



Information for Parents

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1. Introduction

1.1 Ysgol Caban Aur (YCA) is an integral part of Afon Goch Children's Homes Ltd (AGCH). YCA is a registered independent school, for up to four learners. Learners can enrol at whatever point of their education, within key stage 3 and key stage 4; ages 11 – 16 years.

1.2 YCA is based at AGCH's second home; Caban Aur. Caban Aur is set in its own grounds: in a rural setting, surrounded by a nature reserve. Anglesey and nearby Snowdonia are well endowed with learning opportunities: both from the natural environment and from the very large and varied selection of sites of interest; historical, cultural, outdoor activities and recreational.



2. Aim

2.1 Ysgol Caban Aur's aim is to support learners to engage positively in their education, in order to have better life-chances, through developing greater self-confidence; motivation to learn, enjoying learning and support in trying to realise their new aspirations.

2.2 Ysgol Caban Aur is committed to effectively providing, to each individual learner, an appropriate educational experience, ensuring that all learners are given the opportunities to allow them to thrive, both during their time in the school, and after they have left Ysgol Caban Aur and Afon Goch Children's Home.

3. School Practice

3.1 Each learner will have their own aspirations, background experiences of 'schooling', and their own 'feelings' about being educated and what value education has for them? Ysgol Caban Aur gives each learner the opportunity to re-engage in education, gain confidence and self-belief, and then to make progress towards fulfilling realistic, short-term aspirations post-16. These aspirations will be nurtured through confidence building, career guidance, entry to suitable externally assessed qualifications and internally assessed certificates. Support will be given for college applications, or to move on directly in to work through apprenticeships, or job applications.

3.2 Helping learners to develop, will be through a combination of providing a curriculum that is suitably individualised for each learner, appropriate staff to learner ratio (often 1:1), close links with the care staff, and careful consideration about managing engagement in lessons, which all help to promote this aim. Any identified Additional Learning Needs (ALN) will be accommodated for. Any educational information that is transferred on to YCA about a new learner, will be considered carefully for an initial curriculum implementation. Once at YCA, ongoing formative assessments of the learner's abilities help to adjust the delivery, as is necessary. If the learner is comfortable with some 'baseline' assessments, then these are undertaken early in the placement. It is sometimes the case that a learner attends a main-stream school part-time, if that is an arrangement that has been agreed by all agencies.

3.3 YCA works in close collaboration with the care side of AGCH, working sympathetically, and effectively, with each individual learner's therapeutic needs. Teaching and learning support staff are also trained in 'Therapeutic Crisis Intervention' - along with all care staff - which provides an understanding of, and strategies for supporting learner's emotional difficulties.

3.4 Where appropriate, learners can follow a range of subjects and courses that allow them to access education at their individual level on arrival and as they progress whilst at YCA. In key stage 4, learners can work towards certificates of achievement, or externally assessed examination qualifications and GCSEs. YCA also strives to ensure that learners have the skills to thrive when they reach independence, and this is supported through programmes of personal growth and wellbeing. YCA provides a curriculum that is sympathetic to the Curriculum for Wales and also fulfils the expectations of the Welsh Independent Schools Standards.

3.5 If a learner's educational requirements can not be met by the staff, then the use of a specialist subject tutor may be engaged to deliver this.



4. Time-table structure

4.1 The weekly timetable is planned for each individual learner, however, there are commonalities for everyone. The school week is organised as 5 periods - of 1 hour - each day, for 5 days. Some activities, or subjects, may be blocked for two, or three periods. Each learner will have two sessions of outdoor education, delivered by the outdoor education instructors. Each learner has the opportunity to have a weekly session engaging in gardening, or outside projects, with AGCH's 'Therapeutic Project Worker'. There is one period of individual therapy, with the AGCH's therapist. There are 15-minute, morning, and afternoon breaks, as well as a communal lunch for 45

minutes. At the end of school, there is a 15 minute 'debrief', in which the day's progress and achievements are described by the teachers, with the learners and their individual carer. Points are awarded for these successes. Homework is clarified. Achievement towards ongoing targets may also be considered during the debrief.

4.2 Ysgol Caban Aur's school year is divided up in to five-week terms, with a one week 'gap week' in between some terms. There are four, two-week 'Gap weeks' in each year; Christmas, spring, summer and autumn. Consistency of the five-week term gives the learners stability in a routine. During each 'gap week', the children have a therapeutic programme organised by the care side of AGCH.

5. Encouraged to progress

5.1 YCA encourages learners to allow themselves and others to be able to purposefully, and enjoyably, engage in their educational experiences.

5.2 YCA encourages learners to develop, and succeed, through positive reinforcement of their beneficial working and engagement actions. AGCH operates a daily points system, that leads to a graduated 'earned activity' at the weekend. YCA compliments this with a points system for lessons, which are integral to the AGCH daily points system. Termly educational awards are also incorporated into each learner's education programme. These can be achieved by completing a clearly identified and accessible set of learning outcomes.

5.3 At the end of each 'school day', there is a school 'debrief' in which teachers, learners and their support workers meet together, to reflect on and recognise the positive outcomes of each learner for that day and to award the lesson points.

5.4 If a learner has identified additional learning needs, then these will be accommodated for in the delivery of specified provisions during lessons and will be identified in their Individual Development Plan (IDP).

5.5 Each learner has the support the AGCH care worker for that day. This care worker is available to assist the learner, that they are supporting, in managing their emotions if the learner finds that they require additional support. AGCH care support staff, and teaching staff, are trained in the 'Therapeutic Crisis Intervention' (TCI) management of children.

6. Acting on negative actions

6.1 YCA takes a strong position against bullying. Each learner is supervised at all times, so that instances of any type of bullying can be addressed immediately.

6.2 YCA will issue a 'consequence' to a learner, if an action is considered to have negatively impacted on other learners or staff. This is a written document that is given to the learner and the house manager, detailing the reason for the consequence and the nature of the consequence. All consequences are monitored by house managers, the headteacher and during a monthly, external inspection.

6.3 If a learner's actions require more significant recourse, then a temporary exclusion could be enforced.

7. Reporting

7.1 Termly subject reports are compiled for each learner at the end of each term. These describe attainment and progression for the term. Attendance figures for the term are also included. These are passed on to the house managers of Afon Goch and Caban Aur, who will forward these to the learner's social worker. An educational report is provided for each periodic, 'Looked After Children' meeting.

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