YSGOL HENDREFELIN

Governors' Annual Report to Parents

Academic Year	September 2025 to July 2026
Date Report Adopted by Governors	2nd November 2026.
Date Distributed to Parents	3rd November 2026
Chair of Governors	Mr R Blank
Clerk to Governors	Mrs C. Kretzschmar

1. Annual Meeting with Parents (Section 94)

Meeting Held?	No
Date of Meeting	Not applicable
Number of Parents Attending	Not applicable
If Not Held: Reason	Governors received no request from parents to hold a meeting.

Summary of Matters Discussed

No Section 94 meeting took place in 2025-26. Under Section 94 of the School Standards and Organisation (Wales) Act 2013, parents can ask the governing body to hold a meeting to discuss matters relating to the school. The request needs the support of enough parents to meet the legal requirements. Governors received no such request this year. To find out more, contact the Clerk to Governors through the school office.

2. Governing Body Membership

Name	Category	Appointing Body	Term Start	Term End
Ceri Kretzschmar	Clerk		02/09/2021	
Lyndon Lewis	Headteacher		01/09/2019	April 2026
Ryan Duford	Acting Headteacher		13/04/2026	
Richard Blank	Local Authority Governor Chair of Governors	Neath Port Talbot CBC	01/02/2023	31/01/2027
Haydn Davies	Community Governor Vice Chair of Governors	Governing Body	10/03/2023	09/03/2027
Paula Macpherson-Jones	Local Authority Governor	Neath Port Talbot CBC	30/08/2025	29/08/2028
Natalie Robbins	Parent Governor	Parent Election	11/11/2025	10/11/2029
Paula Rees	Parent Governor	Parent Election	28/02/2024	27/02/2028
Sarah Jones	Parent Governor	Parent Election	06/09/2022	08/09/2026

Name	Category	Appointing Body	Term Start	Term End
Dean Draper	Teaching Staff Governor	Staff Election	13/02/2025	12/02/2029
Litza Rees	Non-Teaching Governor	Staff Election	03/07/2023	02/07/2027

Mr L. Lewis retired as Headteacher in April 2026. Mr R. Duford became Acting Headteacher on 13 April 2026. Governors thank Mr Lewis for his service to Ysgol Hendrefelin.

The governing body has 13 places at full strength. In July 2026, 9 places were filled and 4 were vacant.

Chair of Governors	
Name	Mr R. Blank
Contact Address	c/o Ysgol Hendrefelin, Heol Hendre, Bryncoch, Neath SA10 7TY

Clerk to Governors	
Name	Mrs C. Kretzschmar
Contact Address	c/o Ysgol Hendrefelin, Heol Hendre, Bryncoch, Neath SA10 7TY

Current Vacancies (July 2026)	
1x	Community governor
1x	LA governor
1x	SNAP governor
1x	Parent governor

3. Parent Governor Elections

Next Election Due	No election is due. An election only takes place when there are more nominations than vacancies.
Current Vacancies	1x Parent governor
How to Nominate Yourself	Nomination forms are available from the school office.

The school will notify all parents when nominations open. Nomination forms are available from the school office. If the school receives more nominations than there are vacancies, parents will vote in a ballot.

4. Full Financial Statement

4.1 School Income and Expenditure (financial year April 2025 to March 2026)	
	Actual £
INCOME	
Welsh Government / LA Funding (Budget Allocation)	£4,991,956
Pupil Development Grant (PDG)	£111,774
Other Grants	£195,691
Other Income	£354,717

4.1 School Income and Expenditure (financial year April 2025 to March 2026)	
TOTAL INCOME	**£5,654,139**
EXPENDITURE	
Teaching Staff	£2,401,670
Non-Teaching Staff	£2,469,634
Premises / Buildings	£259,445
Learning Resources / ICT	£156,709
Other Expenditure	£317,916
TOTAL EXPENDITURE	**£5,605,374**
GIFTS RECEIVED BY THE SCHOOL	
None	£0
GOVERNING BODY ALLOWANCES	
None	£0

4.2 Financial Commentary

The school's expenditure continues to reflect its commitment to delivering high-quality education and learner support, with investment focused on staffing, curriculum delivery, premises maintenance, and school improvement priorities. Resources were deployed to support both day-to-day operations and the ongoing development of the learning environment.

The outturn position for 2025/26 confirms that the school remains in a strong and stable financial position. The underspend of £48,765 has strengthened reserves and provides flexibility to manage future financial pressures while supporting strategic investment opportunities. This will enable the school to continue investing in priorities such as educational provision, staff development, technology, and improvements to facilities for the benefit of learners and the wider school community.

5. Attendance

Attendance data from 01.09.2025 to 31.05.2026, in line with LA data captures

Year Group	Authorised Absences %	Unauthorised Absences %	Overall Attendance %
Year 7	8.5	8.1	83.4
Year 8	8.7	11.6	79.6
Year 9	8.8	10.3	80.9
Year 10	22.9	16	61.2
Year 11	9.4	11.4	79.2
Learning Support Centre (KS2)	24	6.8	69.2
WHOLE SCHOOL	11.6	11.3	77.1

Whole-school figures include the Learning Support Centre.

Attendance Commentary

Overall whole school attendance rose by 1.9 percentage points on the same period last year, from 75.2% to 77.1% (September to May). There have also been significant improvements in the number of learners attending over 90% (up 6.4%) and attending over 80% (up 2.6%). The number of learners with less than 20% attendance rose by 2.5%. However, out of these 17 learners, 7 left mid-year to be EHE (electively home educated) or to other placements. 3 of this cohort have never attended but remain on roll.

We have strengthened our parental engagement for families whose child is struggling to attend, focusing on supportive rather than punitive measures. These include offering reduced timetables which are bespoke and motivating. Learners are discussed in weekly wellbeing meetings and next steps planned which may involve referrals to Emotionally Based School Avoidance, Education Welfare Service, Case Assessment and Progression team or Occupational Therapy. The deputy headteacher along with the attendance officer meet the school's appointed Education Welfare Officer weekly (alternating sites) to discuss any learners of concern.

Learners are offered incentives to improve their attendance including small weekly or termly rewards, spot prizes for individual improvements, certificates and WOW postcards. Attendance challenges are run at different times during the school year e.g. Funday Friday or the 100% Challenge. Small group interventions with tailored activities are also used to engage learners to attend, along with home visits to build relationships. We have a few learners who are benefiting from outreach programmes and whose attendance shows a marked improvement on previous years. We celebrate any improvement, no matter how small.

The number of learners who are refusing school is of some concern, but this is reflected throughout the authority and is evidenced in the increased number of parent/ carers in NPT who are requesting to electively home educate, up by 55% since 2023. Some of the primary drivers for this within the authority are school-related anxiety and attendance/ prosecution concerns which we are seeing at YHF. However, we actively try to dissuade families to choose this option in the first instance and continue to work collaboratively with parent/ carers and the EWS to enable a slower reintegration to school.

6. Curriculum and Organisation of Education

6.1 Curriculum Statement

Our curriculum builds lifelong learners. At Ysgol Hendrefelin, we believe learning should be rewarding and enjoyable for everyone, with learner wellbeing at its heart. Our teaching gives every learner the skills, knowledge and experiences they need to take on the world around them.

We design curriculum experiences around each learner. We extend learning beyond the classroom and open a wide range of community-based learning. Our residential experiences build the life skills learners need to become as independent as possible.

Staff work closely with learners, parents, governors and the wider community to build a shared understanding of progress. At our school, progress shows in three ways:

- Growing complexity: we raise challenge as learners are ready for it.
- Developing independence: we build each learner's autonomy.
- Greater control: we develop the skills learners need to manage their own learning.

Our curriculum meets the four purposes of Curriculum for Wales. We plan learning that develops skills, knowledge and experiences through purposeful concepts and real-life contexts. Learners learn to think, analyse, evaluate and create across different situations.

We have studied the four purposes in detail: what they mean, how they relate to our learners and what they look like here. The four purposes drive our curriculum, alongside our learners and their needs.

Curriculum for Wales has many parts, and we pull them together into one curriculum. As Curriculum for Wales sets out, a curriculum is everything a learner experiences in pursuit of the four purposes. It is not only what we teach. It is how we teach, and why.

The four purposes are:

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

Equity sits at the heart of Curriculum for Wales. Every learner, whatever their needs, can achieve aspects of the four purposes. Learners practise and develop the skills within the four purposes and the areas of learning and experience. We listen to the learner's voice and use it to co-construct and shape what we offer. The learner's voice is part of how we design the curriculum.

Cross-curricular skills help every learner make progress. We focus on functional literacy and numeracy, since these open the door to learning across every area and into daily life. We build these skills into individual education plans, with targets shaped around each learner's needs. We review these as part of each learner's journey, so support moves with them as they grow.

We organise learning through the six Areas of Learning and Experience: Expressive Arts, Health and Well-being, Humanities, Languages, Literacy and Communication, Mathematics and Numeracy, and Science and Technology. Learners practise and develop the skills within them at a level that is right for each learner.

We develop the skills of creativity and innovation, personal effectiveness, planning and organising, critical thinking and problem-solving. We do this through real-life experiences that motivate learners to play an active part in their communities.

We develop the Welsh language in ways that suit our learners. We weave Welsh into daily school life, so learners meet it as a living language, not only a lesson. Through an ethos of Cynefin, learners build knowledge of their locality, a sense of belonging and their place in the local, national and global community. This roots learning in who our learners are and where they come from, and it helps them value the culture and heritage of Wales.

We teach Relationships and Sexuality Education holistically, at a level that is right for each learner's development. It grows from the positive relationships learners build with their peers, staff, parents and the wider community.

We develop the UNCRC across every area of school life. We have achieved the UNICEF UK Rights Respecting Schools Silver Award, and we are working towards Gold.

We value and embrace diversity. Through daily activities, and through experiences we plan on purpose, learners widen their view of their own culture and other cultures, in local, national and international contexts.

We teach Religion, Values and Ethics through a carefully planned curriculum, pitched at a level that is right for our learners.

Our wider achievements reflect this work. We hold the Eco-Schools Platinum Green Flag Award, Rights Respecting Schools Silver Award and the Careers Wales Bronze Quality Award in Careers and Work-Related Experiences.

Progress at Ysgol Hendrefelin is unique to each learner. Our learners progress in different ways and in their own time.

The aims and objectives of assessment in our school are:

- Let learners show what they know, understand and can do.
- Help learners understand their next step and how to reach it.
- Help teachers plan work that reflects each learner's needs.
- Give the headteacher and governors the information they need to judge how well the school is doing.

Learners get regular, clear feedback and time to act on it, so they know how to improve. We do this through success criteria, formative assessment for learning, and longer-term targets such as their Individual Development Plan outcomes. Teachers use a range of formative and summative assessments to record progress and show each learner's next step. Key Stage 4 learners work towards a range of formal accreditations.

We review our curriculum regularly, so it keeps meeting our learners' needs. Staff, learners, parents and governors run a steady cycle of self-evaluation focused on the standard of learning and teaching across the school. We work with other schools across Wales and beyond to develop our pedagogy and curriculum design.

We share our practice and welcome other schools to visit, building partnerships that benefit our learners. Our curriculum responds to our learners and changes as their needs change.

6.2 Additional Learning Needs (ALN)

Additional Learning Needs (ALN) Provision

Ysgol Hendrefelin continues to provide a highly inclusive and supportive learning environment for learners with a wide range of additional learning needs, neurodiversity, disabilities and communication differences. The school's overarching aim is to ensure that all learners are supported to achieve their full potential academically, socially, emotionally and functionally through personalised provision and specialist support.

Person Centred Planning

The school places a strong emphasis on person-centred planning and review processes, ensuring that learners and their families are actively involved in decision-making about their education and future aspirations. Regular Person-Centred Reviews (PCRs) provide opportunities for learners, parents/carers, school staff and external professionals to work together to identify strengths, celebrate progress and agree meaningful next steps. These reviews ensure that provision remains responsive to individual needs and priorities. Individual Development Plans (IDPs) contain personalised outcomes that reflect each learner's needs, aspirations and long-term goals. Progress towards these outcomes is monitored throughout the year through ongoing assessment. This approach ensures that support is purposeful, measurable and focused on

improving learners' independence, communication, wellbeing, engagement and preparation for adulthood.

Learning Provision

The school operates across three sites in Port Talbot and Bryncoch, with specialist provisions designed to meet the diverse needs of learners. All learners access a bespoke curriculum tailored to their individual strengths, interests and developmental needs.

Provision across the school includes:

- Adapted teaching approaches to accommodate a range of learning styles and abilities.
- Small class sizes and high staff-to-learner ratios, enabling personalised support.
- Additional classroom support from trained teaching and support staff.
- A skills-based curriculum alongside academic learning.
- Embedded literacy and numeracy interventions across all curriculum areas.
- Access to ICT resources within all classrooms.
- Physical and sensory support, including Zones of Regulation and sensory circuits.
- Emotional wellbeing support through targeted interventions and a whole-school Emotion Coaching approach.
- Trauma-informed practice throughout the school.
- Reading and literacy programmes, including Rapid Reading, Read Write Inc., Toe by Toe, Dyslexia Gold, Precision Teaching and POPAT.
- Programmes that promote independence, life skills and preparation for adulthood.
- Work-related learning opportunities and travel training.
- A nurturing school culture that promotes inclusion, wellbeing and positive relationships.

Targeted Interventions

A range of specialist interventions is available to support learners with identified learning, communication, social, emotional and therapeutic needs. During the year, learners have accessed:

- One-to-one support where appropriate.
- Social communication programmes, including Social Use of Language interventions and Talkabout.
- Augmentative and Alternative Communication (AAC) support.
- Bespoke literacy interventions, including Read Write Inc., Toe by Toe, Dyslexia Gold, Precision Teaching and POPAT.
- Emotional Literacy Support Assistant (ELSA) interventions.
- Play Therapy.
- School-based counselling.
- Talk and Draw Therapy.
- LEGO Therapy.
- Relationship-Based Play.
- Individual Speech and Language Therapy interventions.
- Planned movement breaks and sensory regulation support.

These interventions are implemented according to individual learner needs and are regularly reviewed to ensure they remain effective and responsive.

Access Arrangements

Where required, learners are provided with access arrangements to enable them to participate fully in learning and assessment activities, including examinations. These arrangements may include:

- Additional time.
- Readers.
- Scribes.
- Rest breaks.
- Modified or differentiated resources.
- Alternative methods of recording and presenting work.

All access arrangements are reviewed regularly and adjusted in line with learner needs.

Assistive Technology and Communication

Assistive technology continues to play an important role in supporting learners' learning, communication and independence. Learners have access to specialist software, adapted equipment, communication aids and other technologies that help them access the curriculum and demonstrate their knowledge and understanding, both in lessons and examinations.

Access for Disabled Learners

The local authority places learners at Ysgol Hendrefelin through each learner's Individual Development Plan. Disabled learners are admitted on the same basis as all other learners. Staff make reasonable adjustments so disabled learners take a full part in lessons, trips, residential stays and clubs, and are not treated less favourably than other learners.

Facilities include two accessible toilets, one in the main building and one in the Aspire unit. Governors reviewed and approved the Accessibility Plan 2025 to 2028 on 16 December 2025. The plan sets out how the school will improve physical access, access to the curriculum and access to information for disabled learners. Parents and carers can request a copy from the school office.

6.3 Welsh Language

Language Category of School Not Applicable (Special School)

Under the Curriculum and Assessment (Wales) Act 2021, Welsh is a mandatory element of the curriculum for all learners aged 3 to 16. Learners at Ysgol Hendrefelin learn Welsh in every provision and age group through the Languages, Literacy and Communication Area of Learning and Experience. Staff adapt Welsh teaching to each learner's needs and starting point, using visual supports to help learners understand and use new vocabulary. Welsh is part of daily school life beyond lessons.

A 40-week Phrase of the Week programme introduces learners and staff to a new everyday phrase each week. Bilingual room signs and object labels help learners see and use Welsh around each site. The school is working towards the Siarter Iaith Bronze Award. Its action plan and language pledge set out how learners and staff will increase their use of Welsh in and out of the classroom.

6.4 Residential Provision

Ysgol Hendrefelin is one of five residential special schools in Wales. The Residential Unit has been registered with Care Inspectorate Wales since May 2025.

Learners stay in the unit from Monday to Thursday on a termly basis. The unit has six bedrooms and accommodates up to 10 learners a night, or 12 in special circumstances.

Learners share a television lounge, a life skills kitchen, an art room and a games room. Male and female learners have separate toilet, shower and bathroom areas. Bedrooms are themed around learners' interests, such as football.

The unit builds learners' independence and confidence through life skills. Learners take part in cooking activities, complete household tasks and manage money. Learners go on a wide range of evening trips, such as bowling, the cinema and swimming, which develop their social skills.

The residential managers plan all activities. Activity leaders deliver the evening programme, and nearly all of them also work in the main school, so learners stay with adults they already know.

The unit holds a Christmas fete each year. Money raised goes back into activities for learners.

7. Provision for Sport

Physical education is part of the Health and Well-being Area of Learning and Experience. Learners across all provisions take part in PE lessons each week, with activities adapted to each learner's needs, age and starting point. Learners benefit from at least two hours of dedicated PE lesson time per week. Learners also take part in athletics, cricket and swimming lessons.

Outdoor and adventurous activities widen the sports offer. Learners take part in surfing, skateboarding, climbing, Forest School and coastal school sessions, delivered in partnership with Down to Earth. Key Stage 4 learners work towards the Duke of Edinburgh's Award. Boxing sessions run in partnership with Bulldogs Gym.

Extra-curricular clubs give learners more chances to be active. The Bryncoch site runs after-school sports, rugby, fitness and dance clubs. Learners compete in school competitions and represent Ysgol Hendrefelin in sports teams against other schools.

Sport continued through the summer holidays. Learners attended the Food and Fun programme in weeks 1, 2 and 4, taking part in daily physical activity. In week 4, learners joined NPT PASS at Margam Park. The healthy eating section of this report describes the nutrition learning learners took part in.

8. Healthy Eating and Drinking

Ysgol Hendrefelin promotes healthy eating and drinking in line with the Healthy Eating in Schools (Wales) Measure 2009. Food and drink provided during the school day meet the Healthy Eating in Schools (Nutritional Standards and Requirements) (Wales) Regulations 2013. Staff encourage learners to make balanced choices at mealtimes.

Learners have free access to fresh drinking water throughout the school day and bring reusable water bottles to school. Fizzy and sugary drinks are not permitted on any school site.

Healthy eating is taught through the Health and Well-being Area of Learning and Experience, Science, cookery and independent living lessons. Learners prepare balanced meals, read food labels, compare healthy and less healthy choices and learn why drinking water matters. In

mathematics, learners plan and budget for ingredients, then shop for them and handle real money. During residential stays, learners take part in cooking activities as part of their life skills programme.

Learners grow their own food. In gardening lessons, learners plant, harvest, prepare and taste their own vegetables. Learners sell their produce to staff and reinvest the money in seeds for the next growing season. Learners see the full journey from seed to plate while building independence, teamwork and enterprise skills.

The school uses community food schemes to extend this learning. Theodore Road learners joined the Tesco food waste reduction scheme and learned how food choices affect the environment. When the school receives surplus food through the food share scheme, learners cook with the produce, for example making leek soup.

Learning about food continued through the summer holidays. The school ran the Food and Fun programme in weeks 1, 2 and 4. Every learner received healthy food at every session. Learners cooked, took part in outdoor activities and learned about nutrition. At the end of the programme, parents and carers joined their children to share a healthy meal and celebrate what learners had learned. The sport section of this report describes the physical activity learners took part in.

Staff adapt all food and cookery activities to each learner's learning, communication and sensory needs.

9. Toilet Facilities

The school provides over the appropriate number of toilet facilities (Special schools: 1 toilet per 10 learners, regardless of age). Ysgol Hendrefelin provide separate toilets for male and female learners in each key stage / specialised unit provision, as well as separate toilets for staff.

Learner toilets are located throughout the school building, including facilities adjacent to classroom areas and communal spaces, ensuring that they are readily accessible during the school day to all learners. The school has two accessible disabled toilet facilities, one in the main area of the building and one in our Aspire unit.

All washroom areas have the following:

- Water supply for hand washing
- Liquid soap dispensers
- Toilet tissue or hand drying facilities
- Sanitary disposal units in all female cubicles, emptied regularly
- Toilet seats
- Indicator bolts on all cubicle doors, maintained and repaired promptly
- Air fresheners throughout facilities
- Regular water temperature testing.

All toilet facilities are cleaned daily by the school's contracted cleaning staff. In addition to the daily cleaning schedule, facilities are checked regularly by site staff during the school day to ensure they remain clean, safe, fully stocked with soap, toilet paper and hand-drying materials, and in good working order.

Any maintenance issues identified are reported promptly to the Site Manager and addressed as a priority to minimise disruption. The school monitors the standard of cleanliness and maintenance

through regular inspections to ensure that toilet facilities remain hygienic, safe and fit for purpose for all learners.

The Governing Body has adopted a Toilet Access and Learner Dignity Policy; this policy exists to:

- guarantee that every learner has access to clean, safe and appropriate toilet facilities throughout the school day
- uphold the dignity and privacy of all learners, particularly those with complex needs who may require support to access or use toilet facilities
- set clear expectations for staff on safe practice, supervision and the boundary between routine toilet access support and planned intimate care
- ensure toilet-related support is informed by each learner's Individual Development Plan (IDP) where appropriate
- protect learners and staff through robust safeguarding arrangements
- meet the statutory requirements of Welsh legislation and Welsh Government guidance

10. Community Links

Key Stage 4 learners spent a day with the local fire service. They developed teamwork and communication skills and learned about fire safety and arson reduction. A PCSO later led a talk for these learners on volunteering in the local community. Police officers also taught them how to keep themselves safe online. The school council worked with a visitor to explore the local community.

The Eco Warriors learned to sew and repair old clothing instead of buying new, with support from a visitor from Good Life Schools. They also linked with Greenfields, a special school in Merthyr Tydfil. Learners from both schools shared their eco work and completed a litter pick together. Closer to home, classes help maintain the allotments in Fairyland and grow their own food. Neath Bushi-Kai karate club uses the school’s facilities every week.

Staff completed Careers and Work-Related Experiences (CWRE) development led by Careers Wales. These strengthened careers provision in school. Staff shared good practice with local cluster schools.

Rhian Williams, Education Social Worker, works with S.A.N. (Support Additional Needs) Neath and District. This volunteer-run group supports parents and carers of children and adults with additional learning needs, disabilities or mental health conditions in Neath.

The YHF Food Share Scheme sends weekly food packages home to families who sign up through Class Dojo. Learners raised money for Hello Yellow, Children in Need and Red Nose Day. The school also celebrated Universal Children’s Day, with learners exploring their rights. Families attended Key Stage 4 parents’ evenings. An art exhibition showcased learners’ creative work to families and the wider community. Leavers celebrated at a Key Stage 4 prom and a leavers’ assembly, which recognised their achievements, personal growth and contribution to school life.

11. Policy Reviews

Policy / Strategy	Review Date	Action Taken / Outcome
Accessibility Plan 2025-2028	16th December 2025	Reviewed and approved with amendments.
Administering medication	16th December 2025	Reviewed and approved with amendments
Careers and Work-Related Education (CWRE)	16th December 2025	Reviewed and approved with amendments
Curriculum Policy	16th December 2025	Reviewed and approved with amendments.
Maximising Attendance at Work Procedure	16th December 2025	Reviewed in line with NPTC / Welsh Gov guidance.
Access and Inclusion Policy	17th March 2026	Reviewed and approved with amendments.
Anti-Bullying Policy	17th March 2026	Reviewed and approved with amendments.
Attendance Policy	17th March 2026	Reviewed and approved with amendments.
Conflict of Interest for Examinations and Assessments Policy (Exam)	17th March 2026	Reviewed and approved with amendments.
Controlled Assessments Policy (Exam)	17th March 2026	Reviewed and approved with amendments.
Internal Appeals policy (Exam)	17th March 2026	Reviewed and approved with amendments.
Non-Examination Assessment (NEA) policy (Exam)	17th March 2026	Reviewed and approved with amendments.
School Uniform Policy	17th March 2026	Reviewed and approved with amendments.
Suspected Malpractice and AI in Examinations and Assessments Policy (Exam)	17th March 2026	Reviewed and approved with amendments.
Whole School Exam Policy and Contingency Plan (Exam)	17th March 2026	Reviewed and approved with amendments.

Policy / Strategy	Review Date	Action Taken / Outcome
Word Processor (Exam)	17th March 2026	Reviewed and approved.
Safeguarding Policy (New DSP and Deputy DSP)	13th April 2026	Reviewed and approved with amendments.
Adoption Policy review	7th July 2026	Reviewed in line with NPTC / Welsh Gov guidance.
Community Acceptable Use Policy adoption	7th July 2026	Adopted in line with NPTC / Welsh Gov guidance.
Continuing Professional Development Policy review	7th July 2026	Reviewed and approved with amendments.
Device Management Policy review	7th July 2026	Reviewed and approved with amendments.
Effective Feedback Policy review	7th July 2026	Reviewed and approved with amendments.
Healthy Eating, Food & Fitness Policy review	7th July 2026	Reviewed in line with NPTC / Welsh Gov guidance.
Intimate Care Policy	7th July 2026	Reviewed and approved with amendments.
Learner Acceptable Use Policy adoption	7th July 2026	Adopted in line with NPTC / Welsh Gov guidance.
Learners Leaving School Site Policy review	7th July 2026	Reviewed and approved with amendments.
Pay Policy 2026-2027	7th July 2026	Reviewed in line with Welsh Government guidance.
Performance Management Policy review	7th July 2026	Reviewed and approved with amendments.
Policy for Promoting & Supporting Education for Children who are Looked After (CLA)	7th July 2026	Reviewed in line with NPTC / Welsh Gov guidance.
Positive Handling Policy - Care and Control review	7th July 2026	Reviewed and approved with amendments.
Positive Mental Health and Wellbeing Policy	7th July 2026	Reviewed and approved with amendments.
Promoting Positive Behaviour Policy review	7th July 2026	Reviewed and approved with amendments.

Policy / Strategy	Review Date	Action Taken / Outcome
Relationships and Sexuality Education review	7th July 2026	Reviewed and approved with amendments.
Safer Recruitment Policy	7th July 2026	Reviewed in line with NPTC / Welsh Gov guidance.
Social Networking Policy	7th July 2026	Reviewed in line with NPTC / Welsh Gov guidance.
Staff Acceptable Use Policy	7th July 2026	Adopted in line with NPTC / Welsh Gov guidance.
Sustainability, ESD & Eco Awareness Policy	7th July 2026	Adopted in line with NPTC / Welsh Gov guidance.
Technical Security Policy	7th July 2026	Reviewed and approved with amendments.
Toilet Access and Learner Dignity Policy	7th July 2026	Reviewed and approved with amendments.
Traffic Management Policy	7th July 2026	Reviewed and approved with amendments.
Travel and Subsistence Policy	7th July 2026	Updated in line with NPTC guidance.
Whistleblowing	7th July 2026	Reviewed in line with NPTC / Welsh Gov guidance.

12. School Development Plan (SDP) Summary

SDP Priority	Progress This Year	Impact on Learners
Teaching helps all learners make progress in their digital skills	The school appointed a Digital Skills Leader, who trained with the regional consortium and ran workshops for staff across all three sites. Staff attended training on planning and assessing digital skills. Between April and June 2026, senior leaders and the Digital Skills Leader visited lessons, spoke with learners and looked at learners' work in every provision. The June 2026 report judged digital skills provision across the school as good.	Digital skills are now taught clearly in nearly all lessons. Learners code games in Scratch, program micro:bits, build habitats in Minecraft and use spreadsheets to present science data. Nearly all learners stay on task and keep trying when their code does not work first time. Learners in Horizon Key Stage 3 show clear progress from Year 7 to Year 9. One Theodore Road learner sent an email with artwork attached to a member of staff without adult help. Next year, the school will give more able learners harder tasks and complete digital skills maps for every provision.
Use information	Each site collected and analysed its own learner data. MyConcern went live across	Staff now record safeguarding and wellbeing concerns in one place,

SDP Priority	Progress This Year	Impact on Learners
and data better to improve learning	all three sites on 2 June 2026, giving leaders one digital record of wellbeing and safeguarding information.	and the safeguarding leads for each site see new information straight away. The school has now introduced whole-school data analysis, so leaders look at learners' progress across all three sites together. This work continues in the 2026 to 2029 plan, where every provision will track learners' vocabulary using the same assessments.
Help learners understand and manage their emotions	Staff trained in Zones of Regulation, sensory circuits, Team Teach, trauma-informed practice, ELSA, Lego Therapy and emotion coaching. The local authority Occupational Therapist and Educational Psychologist worked with staff across the sites. Learners used Zones of Regulation every day and accessed support such as ELSA sessions, sensory circuits and the Tonnau Teulu programme for Key Stage 4.	80% of Key Stage 3 and 4 BESN learners improved in the developmental strands of the Boxall Profile, and 70% improved in the diagnostic profile. The exclusion rate fell from 2.12% in 2023 to 2024, to 0.95% in 2024 to 2025, to 0.78% in 2025 to 2026. 95% of parents who responded to the school questionnaire agreed their child is safe and supported in school, across 57 responses. Staff observe more learners naming how they feel and choosing a strategy to calm down.
Improve attendance	The Attendance and Family Liaison Officer met with the Education Welfare Service every fortnight. Learners set their own attendance targets and earned rewards chosen by the school council. Staff completed training in Emotionally Based School Avoidance (EBSA) to support anxious learners back into school. The school set up a live tracker for learners on Pastoral Support Plans and reduced timetables, with regular reviews.	Whole-school attendance was 75.2% from September 2024 to May 2025 and 77.7% by the end of November 2025. Attendance from September 2025 to May 2026 was 77.1%, against the 78% target. Fewer learners lost school time to exclusion. On the Bryncoch site, every learner on a reduced timetable increased their time in school, and 75% came off their reduced timetable and returned to full-time school. On the Port Talbot sites, 7 of 17 learners (41%) on Pastoral Support Plans increased their time in school. The number of Port Talbot learners on Pastoral Support Plans fell from 17 at the start of the year to 9 by the end, a drop of 47%. Learners who attend more often take part in more lessons, trips and wellbeing support.

2026 to 2027 Overview for Parents

This year, Ysgol Hendrefelin is focusing on three areas. Each one is part of a three-year plan running from September 2026 to July 2029. The plan builds on last year's work and on advice from Estyn, the schools inspectorate for Wales.

Words and vocabulary

Many learners at Ysgol Hendrefelin join the school with fewer words than other children their age. Learners who understand more words follow instructions more easily, read with better understanding and explain how they feel. Fewer misunderstandings mean fewer upsets during the school day.

What the school will do. Every class will teach a small set of new words each week, planned across all subjects. Staff will use pictures, repetition and real objects to help learners remember new words. The same words will appear in lessons, on classroom displays and in everyday conversation, so learners hear and use them many times. Learning walks to establish a baseline have been undertaken by the Senior Leadership Team, supported by the local authority and an education consultant this term.

In September 2026, staff checked each learner's understanding of words using the British Picture Vocabulary Scale. Learners look at four pictures and point to the one matching the word they hear. The test needs no reading or writing, so every learner can take part. Staff will repeat the check in the summer term 2027 and compare the results.

Using information to help learners

Estyn asked the school to make better use of information about learners. Each class already tracks progress, but different classes record information in different ways. Leaders now look at data across all three sites. The next step is to use the same assessments everywhere, so leaders spot learners who need extra help sooner.

Staff will record progress, wellbeing and attendance in the same way in every class. The school will use the same reading and vocabulary assessments across all provisions. Leaders will bring this information together each term and look at how different groups of learners are doing. Teachers will use the results to plan the next steps for each learner.

Progress so far. In June 2026, the school moved its wellbeing and safety records from paper onto MyConcern, a secure online system now in use across all three sites. Staff record concerns in one place, and the safeguarding leads for each site see new information straight away.

Conversations about your child's progress at review meetings will draw on clearer and more up-to-date information.

Attendance

Learners in school more often learn more, build friendships and get more support. Attendance at Ysgol Hendrefelin was 76.3% in 2023-24, 75.2% in 2024-25 and 77.1% in 2025-26, measured from September to May each year. The school's target is 78.5% by May 2027, 80% by May 2028 and 81% by May 2029.

The Attendance and Family Liaison Officer will continue to meet the Education Welfare Service every fortnight and contact families early when attendance drops. Learners will set their own attendance targets and earn rewards chosen by the school council. Families will receive praise postcards when attendance improves. Staff trained in supporting anxious learners will work with learners who find coming to school hard.

Learners on part-time timetables. Some learners attend school for part of the week while they settle. The school keeps a live record of every part-time timetable and reviews each plan regularly with families. The aim is to increase each learner's time in school, step by step, at a pace the learner manages.

Staff will share your child's attendance target with you. If your child is worried about coming to school, contact your child's class teacher or the Attendance and Family Liaison Officer. Early conversations make the biggest difference.

Parents will receive an update on progress in each area in next year's report.

13. Summary of School Performance (Years 10 & 11)

Learners at the Bryncoch and Velindre sites made 273 qualification entries, including GCSEs. They achieved 257 of them, a success rate of 94.1%. A small number of results are still awaiting confirmation. Qualifications cover academic subjects, practical trades and life skills.

Qualification	Entries	Achieved	Success rate	Highlights
Bryncoch site				
WJEC Entry Level (English, Science, Mathematics-Numeracy)	34	34	100%	32 entries at Entry Level 2 or above. Half at Entry Level 3.
WJEC Entry Pathways (12 subject areas)	124	118	95.2%	Food and Health: 19 of 20 successful. Six results not yet achieved or awaiting confirmation.
WJEC Essential Skills for Work and Life	21	21	100%	Nine at Entry 1, 12 at Entry 2.
Vocational college courses	12	12	100%	Automotive Maintenance and Repair (Pontardawe College). Styling Women's Hair (Afan College).
Velindre site				
GCSE (English Language, Mathematics, History, Science)	15	9	60%	Grades A* to G, including two at grade C.
WJEC Entry Level Mathematics-Numeracy	17	14	82.4%	Ten at Entry Level 2 or above.
WJEC Entry Pathways (Science, Humanities, ICT)	32	31	96.9%	One result awaiting confirmation.
Vocational and work-related qualifications	18	18	100%	First aid, health and safety, welding, motor vehicle, grounds maintenance and work skills. Every leaver left with at least one.
All sites	**273**	**257**	**94.1%**	

GCSEs are the most demanding qualification Velindre learners sit.

What the results mean for learners

Each learner follows a pathway matched to their needs and aspirations. Some learners work towards GCSEs. Others gain Entry Level, Entry Pathways and college qualifications. In 2026, learners left with recognised qualifications in English, mathematics, science, humanities, the arts, fitness, food, hair styling, motor vehicle maintenance, welding, ground maintenance, first aid and health and safety. These qualifications give learners clear routes into college, training and work.

14. Destination of School Leavers

Destination Category	Number of Learners	Percentage %
FE college (supported/specialist learning)	20	60.6
FE college (mainstream course)	6	18.2
Jobs Growth Wales - ITEC	2	6.1
Specialist / residential college	1	3
Training / work-based learning	1	3
NEET / unknown	3	9.1
Total	**33**	**100**

15. Post-Inspection Action Plan (PIAP)

Estyn inspected Ysgol Hendrefelin in March 2024 and made three recommendations. Estyn carried out an interim visit in December 2025. The School Development Plan reports progress against each recommendation, and Section 12 gives the full detail.

R1 Strengthen the consistency and effectiveness of data analysis and the use of other available information to drive strategic priorities.

Progress: Leaders now analyse learner data across all three sites together. MyConcern went live across all three sites on 2 June 2026, giving one digital record of wellbeing and safeguarding information.

R2 Continue to develop the staff's understanding of challenging behaviour in supporting pupils to regulate their emotions.

Progress: Staff trained in Zones of Regulation, Team Teach, trauma-informed practice, ELSA and emotion coaching. The exclusion rate fell from 2.12% in 2023 to 2024 to 0.78% in 2025 to 2026.

R3 Continue to strengthen arrangements to improve attendance.

Progress: Attendance from September to May rose from 75.2% in 2024-25 to 77.1% in 2025-26. Staff completed training in Emotionally Based School Avoidance, and the Attendance/Family Liaison Officer meets the Education Welfare Service every fortnight.

16. Changes to the School Prospectus

The school prospectus has been updated to reflect these changes:
Mr R. Duford became Acting Headteacher on 13 April 2026, following the retirement of Mr L. Lewis.

The School Development Plan 2026 to 2029 sets three new priorities: vocabulary, using information to help learners and attendance.

The school achieved the UNICEF UK Rights Respecting Schools Silver Award.

Term dates and inset days for 2026 to 2027.

The prospectus is available on the school website and from the school office.

17. Term Dates: Next Academic Year (2026 to 2027)

Term	Start Date	End Date	Half Term Start	Half Term End
Autumn Term	1 September	18 December	26 October	30 October
Spring Term	4 January	19 March	8 February	12 February
Summer Term	5 April	20 July	31 May	4 June

Planned Inset Days

Tuesday 1 September 2026
Friday 23 October 2026
Monday 5 April 2027
Friday 30 April 2027
Two further dates to be confirmed

Contact the school

For more information about anything in this report, contact the school office.
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Signed on behalf of the Governing Body:

Richard Blank

(Chair of Governors, Ysgol Hendrefelin)

02/11/2026

Date: _____