

# YSGOL HENDREFELIN



## Annual Report to Parents 2024/25

**Chair of Governors**

Mr Richard Blank

**Vice Chair of Governors**

Mr Haydn Davies

**Headteacher**

Mr Lyndon Lewis

## **Contents**

***This report gives information about the schools' academic year 2024-25 unless stated otherwise.***

- *Members of the Governing Body (current)*
- *Governor Vacancies (current)*
- *Operations of the Governing Body*
- *Governor Expenses*
- *Resolutions past at the last meeting*
- *School Information*
- *Term Dates and Inset Days (current)*
- *Attendance*
- *Curriculum*
- *Sporting Aims and Achievements*
- *Additional Learning Needs / Disabled Pupils*
- *Examination Results (Summer 2025)*
- *Destination of School Leavers (available in April 2026)*
- *Summary of Changes to Prospectus*
- *Policies and Information*
- *School Provision, Extra Curricular and Community Links*
- *School Development / Improvement Plan Priorities*
- *Financial Statement (Financial year 24-25)*

Dear Parents & Carers,

It gives me great pleasure as Chair of Governors to present you with the Ysgol Hendrefelin Annual Report to Parents. We as governors take great pride in our pupils' achievements and progress and recognise that as a school we need to continue to strive for excellence whilst ensuring we are meeting the individual needs of pupils.

The wellbeing of our pupils continues to be a key whole school priority, and we pride ourselves on the inclusive nature of the school and the strong element of pastoral support which permeates all that we do. Raising attendance levels is a continual priority to ensure pupils receive every opportunity school life has to offer them.

The new Curriculum for Wales is now fully embeded across all our provisions. We believe pupils are provided with a wide range of opportunities to engage in their learning as well as benefit from a range of extra-curricular activities. The school strives to meet the needs of all pupils to support them in their journey to reach their true potential.

We aim for our pupils to become ambitious, capable learners; healthy, confident individuals; ethically informed citizens and enterprising, creative contributors within the modern world that we live in.

Richard Blank  
Chair of Governors

### The Governing Body

Name	Governor Category	Term of Office	
		Start	End
Richard Blank <i>Chair of Governors</i>	Local Authority	01.02.2023	31.01.2027
Haydn Davies <i>Vice Chair of Governors</i>	Community	08.03.2023	07.03.2027
Paula Mcpherson-Jones	Local Authority	31.08.2025	30.08.2029
Vacancy	Local Authority		
Vacancy	Community (SNAP Cymru)		
Sarah Jones	Parent	06.12.2022	05.12.2026
Paula Rees	Parent	28.02.2024	27.02.2028
Natalie Robbins	Parent	11.11.2025	10.11.2029
Vacancy	Parent		
Lyndon Lewis	Headteacher	N/A	N/A
Dean Draper	Teaching Staff Representative	13.02.2025	12.02.2029
Litza Rees	Non-Teaching Staff Representative	14.07.2023	13.07.2027

Ceri Kretzschmar	Clerk to Governors	N/A	
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Information for the Chair of Governors or the Clerk to Governors should be addressed to.

**Ysgol Hendrefelin,  
Main Road, Neath. SA13 7TY  
Tel: 01639 642786  
Email: [ysgolhendrefelin@npt.gov.uk](mailto:ysgolhendrefelin@npt.gov.uk)**

At full complement, Ysgol Hendrefelin's Governing Body is made up of 12 Governors.

### **Governor Vacancies**

There is currently one vacancy in the LEA governor category. If you are interested in joining the Governing Body please contact the school office on 01639 642786 / email [office@ysgolhendrefelin.npt.school](mailto:office@ysgolhendrefelin.npt.school) for more information or an application form.

*If anyone is interested in becoming a governor in the future, please contact the school office to register your interest.*

### **Operations of the Governing Body**

The Governing Body provide oversight and accountability through their governance of the school - they do not get involved in the day-to-day management of the school. Governors have legal duties, powers and responsibilities as a body but cannot act individually.

The governing body sets an annual schedule of meetings to deal with specific business and meet at least once each term to discuss various areas of school life. Specific committees have been established to deal with issues that may arise throughout the school year. Meetings for these committees are determined by the Chair of Governors and Headteacher. Minutes are taken of every meeting and are approved by the governing body as an accurate record. These minutes are public record.

The Governing Body also has representatives for the following areas of school life, acting as a key link in each area between the Governing body and the school:

- Attendance - Richard Blank
- Team Teach - Richard Blank
- Safeguarding - Paula McPherson-Jones
- Health & Safety - Sarah Jones / Richard Blank
- Data Governor - Litza Rees
- Finance - Richard Blank & Haydn Davies
- Policies - Paula McPherson-Jones, Dean Draper & Litza Rees

The Governing Body receive and consider reports from the Headteacher. These reports contain information on the School Improvement Plan, pupil achievements and activities, extra-curricular activities, pupil attendance, examination results, staffing levels, school organisation, curriculum, safeguarding, administration, maintenance of buildings and finance. The Governing Body also receive and consider various reports and documents from the Local Authority, ERW, ESTYN and the Welsh Government.

### **Governor Expenses**

No Governors claimed any expenses or Travel & Subsistence Costs during 2024-25, or to date this financial year.

### **Resolutions passed at last meeting**

There were no resolutions passed at the last meeting.

### **Parental Meetings with Governors**

Under Section 94 of the Schools Standards Organisation (Wales) Act 2013 no parental meetings have been requested with the Governing Body in the last year.

### **School Information**

Ysgol Hendrefelin is a co-educational residential special school, for pupils with a wide range of disabilities and learning difficulties (additional learning needs). It is an English medium school, with Welsh taught as a second language.

The school comprises of three separate sites, Bryncoch, Neath and Velindre / Theodore Road in Port Talbot. The Bryncoch Site hosts the main special school (ages 11-16) for pupils with additional learning needs, which includes provision for pupils with moderate learning difficulties, and associated difficulties, as well as a Primary Learning Support Centre (ages 5-11) for pupils with behaviour, social and emotional needs and a Secondary ASD (Autistic Spectrum Disorder) unit known as Aspire.

The Theodore Road and Velindre sites provide provisions for pupils with behaviour, social and emotional need (BESN), Theodore Road for KS3 pupils and Velindre for KS4 pupils.

At Ysgol Hendrefelin we pride ourselves on the high standards of achievement and behaviour of our pupils. We have developed a comprehensive skills-based curriculum, delivered through a range of exciting learning experiences. Ysgol Hendrefelin aim to recognise and respond to each pupil's individual needs. We have a strong team ethos at the school built on effective partnerships.

Mr. Lyndon Lewis is the Headteacher and is supported by the Senior Leadership team comprising of the following members of staff:

- Mr Ryan Duford - Deputy Headteacher (Bryncoch Site)
- Mr Nick Lloyd - Deputy Headteacher (Theodore Road & Velindre Site)
- Mr Paul Thomas - Assistant Headteacher (ALNCo)
- Mrs Louise Jones - School Bursar
- Mrs Rhian Duford - Unit Leader for KS 3 MLD Provision (also seconded to SLT with responsibility of KS2 & 3 Curriculum).

- Mrs Sam Compton - Unit Leader for KS4 BESN Provision at Velindre (also seconded to SLT with responsibility of KS 4 curriculum)

The unit leaders for each provision hold middle leadership posts. They are as follows:

Mr Dave Jones - KS2 Learning Support Centre  
 Mrs Cerian Flannery - KS4 MLD Provision.  
 Mrs Lisa Jones - KS3 & KS4 Aspire Provision (ASD)  
 Mrs Karen Haynes - KS3 BESN Provision at Theodore Rd.

### **Term Dates for 2025/26 (current year)**

Term	Term Begins	Mid Term Holiday		Term Ends
		Begins	Ends	
Autumn 2025	Monday 1 <sup>st</sup> September	Monday 27 <sup>th</sup> October	Friday 31 <sup>st</sup> October	Friday 19 <sup>th</sup> December
Spring 2026	Monday 5 <sup>th</sup> January	Monday 16 <sup>th</sup> February	Friday 20 <sup>th</sup> February	Friday 27 <sup>th</sup> March
Summer 2026	Monday 13 <sup>th</sup> April	Monday 25 <sup>th</sup> May	Friday 29 <sup>th</sup> May	Tuesday 21 <sup>st</sup> July

### **Planned Inset Days**

- 1<sup>st</sup> September 2025
- 24<sup>th</sup> October 2025
- 26<sup>th</sup> June 2026
- 29<sup>th</sup> June 2026
- 20<sup>th</sup> July 2026
- One other to be confirmed

### **Attendance**

Attendance is very important at Ysgol Hendrefelin. Attendance is recorded twice a day, once in the morning and once in the afternoon. The school has a designated Education Welfare Officer from the Local Authority but has also appointed its own attendance / family support officer who works with pupils and families to raise attendance across the school.

In the case of absence due to illness, the school must be informed on the first day of absence. If no message is received the school contacts the parent / carer as part of its first day response procedures.

Attendance % for 2024-25	Whole School	Bryncoch Site KS3&4	Velindre Site KS4	Theodore Rd Site KS3	Aspire KS 3&4
Possible Attendance	100%	100%	100%	100%	100%
Actual Attendance	76.9%	85.2%	51.8%	44.9%	75.4%

Unauthorised Absences	10.0%	7.1%	22.8%	23.2%	10.5%
Authorised Absences	13.1%	7.7%	25.3%	31.9%	14.1%

## **Curriculum**

### **Curriculum Definition**

Our school curriculum is defined as everything our learners experience in pursuit of the four purposes. It is not just what we teach but it is also how we teach it and more importantly, why we teach it.

### **Vision**

At Ysgol Hendrefelin, we recognise and respond to the individual needs of each learner, through supportive and challenging learning experiences, in a secure and respectful environment.

### **Curriculum Aims**

To make our vision a reality for our learners, our curriculum will:

- enable our learners to realise the four purposes and equip them for ongoing learning, work and life;
- build high expectations and enable all learners to achieve their full potential
- offer a broad and balanced education, which enables our learners to make links between the different areas of learning and experience (Areas) and apply their learning to new situations and to more complex issues;
- support progression along a continuum of learning;
- support our learners' health and well-being, including their mental health and well-being;
- support our learners' development of knowledge that is the foundation of being an informed citizen;
- recognise our learners' identity, language(s), ability and background and the different support they may need given their particular circumstances;
- reflect the diversity of perspectives, values and identities which shape our locality and Wales and develop understanding of the wider world;
- enable our learners to make sense of growing up in contemporary Wales and of issues which will be important in the future, including well-being, sustainable development and citizenship;
- support our learners to critically engage with a range of information and to assess its value and validity;
- enable our learners to develop an understanding of their rights and the rights of others;
- be built in co-construction with our stakeholders (learners, families and the wider community).
- enable our learners to develop a wide range of skills and qualifications for their continued learning journey.

The curriculum offered at school provides the pupils with the choice and opportunity to specialise according to their individual needs and abilities. We continue to implement the new curriculum and

several staff training sessions have taken place, both in-house and with the support of the Local Authority School Improvement Service.

## **Health and Well-being**

As part of our commitment to creating a healthy and supportive learning environment, we are proud to offer the *Food and Fun* scheme each summer. This three-week programme gives learners the opportunity to take part in a wide range of enriching activities, including both practical and theoretical lessons on health and nutrition. Pupils enjoy sporting activities, trips, games, creative projects, and cooking sessions where they can apply their new skills in real and engaging ways. We also place a strong emphasis on pupils' emotional wellbeing through the *Zones of Regulation* approach. This framework is embedded into daily school life and helps learners recognise, understand, and manage their emotions. By building emotional literacy into our everyday teaching, we continue to nurture a calm, reflective environment that supports self-awareness, regulation, and positive mental health.

Our School Council plays a central role in promoting wellbeing and pupil voice across the school. This year, they organised whole-school wellbeing days, supported Sport Relief events, and helped coordinate our Sports Day at Swansea University's athletics track. They have also gathered ideas from every class about the types of clubs pupils would like during the school day and selected the activities for Children in Need Day, including our cake sale and non-uniform day. In addition, they have been working closely with the school attendance officer to explore ways to improve attendance and have taken responsibility for presenting attendance awards during assemblies. Monthly meetings also give learners the chance to raise any safeguarding concerns, ensuring pupils' voices remain central to creating a safe and supportive school environment. School Council members in KS3 and KS4 have further contributed to shaping our Work-Related Education curriculum by sharing the topics and skills they would like included in future sessions.

A series of lessons on food waste and food poverty in the UK inspired learners to take meaningful action. Troubled by the amount of perfectly good food being sent to landfill, they helped launch a whole-school initiative aimed at reducing waste and supporting families. Staff completed Level Two Food and Hygiene training, pupils designed eye-catching posters, and key messages were shared with families and the wider community through Class Dojo. As a result of this collective effort, we now provide weekly food packages to families signed up to our Food Waste Programme.

The impact of this work has been significant. Learners feel empowered knowing they are making a genuine difference—environmentally, socially, and within the local community. Their sense of responsibility, teamwork, and compassion has grown, giving them a deeper understanding of social action and sustainability.

Our Eco Schools group has also worked hard to support both the environment and the school community by establishing an in-school charity shop. This provides free school uniforms, coats, underwear, and additional clothing for learners and staff, ensuring everyone has access to essential items. The shop has been hugely successful and is now a valued and proud achievement of our school community.

We are also progressing towards our Silver Rights Respecting Schools accreditation. Learners are actively involved in developing their understanding of their own rights and the rights of others, both locally and globally.

Together, our learners, staff, School Council, and wider community have not only reduced waste—they have nurtured wellbeing, kindness, leadership, and hope across the school.

## **Sports Club – Statement**

In alignment with our commitment to fostering healthy schools and enhancing the health, well-being and physical fitness of our students, we are building on the success of our summer Food and Fun program.

Actively seeking avenues to reinforce positive activities that contribute to the development of healthy, confident individuals, we have organised sports clubs during break / lunch times and also after school. These clubs, supervised and organised by teachers and staff, not only encourage pupil participation in group activities but also focus on building crucial life skills such as teamwork and communication.

The school is currently working closely with the Senior Public Health Practitioner to develop a Whole School Approach to Emotional and Mental Well-being and the Healthy School Award. The school is pro-active in seeking parental and pupils' views and the school council have organised fundraising days that have focused on fun activities that benefit pupil's mental health and sense of well-being. They have benefitted the school community and promoted positive interaction between sites.

The bespoke curriculum is geared to promote positive mental health, health and wellbeing across all sites, with a variety of activities available to support pupils. This includes pupils across all sites having access to Zones of Regulation which supports the pupils to develop strategies so that they can regulate their emotions in the most appropriate way.

The fun and engaging curriculum promotes physical activity in an inclusive manner, aiming to consistently instill our ethos and cultivate a culture of regular exercise among our students.

## **Additional Learning Needs (ALN) Provision**

Our Universal and Additional learning provision at Ysgol Hendrefelin is inclusive of all pupils with a range of learning difficulties, neurodiversity and disabilities, in line with the Equalities Act.

We aim to meet their academic, social and wellbeing needs within each setting according to their area of need.

Our School is situated on various sites, in Port Talbot and Bryncoch and within that, it has distinct units for different groups of learners.

Each unit offers our Universal Learning Provision ULP, which aims to meet the pupil's holistic needs.

This includes:

- Access to the new curriculum.
- Access to a skills-based curriculum.
- Access to ICT resources in all classes.
- Physical and Sensory support for pupils' wellbeing – such as Zones of Regulation

- Emotional Support through a range of interventions and a whole-school approach through 'Emotional Coaching'
- Access to literacy and numeracy support in each class
- Access to a small class provision
- Support from a high staff to pupil ratio
- Access to life skills and work-based training
- Access to travel training
- Access to Social Use of Language Programme
- Trauma Informed approach
- Rapid Reading

As well as this, further interventions are offered for pupils that require greater support, through our Additional Learning Provision ALP, such as;

- Play therapy
- Cognitive Behaviour Therapy/ Pro-social modelling
- School based counselling
- Creative media based therapy
- ELSA
- Talk and draw therapy
- Lego Therapy
- Relationship based play
- Read, Write, Inc.
- Toe-by-Toe
- POPAT – phonics teaching
- SALT – 1-1 sessions with speech Therapist

### ALN Reform

The new ALN reform is now in embedded, all pupils have been transferred to the new ALN system including the conversion of Statements to Local Authority maintained IDP's. Individual Development Plans are reviewed in our Person-Centred Reviews each year or more often when required. They set out the pupils' outcomes that they are working on each year as well as having a clear overview of the pupil's needs, strengths and interests as well as best ways to support them, this is also gathered in their personal One Page Profile.

The School's Additional Learning Needs Policy is designed to provide access for all pupils to the whole curriculum. This involves providing specialist teaching in small teaching groups with additional classroom support. In this way our pupils who all have specific learning needs and disabilities receive specialist support and equal curriculum opportunities to enable them to achieve their potential. A full copy of the School's ALN and the Accessibility policies are available on request.

### **Summary of Examination/ Qualifications Performance – Key Stage 4** **Pupil Performance in External Examinations 2024-25**

**Ysgol Hendrefelin- Bryncoch Site WJEC Summer Examination Qualifications  
2024-2025**

Site	Qualification	Subject	Grade/ Level	No of pupils at each grade	Total Number of pupils to achieve the qualification
Bryncoch	GCSE	Mathematics (Foundation)	E F G	2 2 1	5 Pupils
Bryncoch	GCSE	English Language	E G	3 1	4 Pupils
Bryncoch	Entry Level	English	3 2 1	12 5 1	18 Pupils
Bryncoch	Entry Level	Mathematics Numeracy	3 2	5 1	6 Pupils
Bryncoch	Entry Level	Science	3 2 1	11 4 1	16 Pupils
Bryncoch	Entry Pathways	Additional English	Entry 2	4	4 Pupils
Bryncoch	Entry Pathways	ICT Users (Award)	Entry 2	2	2 Pupils
Bryncoch	Entry Pathways	Personal Progress	Entry 1	3 3	6 Pupils
Bryncoch	Entry Pathways	Mathematics	Entry 2 Entry 3	5 11	16 Pupils
Bryncoch	Entry Pathways	Preparing for work	Entry 2	6	6 Pupils
Bryncoch	Entry Pathways	Developing Communication	Entry 1	5	5 Pupils

Bryncoch	Entry Pathways	Mathematics	Entry 2 Entry 3	5 11	16 Pupils
Bryncoch	Entry Pathways	Science Today	Entry 2	7	7 Pupils
Bryncoch	Entry Pathways	Humanities	Entry 2	13	13 Pupils
Bryncoch	Entry Pathways	Creative, Media and Performance Arts	Entry 2	15	15 Pupils
Bryncoch	Entry Pathways	Developing Reading Skills	Entry 1	5	5 Pupils
Bryncoch	Entry Pathways	Developing Writing Skills	Entry 1	5	5 Pupils
Bryncoch	Entry Pathways	Mathematics Number Skills	Entry 1	6	6 Pupils
Bryncoch	Entry Pathways	Mathematics Shape	Entry 1	6	6 Pupils
Bryncoch	Entry Pathways	Mathematics Measure	Entry 1	6	6 Pupils
Bryncoch	Entry Pathways	Understanding The Use of Money	Entry 1	6	6 Pupils
Bryncoch	Entry Pathways	Preparation For work	Entry 2	4	4 Pupils
Bryncoch	Entry Pathways	Rules of The Road	Entry 2	4	4 Pupils
Bryncoch	Entry Pathways	Introduction To Animal care	Entry 2	4	4 pupils
Bryncoch	Entry Pathways	Science Health and Safety	Entry 2	7	7 Pupils
Bryncoch	Entry Pathways	Science and The Human Body	Entry 2	7	7 Pupils
Bryncoch	Entry Pathways	Energy in The Home and Workplace	Entry 2	7	7 Pupils

Bryncoch	Entry Pathways	DT Making a Product	Entry 2 Entry 3	13 2	15 Pupils
Bryncoch	Entry Pathways	DT Health and Safety	Entry 2	15	15 Pupils
Bryncoch	Entry Pathways	A British History in The Past	Entry 2	13	13 Pupils
Bryncoch	Entry Pathways	Responding To a Tectonic Event	Entry 2	13	13 Pupils
Bryncoch	Entry Pathways	Art & Design: Plan Exhibition	Entry 2	16	16 Pupils
Bryncoch	Entry Pathways	Introduction To Whole Numbers	Entry 2 Entry 3	5 11	16 Pupils
Bryncoch	Entry Pathways	Working with Whole Numbers	Entry 2 Entry 3	6 10	16 Pupils
Bryncoch	Entry Pathways	Working With Fractions	Entry 2 Entry 3	5 11	16 Pupils
Bryncoch	Entry Pathways	Using Money	Entry 2 Entry 3	5 11	16 Pupils
Bryncoch	Entry Pathways	Working With 2D and 3D Shapes	Entry 2 Entry 3	5 11	16 Pupils
Bryncoch	Entry Pathways	Working With Measure	Entry 2 Entry 3	5 11	16 Pupils
Bryncoch	Entry Pathways	Working with Angles and Position	Entry 3	10	10 Pupils
Bryncoch	Entry Pathways	Data Handling	Entry 2	2	2 Pupils
Bryncoch	Entry Pathways	Spreadsheet Software	Entry 2	2	2 Pupils
Bryncoch	Entry Pathways	Using Word Processing Software	Entry 2	2	2 Pupils

Bryncoch	Entry Pathways	Presentation Software	Entry 2	2	2 Pupils
Bryncoch	Entry Pathways	Desktop Publishing Software	Entry 2	2	2 Pupils

**Essential Skills Qualification 2024-2025**

Site	Qualification	Subject	Grade/ Level	No of pupils at each grade	Total Number of pupils to achieve the qualification
Bryncoch	Essential Skills	Entry Level Certificate in Essential Skills for Work and Life	Entry 2 Entry 1	6 3	9 Pupils

**Cymru Wales Qualifications 2024-2025**

Site	Qualification	Subject	Grade/ Level	No of pupils at each grade	Total Number of pupils to achieve the qualification
Bryncoch & Velindre	IMI (Institute of Motor Industry)	Introduction to Automotive Maintenance and Repair	Level 3	10	10 Pupils

**Cymru Wales Qualifications 2024-2025**

Bryncoch	VRQ Qualification	Hairdressing	Level 1	7	7 Pupils
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**Ysgol Hendrefelin- VELINDRE Site WJEC Summer Examination Qualifications 2024-2025**

Site	Qualification	Subject	Grade/ Level	No of pupils at each grade	Total Number of pupils to achieve the qualification
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Velindre	GCSE	Mathematics (Foundation)	E	1	1 Pupil
Velindre	GCSE	Mathematics Numeracy (Foundation)	E	1	1 Pupil
Velindre	GCSE	English Language	E	1	1 Pupil
Velindre	Entry Level	English	3 2 1	4 5 3	12 Pupils
Velindre	Entry Level	Mathematics Numeracy	3 2 1	5 8 1	14 Pupils
Velindre	Entry Level	Science	3	1	1 Pupil
Velindre	Entry Pathways	Food & Health	Entry 3	3	3 Pupils
Velindre	Entry Pathways	Science and the Human Body	Entry 3	3	3 Pupils
Velindre	Entry Pathways	Variation and Adaptation	Entry 3	3	3 Pupils
Velindre	Entry Pathways	A Non-British Society in the Past	Entry 3	3	3 Pupils
Velindre	Entry Pathways	Historical Change Overtime	Entry 3	2	2 Pupils
Velindre	Entry Pathways	People and Protest	Entry 3	4	4 Pupils
Velindre	Entry Pathways	Climate Change Cause and Effect	Entry 3	1	1 Pupil

Velindre	Entry Pathways	Contentious Issues in the Modern World	Entry 3	3	3 Pupils
Velindre	Entry Pathways	Exploring Film Genres	Entry 3	1	1 Pupil
Velindre	Entry Pathways	Art and Design Ceramics	Entry 3	1	1 Pupil
Velindre	Entry Pathways	Art and Design Photography	Entry 3	1	1 Pupil
Velindre	Entry Pathways	Exploring Shakespeare	Entry 2	1	1 Pupil
Velindre	Entry Pathways	Communicating Experience	Entry 3	1	1 Pupil
Velindre	Entry Pathways	Creating Narratives	Entry 3	1	1 Pupil
Velindre	Entry Pathways	IT Users Fundamentals	Entry 3	2	2 pupils
Velindre	Entry Pathways	Using Word Processing Software	Entry 3	2	2 Pupils
Velindre	Entry Pathways	Presentation Software	Entry 3	1	1 Pupil
Velindre	Entry Pathways	Internet Fundamentals	Entry 3	2	2 Pupils

### Cymru Wales Qualifications 2024-2025

Site	Qualification	Subject	Grade/Level	No of pupils at each grade	Total Number of pupils to achieve the qualification
Bryncoch & Velindre	IMI	Introduction to Automotive Maintenance and Repair	Level 3	5	5 pupils

	(Institute of Moror Industry)				
Velindre	CSCS	Construction Skills Certification Scheme	Level 1	5	5 Pupils

**Destination of School Leavers** : This will be available in April 2026

**Summary of Changes to the School Prospectus since publication**

The School prospectus is updated on an annual basis to ensure information is accurate and correct. Any changes in the School Improvement Plan is reflected in the prospectus. The prospectus can be viewed via the school website [Ysgol Hendrefelin - School Prospectus](#)

**Policies & Information**

School policies can be requested at the school office and many including mandatory policies can be found on our school website. They are regularly reviewed and updated by the Senior Leadership team and the “School Policies Committee” before being reported to the full Governing Body.

**School Uniform**

The school does not have a strict uniform policy, as we understand this is the best option for our pupils. The school does have a blue sweatshirt that shows the school logo that can be purchased from the local provider. We ask parents and carers to clearly label all items of clothing and belongings.

**Equality and Inclusion**

The school has clear policies in place and is committed to providing equality and an inclusive education. All children have access to activities, and support is available to ensure this. We encourage respect within school and the wider community. Please read our policies on our website to find out more.

**Safeguarding Arrangements**

Safeguarding training takes place for all school-based staff on the first Inset day every September. When necessary, further training takes place during the school year for new staff or for those staff who may have been absent at the start of the year. New staff also go through an induction process when initially employed. All staff complete mandatory training that is set by the Local Authority.

Children may disclose information to staff regarding problems with their home or personal life. All staff are instructed to inform the Designated Safeguarding Officers on each site of any disclosures. The safeguarding officers may seek advice from the designated leader in the Local Authority when necessary. All staff follow the instructions/ guidelines set out in the LA Safeguarding policy.

The designated Safeguarding Officers for each site are:

**Bryncoch**

Designated Safeguarding Officer

- Mr Ryan Duford, Deputy Headteacher

Deputy Designated Safeguarding Officer - Mr Paul Thomas, Assistant Headteacher

Theodore Road & Velindre

Designated Safeguarding Officer -

Deputy Designated Safeguarding Officer -

Mr Nick Lloyd, Deputy Headteacher

Ms Karen Haynes, Unit Leader (Theodore)

- Mrs Sam Compton, Unit Leader (Velindre)

Paula Mcpherson-Jones is the Child Protection / Safeguarding Governor.

**Pastoral Care**

Class teachers and learning support assistants are responsible for the pastoral care of the pupils in their class. If there are any issues of concern, class teachers can refer issues to their Unit leaders for further support. When necessary, Unit Leaders can refer pupils to the Schools' well-being group that consists of Deputy Headteachers, our ALNCo and our school social worker who also delivers play therapy. The well-being Team meet weekly to focus on the best way of supporting pupils and families when issues arise. When necessary, links can be made with outside agencies to further support pupils and families outside of school hours.

**Health and Safety Building Security**

We want to ensure that everyone in Ysgol Hendrefelin is kept safe and secure at all times. Any health and safety concerns are to be reported to the Headteacher, Deputy Headteachers, School Bursar or Premises Manager. All visitors must enter via reception and sign in and out. Health and Safety inspections are carried out every term. At break times staff monitor pupils to ensure their safety. All our sites are non-smoking and this includes e-cigarettes. All sites are monitored by CCTV cameras 24 hours a day.

**First Aid**

There are designated first aiders on each school site and first aid kits are available. Should any issues arise with pupils that cause us concern, we will contact you. Having the correct emergency contact details are vital for this – please ensure you inform us if you change your number. If a child has a head injury, as a precaution, we will ring and inform parents/carers. Any accident that requires treatment will be recorded on an accident form and a record kept in the school office.

**Medication – Administration in School**

Any medication sent to school must be in the correct box from the pharmacy, along with the medical label, detailing the pupils name, DOB, medication name, dosage and expiry. The parent/carer must complete a consent form which will also detail what the medicine is, what the dosage is and when the dosage is to be administered. Medication information is kept in a file which is stored in the medication cabinet, medication is kept in a locked cabinet/medical fridge. A record of when the medication has been administered is kept in school, two members of staff will be present when medication is administered.

**Provision of Toilet Facilities**

Toilet facilities at Ysgol Hendrefelin are cleaned daily. Toilet paper and hand soap are checked daily and replenished when needed. Sanitary bins are provided in the girls toilets and are changed routinely. Pupils have access to toilet facilities all day via permission from the classteacher. The school has a School Toilet Policy that is approved by Governors.

## **School Policies Review**

The Head Teacher and members of the Senior Leadership Team review school policies and procedures along with the Policy Working committee and ensure strategies are implemented. The reviewed policies are then ratified by the full governing body at the termly meetings. All safeguarding policies are reviewed annually. All other policies are reviewed on a three-year cycle. The Governing Body has reviewed all Statutory Documents. Some policies are available to view on the school website others are available from the school office.

## **Complaints Policy**

The Governing Body take all complaints very seriously; we are committed to providing a high-quality provision where pupils feel safe and supported. We also aim to have excellent relationships with parents/ carers to enable us to work together for the best of the pupils. We will always endeavour to resolve a complaint / query quickly and informally; however, we do have a formal Complaints Policy and Procedure and aim to make this procedure easy to follow. A summary of the stages within the complaint's procedure is below; the full version is available on the school website.

**Stage A** – Raise concern with classroom teacher or a member of the schools Senior Leadership Team (SLT)

**Stage B** – If you feel your complaint has not been dealt with appropriately, your concerns should be communicated to the Headteacher in writing.

**Stage C** – Following your communication with the Headteacher, if you feel your complaint has still not been dealt with fairly, you should write to the Chair of Governors (via the Clerk to Governors and school address) setting out your reasons for asking the governing body's complaints committee to consider your complaint.

## **School Provision, Extra Curricular and Community Links**

The school has a full-time trained counsellor and play therapist based on the Bryncoch site who supports pupils and families and links with outside agencies when further support is required. With the support of our PCSO and School Community Police Officer, workshops are delivered on issues such as safety in the community, alcohol and drug abuse, and bullying. The School Community Police Officer is also active in assisting with safeguarding and pupil issues when necessary. We actively promote links with our community to help reinforce the fact that all education relates to the life and wellbeing of the wider community as well as the economic and social benefits. Promoting community involvement helps us raise motivation, expectations and achievement amongst pupils and helps promote social inclusion. Projects include working closely and supporting local foodbanks,

In addition to this the school actively support various charities through fund-raising initiatives. The charities that we have raised money for in the past two years are:

- Children in Need
- Red Nose Day
- Show Racism the Red Card
- Cash for Kids
- Young Minds Mental Health Charity

There are a number of extra-curricular clubs that take place at Ysgol Hendrefelin.

Tuesday: Rugby and sports club on Cruyff court

Tuesday: Dance and fitness club in school hall

Thursday: Multi-activity club

**Lunchtime Clubs:**

Monday: Sports club

Tuesday: Arts & crafts, Sports club

Wednesday: Gardening, Sports club

Thursday: Singing, Sports club

Friday: Charity Shop, Sports club

In addition to this, the school organise annual residential trips at Key Stage 3 to St Maddocks Adventure Centre in the Gower and a Key stage 4 residential trip to Manor Adventure Centre in Powys. These residential trips provide great opportunities for our pupils to develop friendships, life skills, have fun and further develop their independence.

**In-House Residential Unit:**

Ysgol Hendrefelin is one of only 5 Residential Special Schools in Wales.

The Residential Unit offers termly residential stays on a Monday-Thursday basis. We have 6 bedrooms and can accommodate up to 10 pupils per night – (12 can be accommodated in special circumstances.)

We have good facilities that help pupils feel at home during their stay. These facilities include 2 television lounges, a life skills/kitchen area, an art room and a games room, which are all shared between both male and female pupils. Situated on our 'boys' corridor is a toilet block and large shower room. In our 'girls' area we have a shower room, bathroom and separate toilet.

Recently, we have begun to refurbish the unit to make it more user friendly and modern. The bedrooms have been given themes such as Marvel, football and Minnie Mouse to link in with the pupils' interests. We have also renovated the art room and set up a new games room. This has proven very popular with the pupils who enjoy spending free time playing video games and Lego.

Our activity leaders work during the evenings and provide essential support to pupils when carrying out the numerous activities the unit has to offer. Nearly all activity leaders work in the main school and therefore have many opportunities to build good relationships and rapport with the pupils who attend residence.

The purpose of the residential unit is to provide opportunities to increase independence and self-confidence through improvement of life skills. The activities and experience gained through attending residence provides many opportunities for the pupils to further develop their life skills eg cooking, basic domestic tasks, finances.

As well as working on life skills, pupils also experience other fun activities such as bowling, visiting the cinema and swimming. This helps pupils to improve their social skills and it also increases levels of enjoyment, which staff value as a really important aspect of residence.

The Residential Unit hold an annual fete (Christmas) which has proven to be a huge success. Monies raised in the fete are invested back into the residential unit and put towards pupils activities.

In May 2025 the school successfully registered the Residential Unit with the Social Care Wales / Care Inspectorate Wales.

### **School Improvement Plan**

The School Improvement Plan is a vitally important document that outlines and provides a framework for school improvement over the next year. These plans are reviewed during the year by the Head teacher, the Senior Leadership Team, the Local Authority School Improvement Team and update reports are presented and discussed at Termly Governing Body meetings.

### **Summary of plan**

The School Improvement Priority (SIP) areas are:

1. Ensure teaching supports all pupils to make progress
2. Strengthen the consistency and effectiveness of data analysis and the use of other available information to drive strategic priorities
3. Continue to develop the staff's understanding of challenging behaviour in supporting pupils to regulate their emotions
4. Continue to strengthen arrangements to improve attendance

If you have any questions about our SIP please do not hesitate to contact the school for more information.

### **Finance**

Governors are satisfied that the financial resources provided by the Local Education Authority have been properly managed and accounted for in accordance with the Authority's regulations. The information included below is a summary of the latest financial statement provided by the Local Education Authority for the financial year 2024/25

## **FINANCIAL OUTURN STATEMENTS 2024/25**

<b>Ysgol Hendrefelin</b>	
<b>Draft Budget 2024-25</b>	
<b>Budget Heading</b>	
Teaching Salaries	£ 2,183,754
Non-teaching Salaries	£ 2,189,207
Staff Expenses	£ 45,284
Administration	£ 37,225
Local Authorities	£ 242,717
Transport	£ 35,202
Contracts	£ 42,884
Premises	£ 256,498
Capitation	£ 156,551
<b>TOTAL EXPENDITURE</b>	<b>£5,189,323</b>
Income - See page 4	£ 919,577
<b>NET EXPENDITURE</b>	<b>£4,269,745</b>
Formula Allocation	£4,382,484
Over / Underspend	£112,739

If you would like any further information on anything detailed in this report or about the school in general, please contact the school office on 01639 642786 / email [office@ysgolhendrefelin.npt.school](mailto:office@ysgolhendrefelin.npt.school)