



# School Prospectus 2024



***Ysgol y Rhos provides a safe and stimulating learning environment in which young people are offered a fresh start every day and empowered to achieve and fulfil their true potential.***



**Unique Care  
Gofal Unigryw**



## **Academic Year 2024 - 2025**

Ysgol y Rhos,  
Fford y Blaenau,  
Treuddyn,  
Flintshire,  
CH7 4NS

**Tel:** 01352 770100

**Admin Email:** [Education@we-are-unique.care](mailto:Education@we-are-unique.care)

**Head Teacher:** Austin Bowers

**Proprietor:** Unique Care Homes Limited

## **An introduction from our Head Teacher**

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# Welcome



Welcome to this prospectus for Ysgol y Rhos, we hope that the information set out here helps you to understand our unique provision for young people.

Ysgol y Rhos is a small supportive community, where professionals from the three disciplines of Education, Therapy and Care work together to achieve the best outcomes for young people who, because of the difficulties they have experienced have been unable to remain in mainstream education.

We believe that all the young people we serve are capable, with the correct support, of developing the knowledge, skills and understanding they will need to become happy and productive members of the society in which we all live.

Our school motto is "a fresh start every day" and this is the guiding principle that underpins all our work with young people. As they work through the issues that have prevented them from succeeding in mainstream schools, young people know that whatever difficulties they may have, they will be listened to and taken seriously. However, they also come to understand that any problems experienced today will not impact on their relationships with adults or the support they will receive tomorrow. This allows them to begin to recognise their true worth as individuals and improves their self-image.

The education we offer young people mirrors the provision in mainstream schools, tailored to meet their individual learning needs. This basic curriculum is enriched by a programme of wider educational experiences aimed at bolstering learning and supporting improved self-esteem in each young person.

**This prospectus is written in accordance with Standard 6: The provision of information, Independent Schools Standards (Wales) Regulations 2003**



**Our Vision**

Ysgol y Rhos provides a safe and stimulating learning environment in which young people are offered a fresh start every day and empowered to achieve and fulfil their true potential.

### **Our aims:**

At Ysgol Y Rhos we aim to:

- provide opportunities that compensate for earlier missed experiences
- enable young people to distinguish right from wrong
- support young people in learning to manage their own behaviour
- support improved self-esteem and self-image
- enable young people to develop the skills for positive social interaction
- empower young people to participate in their own education
- provide a safe, secure learning environment
- help young people to begin to enjoy learning
- help young people to achieve their potential
- prepare young people for success in adult life
- empower young people to invest in their own future development and that of the school community.

### **Our Ethos:**

At Ysgol y Rhos we cater for both boys and girls in the age range of 8 to 16 years. We understand that many of the young people who come to the school have had a turbulent and often disrupted past education experience. Most have been to a number of schools, have been subject to exclusion, and struggle to maintain their learning in more mainstream settings; often subject to low self-esteem, low confidence in learning and a high level of disengagement from the education system. Further, the risks presented by their Adverse Childhood Experiences, and associated problematic and complex interpersonal skills development, have impaired their ability to be integrated into, and educated by, mainstream schools.

Many of our young people come with a range of additional learning needs, some with Statements of Educational Needs (IDP) or Education, Health and Care Plans. We aim to offer equity rather than equality of opportunity, that is matched to the needs of the child. As can be shown in the graphic below.





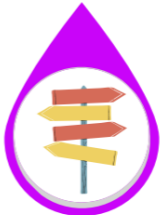

At Ysgol y Rhos we seek to offer a fresh start for all our young people and work to provide an experience of education that is commensurate with each individual's needs and abilities. We support young people to re-engage, to address gaps in their previous education and empower them to both participate in, and take responsibility for their education, and their future.

From a starting point of prior-educational information and comprehensive baseline and diagnostic assessments, we seek to build an education programme with relevant target-setting based on the needs of the individual, to support and challenge them to achieve a range of positive outcomes. All young people have an Individual Education Plan (IDP) utilising SMART targets to identify and promote the development of key areas relevant to them as an individual, supported by data taken from GL assessments. All staff support the young person in achieving their targets, and IEPs are reviewed on a half-termly basis in conjunction with the students and all staff. Students have their own IEP child friendly targets which are in their subject books.

A foundation of the school is the support young people receive to achieve positive outcomes from their time with us and to help them realise their potential. Whether this is through the routes of assessment and accreditation on offer to them, the wider experiences and opportunities offered by the school, or development of life and social skills through being part of the school community. We strive to ensure that when every young person moves on, they have tools to succeed and achieve. We want our young people to be the best they can be, and it is our responsibility to ensure that we provide them with support, encouragement and every opportunity to do so.

Ysgol y Rhos operates an integrated model of care, education and therapy. The school exists to improve the quality of life of its pupils both now and in their future. The underpinning therapeutic model across both care and education supports the development of young people. This approach is supported by the onsite team of two Art Psychotherapists.

We work with the children to ensure that the following therapeutic factors are enhanced as aligned to a therapeutic practice:

Key People to the child.	Meaningful friendships.	Sports and activities.	Long term direction or goals.	A sense of community
				





# Admission Process








## Admission process

All admissions to the school arise from the young person being admitted to one of the residential care homes within Unique Care, following a comprehensive referral process. All admissions to the school are carefully planned, as each young person is integrated into school life, and begins with an information gathering process of previous educational history and plans. This process begins during the referral stage, as the school starts to plan for the admission of a pupil. The process is supported by a comprehensive package of baseline and diagnostic assessment, completed by both the teaching team and members of the therapeutic team, in the first three months.

This information provides the school with a better understanding of the needs and abilities of each young person, allows us to tailor the education on offer to meet these needs, and allows for accurate target setting for SMART IEP targets. This information also provides a baseline against which continuous progress monitoring and tracking can be measured, allowing a clear picture to develop about how a pupil is progressing across their time in the school, and is additional to any summative accreditation they may complete.

Each pupil is allocated a tutor group and key tutor. It is the responsibility of the tutor to support the pastoral needs of the young person, and to report to and attend any planning or review meetings for that pupil. It is also the responsibility of the tutor to support the pupil to integrate with his peers within the tutor group, and to ensure that in the first weeks the pupil is able to become a valued member of the school community. The pupil will follow the timetable for that tutor group, learning in a small group setting where differentiation and inclusive practices are the key to helping them to re-engage in their education.

We work with the children to ensure that the following therapeutic factors are enhanced as aligned to a therapeutic practice:

Key People to the child.	Meaningful friendships.	Sports and activities.	Long term direction or goals.	A sense of community
				

From admission, the team will begin to build a personal and Education file for each young person containing the following items:

- ◆ Education File -Personal Learning Plan, Timetable, Initial Assessments, Progress Reviews, Attendance record, Certificates gained at school, key tutor meeting notes, PEPs, Careers interviews, photographs, work experience.
- ◆ Student File - personal details and basic information, Risk Assessments, ALN (IDP/Statement/EHCP), LACs, TAC minutes, Admission forms, Bursary/Pupil premium, Correspondence.

## **On admission the objectives of the school in facilitating a young person to engage in their learning are as follows:**

- To ensure that all students are in a safe and secure environment.
- To ensure that all pupils have a Personal Learning Plan (PLP) with SMART targets relevant to the pupil's needs and individual behaviour plan (IBP); linked to Boxall if appropriate.
- All children have child friendly PLP targets to track and monitor themselves.
- To ensure that all pupils have an appropriate learning programme which allows progression in all curriculum areas towards achieving positive outcomes;
- To ensure that within any plan there will be a focus on the development of an individual's personal and social skills;
- To encourage and support the pupil to take responsibility for their learning and encourage participation in regular reviews in order to express their thoughts and opinions;
- To support and encourage regular communication and engagement with adults holding responsibility for the welfare and care of the pupil; through LACs, PEPs, TACS, Carer consultation and statement reviews.
- To encourage and support pupil engagement with the wider community;
- To ensure that all relevant parties connected with the pupil receive regular reports and information about the pupil.
- As a placement comes to an end, for whatever reason, to support the pupil to make a successful transition through provision of a carefully considered and timely transition process towards their next placement, wherever that may be.

## **Curriculum and organisation:**

The school provides 25 hours per week learning opportunities for all pupils and provides a curriculum which supports the requirements of the Independent Schools Standards (Wales) Regulations 2003. All young people are taught in small groups of up to 5, and class groups are decided by both ability, examination and peer compatibility. Young people have access to a weekly therapy session.

A typical example of a school week is as follows

MONDAY	9.00 – 9.15	9:15 – 10.00 (45mins)	10.00 – 10.45 (45 mins)		11.00 – 11.45 (45mins)	11.45-12.30 (45 mins)		1.10 – 1.55 (45mins)	1.55 – 2.40 (45mins)	2.40 – 3.00 (20 mins)
A:	ASSEMBLY	Maths	English	Break 10:45– 11:00 15 mins	Science	Art	Lunch 12:30 – 1:10 40 mins	Wellbeing	IDL	Form time
B:		Art	Maths		English	Science		IDL	Wellbeing	Form time
C:		Science	PSHE		Maths	English		Humanities	Art	Form time
D:		English	Science		PSHE	Maths		Basic / Digital Skills	Humanities	Form time
Other Activity	WELLBEING DOG FROM 1.30 pm									
TUESDAY	9.00 – 9.15	9:15 – 10.00 (45mins)	10.00 – 10.45 (45 mins)		11.00 – 11.45 (45mins)	11.45-12.30 (45 mins)		1.10 – 1.55 (45mins)	1.55 – 2.40 (45mins)	2.40 – 3.00 (20 mins)
A:	FORM KEY SKILLS LITERACY WELSH	PSHE	Maths	Break 10:45– 11:00 15 mins	English	Science	Lunch 12:30 – 1:10 40 mins	Humanities	Welsh	Reflection Time
B:		Science	PSHE		Maths	English		Art	Humanities	Reflection Time
C:		English	Science		PSHE	Maths		Well-being	Basic / Digital Skills	Reflection Time
D:		Maths	English		Science	Art		IDL	Wellbeing	Reflection Time
Other Activity	SWIMMING 12.50 pm Group A / MUSIC LESSONS IN PAIRS 1-3pm									
WEDNESDAY	9:00-10:45				11:00-12:10					
Group One		Technology		Break 10:45– 11:00 15 mins	Technology		Lunch 12:10 – 12:30 20 mins	Outside Lives (13:00 – 15:00)		
Group Two		Technology			Technology			Farm Fit (13:00 – 15:00)/		
Group Three		Outdoor Education 10:00 – 14:00			Outdoor Education 10:00 – 14:00			Safe and Sound (10:00 – 14:00)		
THURSDAY	9.00 – 9.15	9:15 – 10.00 (45mins)	10.00 – 10.45 (45 mins)		11.00 – 11.45 (45mins)	11.45-12.30 (45 mins)		1.10 – 1.55 (45mins)	1.55 – 2.40 (45mins)	2.40 – 3.00 (20 mins)
A:	FORM KEY SKILLS LITERACY WELSH	Science	PSHE	Break 10:45– 11:00 15 mins	Maths	English	Lunch 12:30 – 1:10 40 mins	Well-being	IDL	Form time
B:		English	Science		PSHE	Maths		IDL	Wellbeing	Form time
C:		Maths	English		Science	PSHE		Art	Humanities	Form time
D:		PSHE	Maths		English	Science		Science	Work Skills	Form time
Other Activity	ALL DAY MPTC HORSE CARE 1-3.30pm -									
FRIDAY	9.00 – 9.15	9:15 – 10.00 (45mins)	10.00 – 10.45 (45 mins)		11.00 – 11.45 (45mins)	11.45-12.30 (45 mins)		1:10 – 1:30 (20 mins)	1:30 – 1:45 (15 mins)	2:00 – 15:00 (1hour)
A:	FORM KEY SKILLS LITERACY WELSH	English	Science	Break 10:45– 11:00 15 mins	Art	Maths	Lunch 12:30 – 1:10 40 mins	IDL	ASSEMBLY (AR/1 PPA / / /)	PE – off site activities
B:		Maths	English		Science	Art		Basic / Digital Skills	ASSEMBLY (AR/1 PPA / / /)	PE – off site activities
C:		ART	Maths		English	Science		Wellbeing	ASSEMBLY (AR/1 PPA / / /)	PE – off site activities
D:		Science	Art		Maths	English		Work Skills	ASSEMBLY (AR/1 PPA / / /)	PE – off site activities
Other Activity	ALL DAY – COLEQ CAMBRIA									

## Nature and Scope of the Curriculum:

- Enables the intellectual, emotional and physical development of each young person;
- Meets the needs, aptitude and potential for each individual;
- Provides a balanced programme which promotes the development of skills and understanding, including academic, creative and personal, social development.
- Gives access to a number of accreditation routes that build through continuity and progression. At KS2 and early KS3, young people follow a primary model where appropriate, with a dedicated teacher.

The programmes of learning is framed by the new National Curriculum for Wales, using the defined Progression Steps.

**English**  
**Humanities**  
**Science**  
**ICT/Media**  
**PE (Outdoor Education)**

**Welsh**  
**Mathematics**  
**Art & Design**  
**PSHE**  
**Health & Social Care**

All pupils have the opportunity to learn Welsh Language and where appropriate to work towards functional skills and GCSE qualification.

All young people have access to Careers Wales support and advice, and pupils in Years 10 & 11 have an opportunity to engage in Work Experience.

Many learners who attend the school are in receipt of an EHC plan or an Individual Development Plan. The school will work closely with the placing authority to ensure that a young person's specific needs are met and that any specific requirements of a current plan are catered for. The school will review requirements of statements and personal education plans. Yearly as well as closely monitoring data from plans to ensure learning objectives are met.

### **Assessment:**

The school understands the importance of being able to offer pupils a wide range of summative assessment routes and accreditation in order that they leave the school with a range of qualifications that will support them to achieve their future goals and help them to be successful in adult life.

All pupils are able to access accreditation relevant to their needs and abilities, and all pupils are offered a progressive route through this range of qualifications. Those currently on offer are as follows:

- ◆ AQA Unit Awards Entry Level Awards
- ◆ Foundation Skills Awards BTEC
- ◆ SWEET
- ◆ GCSE Awards
- ◆ Prince's Trust Achieve Awards Sweet

Progress towards achieving end-accreditation is supported by in-year formative assessment and a focus on Assessment for Learning (AfL), helping pupils and teachers alike to understand their progress and performance on a continuous basis.

Please contact school for information on academic performance.

**Further details of the school's approach to teaching and assessment can be found in the Learning and Teaching Policy and Assessment Policy, available on request.**

### **Careers Advice:**

At Ysgol y Rhos we work very closely with Careers Wales and all young people are given advice at Year 10. We also offer advice during year 11. All new learners have a careers interview when they are admitted in Key Stage 4.

All young people in year 10 and 11 are offered the opportunity of work experience in each year. All young people are supported to access College Open Days and in the application and interview stages to ensure appropriate courses are applied for at the correct level of challenge.

We support these tasks in our PHSCE and tutorial sessions and can provide practical and administrative support in college and job applications, where necessary and appropriate.



## **Sex & Relationships Education:**

Given the complex needs of our young people we ensure that sex and relationships education is placed in the context of a secure caring framework. All young people receive SRE education, and the school and the therapy department work closely to develop a bespoke content based on the child's individual history of trauma.

## **Supporting education at home:**

At home each young person has access to appropriate space for undertaking homework or private study. Access to electronic equipment is agreed on an individual basis with the home Local Authority. Care staff offer any assistance required to help with schoolwork and apply the formal learning to activities outside school. In the absence of the young person's parents, staff at the home attend any parents' meetings and other school events.

## **Tasks set at home:**

When homework is given, it is optional but encouraged by access to additional reward points as part of the whole school system.

Young people be reminded to bring the completed work to school for assessment by the tutor.

**The school's current Curriculum Policy and ALN policy are available on request.**



every day  
-is a-  
fresh  
START

# Behaviour

## **Behavioural Expectations:**

The school has a comprehensive Behaviour Policy detailing the approach used by the team to support, challenge, manage and modify behaviours occurring within the school.

Holistically, the school operates a model which relies on the development of shared and consistent practice across all team members, shared expectations and boundary setting across the school, and positive relationship building with all pupils, in order to keep them safe and help them make the right choices about their behaviour.

The shared expectations for the school are as follows:

**Stay calm and THINK Show RESPECT**

**Listen carefully Follow instructions Try your best**

Unwanted behaviour in the classroom and around the school occurs across a spectrum. Often, not being proactive in challenging behaviour early enough leads to an escalation that becomes much more difficult to diffuse and manage. Structure, boundaries and expectations all seek to provide a clear definition of what is acceptable and should provide staff with a framework from which to address the behaviour of young people.

Knowledge of the young person's needs provides a key to the appropriate methods and tools to be applied.

Early intervention within the classroom or around the school relies on staff being organised, vigilant in their supervision and appropriate in their initial level of intervention.

## **We always:**

- Praise appropriate responses and choices
- Allow the young person to take responsibility for their actions
- Allow the young person the opportunity to explain their actions
- Ensure that initial intervention is early and low key
- Offer the young person alternative choices – the “way out”

- Use diffusion and distraction early on to refocus the young person on task is vital
- Use constant reminders and praise to the class or individual keeping pupils' focus on learning.

Whilst this list is not exhaustive or applicable to every situation it delivers a constant message in that continual reminder or early intervention can manage lower-level behaviour appropriately without it escalating, and without recourse to more restrictive interventions.

A range of consistent sanctions are available to the team for use alongside the rewards system within the school. Details of these are to be found in the Behaviour Policy.

At times, behaviour presented by a pupil may escalate to the point where, after other approaches have proven unsuccessful, restrictive physical intervention may be required. All staff are trained in Price, as the preferred model for Ysgol y Rhos, and all physical intervention is carried out within the guidelines of this training, and in order to keep young people and staff safe from further harm.

**The school's Behaviour Policy is available on request**

## **Exclusion and school refusal:**

The school's motto is "a fresh start every day" and all staff strive to ensure that we are able to live up to that intention.

Due to the close working relationships established between care staff and school-based staff it is likely that staff from the home will be aware of any difficulties the young person is experiencing or causing within the educational setting prior to attendance at school. At this stage staff from the home will liaise closely with school staff in order to provide additional support to the young person during this period of difficulty.

When young people refuse to attend, staff from the home will ask the school to provide study materials for the young person to complete during the period of their refusal. Staff from the home will assist and supervise the young person in completing this work during normal school hours where appropriate. It is important that any young person who is not attending, and also other young people in the home do not view exclusion from school as an extended holiday. We believe that establishing a balanced approach for young people will achieve positive outcomes.

# Safeguarding

**Ysgol Y Rhos**  
Safeguarding  
Diogelu plant

**yd y hi'n normal CASAU fy nghorff??** **is it normal TO DISLIKE my body?**

**POENI? CALLU DI SIARAD Â NI** **WORRIED? YOU CAN TALK TO US**

**NEED A PLACE TO GET AWAY FROM IT ALL**

**is it normal to feel ANXIOUS?**

**AM I THE ONLY ONE WHO FEELS LIKE THIS?**

**SAFON CYFRINGOED CENDEITHOL**  
and **SAFON CYFRINGOED**  
**Children and Young People's**  
**National Participation Standards**

## **Safeguarding & Child Protection:**

The school takes its responsibilities for ensuring that all young people are kept safe from harm very seriously. All staff receive safeguarding training and there is a mandatory requirement that L2 training is updated 3 yearly.

Austin Bowers assumes the role of Designated Safeguarding person (DSP) for the school, with Linda Gibbs as DDSP and there is an expectation that they will both hold the Children in Wales Designated Safeguarding qualification.

The school's approach to safeguarding can be found in the detailed Safeguarding Policy and Procedures, and details of the safeguards in place when taking young people off-site on educational visits can be found in the Offsite Educational Visits Policy. The organisation Safeguarding Officer is Helen Argyle, Service Director.

## **Health and Safety**

Our health and safety responsibilities are of paramount importance at Ysgol y Rhos. We operate around relevant Health and Safety legislation and follow associated regulations. We work to ensure the health and safety of our young people and staff both in school and during off-site visits.

## **Bullying:**

The school does not tolerate bullying in any shape or form. The school seeks to raise awareness around bullying with all pupils through school-wide initiatives, such as participation in Anti-Bullying Week, and through the PSHCE curriculum. Pupils are made fully aware of the expectations on them around bullying and the consequences of their actions should they choose to bully others.

Staff conduct and role modelling are also seen as important demonstrations as to how people interact appropriately with one another to build positive relationships. Bullying from staff towards other staff or young people is not tolerated and will lead to disciplinary sanctions.

It is important to note that the school holds ALL members of its community to the same high standard, and no alternative allowance is made for a staff member, no matter who they are.

## **Complaints procedures:**

Ysgol y Rhos has a full complaints procedure which operates throughout the organisation. We aim to resolve all complaints at the informal stage, however, where this is not possible, we operate a formal complaints procedure. Strict reporting and recording procedures are adhered to. Please contact the school for information on the number of complaints received under this formal procedure during the preceding school year.

## **Cultural Needs:**

At Ysgol y Rhos we embrace the diversity of cultural, religious and ethnic backgrounds of any young people attending our school. We will seek to address any particular needs of our pupils, help them to explore their identities, and promote values of equality and diversity across the whole school. Our ethos has a strong focus on tolerance and understanding of the views and ideas of others, and helping all our pupils to understand and celebrate the different identities and backgrounds of their peers helps to ensure that all pupils are included and valued within the school community.

As a school situated in Wales, we take pride in promoting Welsh culture across the school, making the most of opportunities to educate our pupils in Welsh identity, history and language.

## **Health Needs:**

Our teaching team plays an active role in promoting all aspects of a young person's health, including education on issues such as alcohol/substance abuse, whilst giving recognition to the difficulties in the young people's backgrounds.

A number of staff are trained in emergency first aid. The school maintains a range of first aid equipment kept in first aid kits around the school, and in the event of any accident, pupils will be attended to immediately, by suitably qualified staff.

The school makes every effort to cater for and support the day-to-day health needs of young people, and as evaluated through the planned admission process and risk assessments.

Medication required in the day is kept in a locked cabinet in the administration office, and accompanying care staff take responsibility for its administration, in accordance with the First Aid & Medication Policy.



## **Security:**

The security of the young persons and the staff are our priority. Consequently, all visitors must sign in and out on departure from the School Premises.

All staff and visitors must have their identification card available for inspection at all times. All visitors must have an appointment. The entrance to the school is locked at the end of the school day. No visitor should be alone with any young person.

## **School dress code**

At Ysgol y Rhos we have a full school uniform for KS2 KS3/4 students. However, we will always welcome the children on site rather than not seeing them.

**KS2** - Ysgol Y Rhos, green polo shirt, black trousers/knee length skirt, green Ysgol Y Rhos jumper and black shoes.

**KS3/4** - White shirt, black trousers, plain black cardigan/jumper and black shoes.

In addition to this, when taking part in Physical Education, Outdoor Education and other off-site activities they must be appropriately dressed. Care staff will ensure young people are provided with all the clothing and equipment they need.



# The Teaching Team

# Ysgol Y Rhos Education Team



**Austin Bowers**  
**Headteacher**  
**Designated Safeguarding Lead**  
**BSC Hons**  
**PGCE**



**Linda Gibbs**  
**Deputy Designated**  
**Safeguarding**  
**Teacher**  
**Cert Ed MEd**



**Fred Smith**  
**Class Teacher**  
**BA Hons**  
**PGDE**

**Nancy Gardner-Woolford**  
**Class Teacher**  
**BA Hons**  
**PGCE**



**Gareth Meredith**  
**Class Teacher**  
**MSc Hons**  
**PGCE**

# Unique Care Art Psychotherapists



**Alison Iveson**

**BA textiles,  
Postgraduate  
Diploma Art Therapy**



**Jenny Peacock**

**BA Fine Art/MSc  
Art Psychotherapy**



**Unique Care  
Gofal Unigryw**

The teaching team at Ysgol y Rhos comprises of a number of specialist teachers, able to deliver an effective, knowledgeable and engaging learning experience to all our pupils across the curriculum and age range.

One teacher has responsibility for each tutor group, and so has the pastoral responsibility for that group of pupils; leading tutorial sessions, attending to pastoral needs in communication with key workers, report writing and attendance at planning and review meetings, and taking responsibility for the planning and review of IEP targets.

Alongside the teachers, residential care staff support pupils in the school and with their learning. They are an important element of the school team in the school day and bring a wealth of knowledge, experience and supportive relationships with the young people in order to help the pupils engage in the school and the learning on offer.

### **Safer Recruitment:**

The school makes every effort to employ rigorous safer recruitment strategies at every stage of the recruitment process. Unique Care staff involved in the recruitment of new employees have all undertaken Safer Recruitment training. All new employees must undergo an enhanced DBS check, have their references thoroughly vetted and provide clear evidence of qualifications and employment history.

On successful appointment, all new members of the teaching team must successfully complete a 6 month probationary period, during which they must complete their mandatory training requirements and are assessed as to their suitability to work in the school with our young people.

### **Quality Monitoring & CPD:**

Beyond the probationary period, all teachers are subject to lesson observations, learning walks, audits of planning and schemes, audits of assessment and feedback, and audits of resources. Should a teacher not meet the required standard for the school, he or she will be supported to improve through a performance management process. Should a teacher continue to fail to meet the required standard they may ultimately face action for capability.

A number of Professional Development days are included in the school calendar and teachers must attend these. A programme of training is agreed between the head and the team and appropriate training resources are secured to ensure that these days have value. Teachers are encouraged to attend external training relevant to their subject areas and may request external training looking at areas of professional interest. A programme of Action Research and peer-observation is being developed in the school to give teachers the opportunity to observe each other's practice around

particular areas of teaching, learning and assessment, and to work towards whole-school improvement in that area.

Additionally, teachers have the opportunity to train along colleagues from care and therapists, to ensure shared values and collaborative working practice. All teachers have an online 'e-learning' account with the company's training provider, through which they can access and update mandatory training across the year.

### **Community Based Enrichment Activities**

Whenever possible, we seek opportunities for young people to engage with the community, in support of specific aspects of the curriculum, through planned educational visits to public venues. All venues are carefully explored to ensure the greatest degree of health and safety, with consideration given to safeguarding of vulnerable young people.

### **Outdoor Education**

Ysgol y Rhos works in partnership with outside providers to offer a programme of outdoor education and enrichment activities: Each young person has regular opportunities to participate in a range of outdoor activities and work towards achieving national awards. These activities offer the young people educated at Ysgol y Rhos the opportunity to build team-working skills, develop their own self-esteem, and enjoy and experience learning in the outdoor environment.

### **Qualifications**

For information on the academic performance of Ysgol Y Rhos, please contact the school directly.