

YSGOL Y RHOS

PROSPECTUS PROSPECTWS

2025 - 2026



Unique Care
Gofal Unigryw



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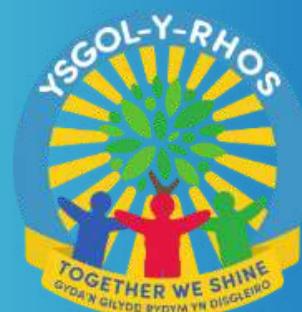
Welcome to Ysgol y Rhos

We hope this prospectus gives you a clear picture of the warm, purposeful, and personalised provision we offer every young person who joins us. Ysgol y Rhos is a close-knit, nurturing community where specialists across Education, Therapy, and Care work side by side to secure the very best outcomes for our pupils. Many of our pupils arrive having experienced significant challenges that made remaining in mainstream education difficult. We believe wholeheartedly that every young person can thrive when they are given the right support to build the knowledge, skills, and confidence they need to lead happy and fulfilling lives.

Our school motto, "A fresh start every day," sits at the heart of our approach. It represents our dedication to offering each pupil a new beginning, every single morning. As our young people work through the barriers that have held them back, they discover that their voices matter—they will be listened to, respected, and championed. They also learn that today's struggles do not define tomorrow, nor do they affect the genuine care and consistent support they receive from our staff. In time, this helps them recognise their own worth and develop a stronger, more positive sense of identity.

Our curriculum reflects that of mainstream education, but is thoughtfully adapted to meet the unique needs of every pupil. This core offer is enriched by a wide range of additional experiences designed to broaden horizons, support personal growth, and build self-esteem.

This prospectus has been prepared in line with Part 6: The Provision of Information, Independent Schools Standards (Wales) Regulations 2024.



Leaders and teachers have worked tirelessly to strengthen the work of the school. Staff have a strong sense of purpose and work together very well to promote pupils' education and well-being.

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Our Aims

At Ysgol y Rhos, we are committed to providing a safe, inspiring, and nurturing environment where every young person is given a fresh start each day and encouraged to flourish. Our aim is to empower pupils to recognise their strengths, develop new skills, and realise their full potential. To achieve this, we strive to:

- offer enriching opportunities that help make up for earlier missed experiences
- guide young people in understanding right from wrong
- support pupils in developing the ability to manage their own behaviour
- build self-esteem and nurture a positive self-image
- teach key skills for healthy and successful social interaction
- encourage young people to play an active role in their own learning
- provide a safe, secure setting in which they feel valued
- help pupils rediscover enjoyment in learning
- enable them to achieve meaningful personal and academic goals
- prepare them for the challenges and opportunities of adult life
- inspire them to invest in their future and contribute positively to our school community

Starting with detailed prior-education information and comprehensive baseline and diagnostic assessments, we design personalised learning programmes that meet each learner's individual needs. Clear, relevant targets help guide their progress, ensuring that every young person is supported and challenged to achieve positive outcomes.

Each pupil is given an Individual Education Plan (IEP) with SMART targets informed by data from GL assessments. All staff work together to help pupils meet these goals, with IEPs reviewed every half term alongside the young person. Pupils also keep their own child-friendly IEP targets in their subject books, helping them stay focused and engaged in their progress.

A core strength of Ysgol y Rhos is the depth of support we offer to help young people succeed—whether through academic assessment and accreditation, diverse enrichment experiences, or the development of essential life and social skills gained through being part of our community. Our priority is to ensure that every learner leaves us equipped with the tools, confidence, and resilience they need to thrive. We want our young people to be the very best they can be, and it is our responsibility to provide the encouragement, guidance, and opportunities to make that possible.

Ysgol y Rhos follows an integrated model of care, education, and therapy, dedicated to enhancing the quality of life for our pupils both now and in their future. Our therapeutic approach, embedded across all areas of school life, is strengthened by the expertise of two Art Psychotherapists who support the emotional and developmental needs of our pupils.



Our Ethos

At Ysgol y Rhos, we support boys and girls aged 8 to 16 who have often faced significant obstacles in their educational journeys. Many of our learners arrive with a history of disrupted schooling, multiple school placements, or exclusions. Understandably, this can lead to low self-esteem, a loss of confidence in their ability to learn, and a deep disconnection from education as a whole. For many, Adverse Childhood Experiences (ACEs) and challenges in forming healthy relationships add further barriers to thriving in mainstream settings



A number of our pupils also have additional learning needs, supported through Statements of Educational Needs, Individual Development Plans (IDPs), or Education, Health and Care Plans (EHCPs). We are guided by the belief that true fairness lies in equity, providing each young person with the personalised support they need, rather than applying a single approach to everyone.

At Ysgol y Rhos, every learner is offered a genuine fresh start: a chance to rebuild trust in education and reconnect with learning at a pace that suits them. Our aim is to help young people re-engage, close the gaps from earlier experiences, and gradually take ownership of both their learning and their future.

Safeguarding & Child Protection



At Ysgol y Rhos, safeguarding is a fundamental priority and we take our responsibility to protect every young person from harm extremely seriously. All staff receive thorough safeguarding training, with Level 2 training renewed every three years as standard. Sam Thomas serves as the school's Designated Safeguarding Person (DSP), supported by Linda Gibbs as the Deputy DSP, and both are expected to hold the Children in Wales Designated Safeguarding qualification. Our full approach is outlined clearly in the school's Safeguarding Policy and Procedures, while additional information relating to safeguarding during off-site activities is detailed in the Offsite Educational Visits Policy. The organisation's Safeguarding Officer is Helen Argyle, Service Director.

Health and Safety

Ensuring the wellbeing of our young people and staff is of the highest importance. Ysgol y Rhos adheres strictly to all relevant Health and Safety legislation and associated regulations. We are committed to maintaining safe practices across the school and during all off-site visits, creating an environment where pupils and staff feel secure and protected.

Bullying in any form is completely unacceptable at Ysgol y Rhos. We work proactively to promote awareness and understanding through whole-school initiatives—including participation in Anti-Bullying Week—and through our Health & Wellbeing curriculum. Pupils are taught the standards expected of them, the importance of treating others with respect, and the consequences of choosing to bully others. Staff members play a crucial role in modelling positive, respectful relationships, demonstrating the behaviours we expect from our learners. Bullying by staff towards young people or colleagues is never tolerated and will result in disciplinary action. Every member of our school community is held to the same high standard, without exception.

Your paragraph text

Teachers and pupil relationships are respectful and constructive. Pupils respond well to the caring and committed approach of staff. Teachers, support staff and therapists work together well to create supportive learning environments. Over time, the strong working relationships between pupils and staff help to improve pupils' confidence and well-being.

In lessons, many pupils are well motivated and engage well in learning.

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Behavioural Expectations

The school monitors pupils' progress in relation to their attendance and behaviour well. Leaders regularly analyse data to check for patterns of behaviour and share this information with the wider team to support them to plan appropriate strategies for improvements. This is having a positive impact on pupils' behaviour and has led to a notable reduction in the incidents of poor behaviour at the school.

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At Ysgol y Rhos, we follow a comprehensive Behaviour Policy that sets out how we support, guide, and, when necessary, challenge our young people to help them make positive choices. Our approach is rooted in consistency, shared expectations, clear boundaries, and strong, trusting relationships between pupils and staff. By working as one team, we create an environment where young people feel safe, respected, and able to learn.

Our whole-school expectations are simple, clear, and applied consistently:

- Stay calm and THINK
- Show RESPECT
- Listen carefully
- Follow instructions
- Try your best

We recognise that unwanted behaviour can occur across a wide spectrum. If early signs are not addressed promptly, they may escalate and become more challenging to manage. To prevent this, we emphasise structure, clear expectations, and proactive intervention. Understanding each pupil's individual needs also helps staff choose the most appropriate strategies when supporting behaviour.

Effective early intervention relies on staff being well prepared, observant, and responsive. We always aim to:

- praise positive choices
- encourage young people to take responsibility for their actions
- give pupils the opportunity to explain their behaviour
- intervene early and using low-key strategies
- offer alternative options and a clear "way out"
- use diffusion and distraction techniques to refocus attention
- provide regular reminders and positive reinforcement to keep learning on track

While these strategies may not apply to every situation, they reinforce the message that early, calm, and consistent responses help prevent escalation and reduce reliance on more restrictive measures.

Alongside rewards and recognition, a range of fair and consistent sanctions may be used when behaviour does not meet expectations. These are detailed in the school's Behaviour Policy. On rare occasions, when a young person's behaviour presents a significant risk and other strategies have not been successful, restrictive physical intervention may be required to keep everyone safe. All staff are fully trained in PRICE the approved model for Ysgol y Rhos and any intervention is carried out strictly within its guidelines.

A full copy of the Behaviour Policy is available on request.

Admissions and Induction



All admissions to Ysgol y Rhos occur when a referral for a school placement comes from either one of Unique Care's residential homes or direct from a local authority for day placement pupils.

Every school placement is carefully planned to ensure a smooth and positive integration into school life. This begins with gathering detailed information about the pupil's previous educational history, needs, and existing plans. Preparation starts during the referral stage so that the school can begin shaping an appropriate support plan ahead of their arrival. During the first six weeks, each young person completes a comprehensive package of baseline and diagnostic assessments carried out by both the teaching team and therapeutic staff. This enables us to develop a clear understanding of the pupil's needs and abilities, tailor their learning programme accordingly, and set accurate SMART targets within their Individual Education Plan. These assessments also provide a solid baseline from which ongoing progress can be monitored and evaluated throughout their time at the school.



Tutor Groups and Pastoral Care

Every pupil is placed in a tutor group and assigned a key tutor. The tutor plays a central role in supporting the pupil's pastoral needs, attending planning and review meetings, and helping them settle into the school community. They also ensure that the pupil builds positive relationships with peers and begins to feel valued and included within the tutor group. Pupils follow the timetable for their tutor group and learn in small, nurturing classes where differentiation, inclusion, and personalised approaches support re-engagement with learning.



Therapeutic Support and Community Building

We work closely with each young person to strengthen key protective and therapeutic factors, including:

- Identifying the important people in the child's life
- Building meaningful friendships
- Encouraging participation in sports and activities
- Helping them develop long-term goals
- Fostering a strong sense of belonging and community



pupil Files and Record Keeping

From the point of admission, the school team builds both an Education File and a pupil File for each young person.

Education File includes:

- Personal Learning Plan (PLP)
- Timetable
- Initial assessments
- Progress reviews
- Attendance record
- Certificates and achievements
- Tutor notes
- PEP documentation
- Careers and work experience information

pupil File includes:

- Personal and contact details
- Risk assessments
- ALN documentation (IDP / Statement / EHCP)
- LAC and TAC minutes
- Admission forms
- Bursary / pupil premium information
- Relevant correspondence

Teachers and pupil relationships are respectful and constructive. Pupils respond well to the caring and committed approach of staff. Teachers, support staff and therapists work together well to create supportive learning environments. Over time, the strong working relationships between pupils and staff help to improve pupils' confidence and well-being. In lessons, many pupils are well motivated and engage well in learning

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Our Objectives at Admission

When a young person joins Ysgol Y Rhos, our aims are to:

Provide a safe, secure, and welcoming environment

Ensure each pupil has a Personal Learning Plan (PLP) with SMART targets and, where appropriate, an Individual Behaviour Plan linked to Boxall assessments

Ensure all pupils have child-friendly PLP targets they can monitor themselves

Deliver a personalised learning programme that supports progression and positive outcomes

Prioritise personal and social skill development within all plans

Encourage pupils to take responsibility for their learning and contribute to regular reviews

Maintain strong communication with carers and professionals through LACs, PEPs, TACs, consultations, and reviews

Support pupils to engage with the wider community

Ensure all relevant professionals receive regular reports and updates on progress

Provide a well-planned and supportive transition when a placement ends, enabling pupils to move confidently to their next setting



The school has strengthened its arrangements for the assessment and tracking of pupil progress as part of their new assessment framework. This has clarified the school's approach to assessment and has improved the school's understanding of the progress pupils make over their time at the school.

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Quality Monitoring and Professional Development

Once beyond probation, all teachers are supported and monitored through a robust programme of quality assurance, including:

Lesson observations

Learning walks

Book Scrutiny

Scrutiny of planning and schemes of work

Assessment and feedback audits

Resource audits

Where concerns arise, staff are supported through performance management to help them meet expectations. If standards are not met despite support, capability procedures may be initiated. Continuous professional development (CPD) is a core part of our practice, ensuring that staff continue to grow, develop, and deliver the very best education for our learners.

Curriculum and Learning Hours



Ysgol Y Rhos provides 25 hours of structured learning every week. All pupils are taught in small groups of no more than five, with classes organised according to ability, examination pathways, and peer compatibility. Pupils also benefit from a weekly therapy session as part of their timetable. The school day runs from 09:15 to 15:00.

Our curriculum is designed to support the intellectual, emotional, and physical development of every pupil. It is:

Tailored to individual needs, abilities, and potential

Balanced, broad, and skills-based

Shaped by the new National Curriculum for Wales and its defined Progression Steps

Supportive of multiple pathways to accreditation

Where appropriate, particularly at Key Stage 2 pupils follow a primary-style model with a dedicated teacher, providing consistency and security.

Daily Structure

Form Time	09:15-09:20
Lesson 1	09:20-10:00
Lesson 2	10:00-10:40
Break	10:40-10:55
Lesson 3	10:55-11:35
Lesson 4	11:35-12:15
Lunch	12:15-13:00
Lesson 5 (Afternoon Activity)	13:00-15:00

Curriculum Areas

Pupils access a rich and varied curriculum, which includes:

- English
- Humanities
- Mathematics
- Science
- Art & Design
- ICT / Media
- Health & Wellbeing
- Health & Social Care
- PE / Outdoor Education





Enrichment and Progression

All pupils, where appropriate, work towards Functional Skills or GCSE qualifications. Careers Wales provides guidance and support, and pupils in Years 10 and 11 access work experience placements.

Many of our learners have an EHCP or Individual Development Plan. We work closely with placing authorities to ensure that all needs are met and that each plan is reviewed annually, with ongoing monitoring to ensure learning objectives remain relevant and achievable.

Assessment and Accreditation

We understand the importance of offering a wide range of meaningful assessment routes so that every young person leaves Ysgol y Rhos with qualifications that support their goals and future independence.

Pupils can access accreditation suited to their needs and abilities through a clear, progressive pathway. These may include:

- AQA Unit Awards
- Entry Level Awards
- Foundation Skills Awards
- BTEC qualifications
- SWEET Awards
- GCSEs
- Kings Trust Achieve Awards
- Duke of Edinburgh
- Asdan Short Courses

Progress towards accreditation is supported by strong formative assessment practices and a commitment to Assessment for Learning (AfL), ensuring pupils and staff understand progress throughout the year.

Further details are available in the school's Learning & Teaching and Assessment Policies. Academic performance information is available on request.



Sex and Relationships Education

Due to the complex needs and personal histories of our learners, Sex and Relationships Education (SRE) is delivered sensitively within a secure, caring framework. All pupils receive SRE, with bespoke content developed in partnership with the therapy team to ensure it reflects individual backgrounds, levels of understanding, and trauma histories.



Supporting Learning at Home

Each young person has appropriate space within their residential home for homework or private study. Access to electronic equipment is agreed individually with their placing Local Authority. Care staff assist pupils with schoolwork and help them apply formal learning to everyday activities.

Homework is optional but encouraged through the school's reward system. Pupils are reminded to return completed work to school for marking by their tutor.

The Curriculum Policy and ALN Policy are available on request.[h text](#)

Exclusion and School Refusal

Our motto, "a fresh start every day," underpins our approach to inclusion. Strong communication between homes and school means staff are usually aware of any difficulties before a pupil arrives at school. Staff from the all support staff on site at the school work closely with teachers to provide additional support when challenges arise.

If a young person refuses to attend, parent's / carers will be provided with study materials from school so that learning continues during normal school hours. This ensures that time away from school is not viewed as a break or reward but as part of a balanced, supportive response that keeps education at the centre.

Cultural Needs

We celebrate the cultural, religious, and ethnic diversity of our pupils. Ysgol y Rhos works actively to meet individual cultural needs, support personal identity, and promote values of equality and diversity. Our ethos emphasises tolerance, respect, and understanding, helping pupils appreciate and celebrate the identities of others.

As a school in Wales, we take pride in promoting Welsh culture, history, and language throughout the curriculum and wider school life.



Health Needs

The teaching team plays a key role in promoting pupils' physical and emotional health, including raising awareness about issues such as substance use, always recognising the complex experiences many of our learners bring.

Several staff are trained in emergency first aid, and the school maintains well-equipped first aid kits across the site. Any accident or health concern is handled promptly by qualified staff.

Day-to-day medical needs are managed sensitively and safely. Medication required during the school day is stored securely and administered by care staff in accordance with the First Aid & Medication Policy.

Complaints Procedure

Ysgol y Rhos operates a clear and transparent complaints procedure across the organisation. While we aim to resolve all concerns informally wherever possible, a formal process is available when needed, with strict reporting and recording expectations in place. Information on the number of formal complaints received in the previous school year is available on request.

Careers Advice

At Ysgol y Rhos, we work closely with Careers Wales to ensure every young person receives high-quality, personalised careers advice. All pupils are offered guidance in Year 10, with further support provided throughout Year 11. Pupils who join us during Key Stage 4 receive an individual careers interview as part of their induction, ensuring that planning for their future begins as early as possible.

All pupils in Years 10 and 11 have the opportunity to take part in work experience placements each year, helping them develop confidence, practical skills, and an understanding of the world of work. We also support every young person to attend College Open Days, and we provide guidance throughout application and interview stages to ensure that they apply for courses that are both appropriate and aspirational.

Careers guidance is built into our PSHCE and tutorial programmes, and we offer practical and administrative help with college applications, job applications, and interview preparation whenever needed. Our aim is to ensure that every pupil moves on from Ysgol y Rhos feeling informed, supported, and ready for their next steps.



Staff provide suitable opportunities for pupils to develop their personal and social skills through a wide range of educational activities, including outdoor education. Pupils have made valuable visits to public institutions such as libraries, museums and fire stations. In addition, the school now benefits from the regular support of a community police officer who delivers useful sessions as part of the assembly programme, for example understanding racism and the importance of inclusivity and tolerance.

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Security

The safety and security of our young people and staff is of utmost importance at Ysgol y Rhos. To ensure a safe environment, all visitors are required to sign in on arrival and sign out on departure, and must have a pre-arranged appointment before entering the school site. Staff and visitors must keep their identification badges visible at all times while on the premises.

For safeguarding reasons, no visitor is permitted to be alone with a young person at any time. The school entrance is locked at the end of each school day to maintain the security of the building and its occupants.



School Dress Code

Ysgol Y Rhos has a full school uniform for pupils in Key Stage 2, Key Stage 3, and Key Stage 4.

KS2 Uniform:

- Green Ysgol y Rhos polo shirt
- Black trousers or knee-length skirt
- Green Ysgol y Rhos jumper
- Black shoes
-

KS3/KS4 Uniform:

- White school shirt
- Black trousers
- Plain black jumper or cardigan
- Black shoes



For PE, Outdoor Education, and all off-site activities, pupils must wear appropriate clothing. Care staff ensure that every young person has the necessary equipment and attire to participate safely and comfortably.

Health and Safety is of upmost priority for all staff at Ysgol Y Rhos. If any pupil attends school or an off-site activity which is deemed to be unsafe for the pupil such as inappropriate footwear the pupil will be sent away from school or the off-site activity to dress appropriately.

The School

At Ysgol y Rhos, ongoing professional development is central to maintaining high-quality teaching and a consistent whole-school approach. Several Professional Development Days are built into the school calendar, and attendance is mandatory for all teaching staff. Training priorities are agreed collaboratively between the Headteacher and the team, ensuring that each session is purposeful, relevant, and aligned with school improvement goals. Teachers are encouraged to attend external training linked to their subject specialisms or areas of professional interest, and may request additional courses when beneficial.

Collaboration is a key feature of our culture. Teachers regularly train alongside residential care staff and members of the therapy team, helping to embed shared values and a cohesive, child-centred approach. All teaching staff also have access to an online e-learning platform through the company's training provider, enabling them to complete and update mandatory training throughout the year.

Community-Based Enrichment Activities

We actively seek opportunities for our young people to engage with the wider community through carefully planned educational visits linked to curriculum topics. These experiences help enrich learning, broaden horizons, and build confidence. Every venue is risk assessed to ensure the highest standards of health and safety, with particular attention to the safeguarding needs of vulnerable young people.

Outdoor Education

Ysgol y Rhos is proud to offer a wide-ranging Outdoor Education programme delivered in partnership with specialist providers. All pupils have regular opportunities to take part in outdoor activities and work towards nationally recognised awards. These experiences support the development of teamwork, resilience, and self-esteem, while also helping pupils enjoy learning in a stimulating natural environment.

Qualifications

For further information about Ysgol y Rhos's academic performance and outcomes, please contact the school directly.



Teachers have a sound understanding of what pupils need to learn in terms of their primary needs and future goals and use this information appropriately to inform planning. Pupils work with teachers to produce valuable personal learning plans.
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The Teaching Team

Sam Thomas

Head Teacher

Designated Safeguarding Person



Linda Gibbs

ALNCO/ Designated Teacher

Deputy Safeguarding Person

Fred Smith

Class Teacher

Examinations Officer

Gareth Meredith

Class Teacher

Nancy Gardner-Woolford

Class Teacher

Mandy Harper

Teaching Assistant



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