |
| YYD Sixth Form                        |                                  | 2 |

### Attendance headlines (23-24)

|                       |       |
|-----------------------|-------|
| Attendance            | 79.4% |
| Authorised absences   | 17.3% |
| Unauthorised absences | 3.3%  |

Further information can be obtained from school

## School Calendar Dates 2024/2025

### Significant dates

**Christmas:** Wednesday 25<sup>th</sup> December 2024

**Good Friday:** Friday 18<sup>th</sup> April 2025

**Easter Monday:** Monday 21<sup>st</sup> April 2025

**May Bank Holidays:** Monday 5<sup>th</sup> May 2025 and Monday 26<sup>th</sup> May 2025

| Term                    | Begin                                  | Half Term                             |                                       | End                                   |
|-------------------------|--|---------------------------------------|---------------------------------------|---------------------------------------|
|                         |  | Begin                                 | End                                   |                                       |
| <b>Autumn Term 2024</b> | *Monday 2 <sup>nd</sup> September 2024 | Monday 28 <sup>th</sup> October 2024  | Friday 1 <sup>st</sup> November 2024  | Friday 20 <sup>th</sup> December 2024 |
| <b>Spring Term 2025</b> | Monday 6 <sup>th</sup> January 2025    | Monday 24 <sup>th</sup> February 2025 | Friday 28 <sup>th</sup> February 2025 | Friday 11 <sup>th</sup> April 2025    |
| <b>Summer Term 2025</b> | Monday 26 <sup>th</sup> April 2025     | Monday 26 <sup>th</sup> May 2025      | Friday 30 <sup>th</sup> May 2025      | *Monday 21 <sup>st</sup> July 2025    |

**\*Monday 4<sup>th</sup> September 2024** and **\*Monday 21<sup>st</sup> July 2025** will be designated INSET days for all LEA Maintained Schools.

Further INSET days and key dates will be sent out to parents at the beginning of the school year.

## Safeguarding and Child Protection Policy Statement

**We have a statutory duty under the Children Act 1989 and the Education Act 2002 to safeguard and promote the welfare of children.**

We at Ysgol y Deri are committed to practice which protects children from harm. Staff and volunteers in this organisation accept and recognise our responsibilities to develop awareness of the issues which cause children harm.

We will endeavour to safeguard children by:

- Adopting child protection guidelines through procedures and a code of conduct for staff and volunteers
- Sharing information about child protection and good practice with children, parents and carers, staff and volunteers
- Sharing information about concerns with agencies who need to know, making a referral to Children's Services where necessary, and involving parents and children appropriately
- Following carefully the procedures for recruitment and selection of staff and volunteers
- Providing effective management for staff and volunteers through supervision, support and training.
- All staff are trained in safeguarding and child protection annually.
- Regularly reviewing our policy and good practice.

The Designated Senior Person responsible for child protection is:

**Mr Chris Britten (Executive Headteacher)**

Deputy Designated Senior Persons being:

**Mrs Claire Gould**

**Mrs Josie McAllister**

**Mrs Kerrie Britten**

**Miss Siân Davey**

**Mrs Caroline Williams**

**Mr Aaron Ellis**

**Mr James Henderson**

**Mr T Exell** is our Designated Safeguarding Governor.

**Jason Redrup** is the Directorate Lead for Safeguarding in the Vale of Glamorgan Local Education Authority (01446 709180).

A copy of the school Safeguarding and Child Protection Policy can be found on the school website.

## MEMBERSHIP OF THE YSGOL Y DERI GOVERNING BODY

|  |  |
|--|--|
| Mr Tim Exell / LEA Governor                    | Mr Christopher Britten / Executive Headteacher |
| Mr Michael Surcombe / Community Governor       | Mrs Nadine Honeybone / Community Governor      |
| Mrs Rhiannon Packer / Community Governor       | Mrs Rose Whittle / LEA Governor                |
| Mr David Jackson / LEA Governor                | Mr Ken Pile / LEA Governor                     |
| Mr Clayton Williams / LEA Governor             | Mrs Rowena Gilbert / Parent Governor           |
| Mrs Martine Wildin / Parent Governor           | Mrs Natalie Hoard / Parent Governor            |
| Mrs Katherine Edwards / Parent Governor        | Mr Paul Tyack / Parent Governor                |
| Miss Siân Davey / Staff (teaching) Governor    | Mrs Faye Norris / Staff (teaching) Governor    |
| Mr Steve Jones / Staff (Non-teaching) Governor | Mrs Joanne Western / Clerk                     |
| Mrs Josie McAllister - Observer                | Mrs Claire Gould - Observer                    |
| Mrs Kerrie Britten - Observer                  |  |

### CHAIR OF GOVERNORS

Mr Tim Exell

### VICE CHAIR OF GOVERNORS

Mr Michael Surcombe