



Ysgol
Bryn Elia
High School

ANNUAL PARENTS'

REPORT 2023



School Senior Leadership Team

The structure is as follows:

Mr D Humphreys

Headteacher

Mrs L Hastings, Deputy Headteacher

Mrs Hastings looks after the curricular aspects of the school in her role.

Mr R Render, Senior Assistant Headteacher Learner Standards and Progress

Mr Render looks at learner assessment, reporting and learner progress.

Mr B Crossland, School Business Leader

Mr Crossland not only looks after the school finance but also the building and its maintenance and is Clerk to the Governing Body.

Dr A McCormack-Colbert, Assistant Headteacher Learner achievement and potential

Dr McCormack-Colbert is the ALNCo and is also our Senior Designated Safeguarding Officer. She is also our SEREN coordinator.

Mrs S Gould: Assistant Headteacher Learner Services and Wellbeing

Mrs Gould looks after the pastoral system in school and also has responsibility for learner and staff welfare

Mr A Campion Assistant Headteacher Teaching & Learning

Mr Campion looks at teaching and learning across the school. He also oversees More Able and Talented learners.

Mr J Powell Assistant Headteacher Learner presence and their future

Mr Powell has responsibility for attendance, and careers education.



The Governing Body:

<u>Name</u>	<u>Category of Governor</u>	<u>Term of office until</u>
Mrs Rhian Tuffery	Parent	October 2023
Mr John Ellis	Parent	August 2023
Mrs Helen Ansell	Parent	October 2023
Mrs Jane Hatton	Parent	May 2026
Mrs Kate Guise	Parent	October 2023
Mr Robert Head	Parent	February 2027
Mr Neil Mahoney	Parent	May 2026
Mr Paul Brierley	Teacher	July 2023
Mr Seb Davy	Teacher	September 2024
Mr Dave Humphreys	Teacher	Ex-officio
Mrs Dawn McGuinness (<i>Vice-Chair</i>)	Foundation	May 2026
Mrs Karen Morley	Foundation	February 2027
Mr Brian Cossey	Foundation	September 2024
Mrs Cheryl Roberts	Foundation	October 2023
Mr John Clayton	Foundation	December 2024
Mr Neil Coverley	LA	N/A
Mrs Cheryl Carlisle	LA	N/A
Mr Daniel Doherty	Community	February 2027
Mrs Pat Smailes	Community	July 2024
Mr Phil Capper (<i>Chair</i>)	Community	May 2026
Mr Kevin Hughes	Staff	November 2026
Mr Brian Crossland	Clerk to the Governors	N/A



Appointment of Parent Governors

Schools must make every effort to fill parent governor vacancies by means of elections, but there are situations where it might not be possible for parent governors to be elected.

These are:

- the number of parents standing for election is less than the number of vacancies;
- at least 50% of the registered learners are boarders, or a special school is established in a hospital, and the LA (or governing body) feel it would be impractical for there to be an election.

If, after an election, there is still a vacancy for parent governor, the governing body should consider appointing a parent governor, who must be either:

- a) a parent of a registered learner at the school; or
- b) where that is not possible to do so in a), a parent of a child of compulsory school age, or in the case of a maintained nursery school, of or under compulsory school age.

Where the school is a community special school, the governing body must appoint:

- a) a parent of a registered learner at the school, or
- b) a parent of a child of compulsory school age wither special educational needs; or
- c) a parent of a person of any age with special educational needs; or
- d) a parent of a child of compulsory school age.

There are disqualifications for an appointed parent governor i.e. the governing body must not appoint a person who is:

- a) an elected member of the local authority;
- b) employed by the local authority, in connection with its functions as a local authority;
- c) paid to work at the school for more than 500 hours in any twelve-month period commencing on 1 August and finishing on 31 July (unless he or she is a parent of a registered learner at the school).



Appointment process

- a) The governing body considers how best to fill the vacancy. This could be by advertising locally, asking known parents if they would like to be considered for the parent governor vacancy, producing information that may be helpful for prospective governors.
- b) The governing body could consider approaching candidates who were unsuccessful in recent parent governor elections to ascertain whether they would like to be considered again.
- c) The governing body must consider any appointment as an agenda item at a full governing body meeting. The person(s) being considered for the appointment must not be present when the decision is made.
- d) Prospective governor(s) could be invited to the governing body meeting, where they can explain to the governing body why they would like to become a governor, what skills and experience they bring, and to answer questions.
- e) The governing body should cast their votes via secret ballot, taking into account the statements provided by the candidate(s), and the balance of skills on the governing body.
- f) The minutes of the meeting must record the decision made by the governing body to appoint or not.
- g) After the appointment process, the clerk should:
 - inform the nominee(s) that they are successful, and are now members of the governing body;
 - inform the unsuccessful nominees (if applicable);
 - inform the Local Authority.

School Policies

All statutory and non-statutory policies and procedures have been updated as necessary by the Headteacher and Leadership Group for ratification by the Governing Body. All policies are available from the school either via our website or upon request.

A list of ratified policies is available from Mr B Crossland, School Business Leader.



Governors annual meeting with parents

The legal context for statutory annual meetings for parents with the Governing Body changed in 2016 and new arrangements were brought into play. The Welsh Government wished to ensure that parents were able to engage with Governing Bodies on issues that matter to them. The new arrangements mean that instead of a Governing Body having to hold an annual parents' meeting, parents have the right to request a meeting with a Governing Body on issues which concern them. This parental right may be exercised on up to three times in any school year, provided that the purpose of the meetings is to discuss issues which relate to the school, not individual learner progress and achievement or grievances against a member of staff or the Governing Body. We are therefore informing you as the parent body of your rights to petition a meeting using section 94 of the Act, as explained in Section 4 of this guidance:

<https://gov.wales/sites/default/files/publications/2018-03/statutory-guidance-to-the-governing-bodies-of-maintained-schools-in-wales-regarding-the-duty-to-hold-meetings-with-parents.pdf>

School language status

Ysgol Bryn Elian is classified as an English Medium School.

Welsh

All learners at the school study Welsh Second Language until the end of Year 11, and all take a GCSE in the subject. The use of Welsh around the school, by learners and staff is encouraged and all learners are supported fully in improving their language skills.

In addition, learners in Year 7 study Cymru a Fi. This is delivered bilingually and learners have the opportunity to develop an understanding of Wales' relationship with the rest of the UK; what it means to be Welsh and develop a Welsh identity; to develop their knowledge, skills and understanding in terms of making connections with their surroundings and to help them make sense of their relationship within the community, their national identity and the wider world.



Attendance data

Due to post COVID measures, attendance data for Welsh schools are not published. The school has an Attendance Support Worker to work with learners and families who need support with school attendance. She works closely with Ms Ffion Hughes, the school’s Education Welfare Officer, under the line management of Mr Jeff Powell, Assistant Head.

In addition there are two authority attendance support workers in post at the school. They work under the direct supervision of the Education Welfare Officer.

The structure of the school day

Registration:	08.30am
Lesson 1	08.45am
Lesson 2	09.45am
Break	10.45am
Lesson 3	11.00am
Lesson 4	12.00pm
Lunch	13.00pm
Lesson 5	13.45pm
End of day	14.45pm

Destination of leavers Years 11 & 13

<u>Year 11</u>	<u>Year 13</u>
Apprenticeships – 1%	Higher Education – 47%
College – 30%	Further Education – 14%
Work (including the forces) – 8%	Employment – 32%
Sixth Form – 56%	Travelling/Unsure – 7%
Unknown – 5%	



Term Dates and Session Times

01/09/2022 – Thursday. Term starts. **Staff Training Day**

02/09/2022 – Friday. **Staff Training Day**

05/09/2022 – Monday. All learners in school

28/10/2022 – Friday. Last day of half term. School closes for half term break

31/10/2022 to 04/11/2022 – Half term break

07/11/2022 – Monday. Term starts

23/12/2022 – Friday. Last day of term. School closes for Christmas break. **Staff Training Day**

26/12/2022 to 06/01/2023 – Christmas holidays

09/01/2023 – Monday. Term starts

17/02/2023 – Friday. Last day of half term. School closes for half term break

20/02/2023 to 24/02/2023 – Half term break

27/02/2023 – Monday. Term starts

31/03/2023 – Friday. Last day of Term. School closes for Easter break

03/04/2023 to 14/04/2023 - Easter break

17/04/2023 – Monday. Term starts

01/05/2023 – Monday. Bank holiday

08/05/2023 – Monday. Bank holiday – King’s Coronation

26/05/2023 – Friday. Last day of term. School closes for half term break

29/05/2023 to 02/06/2023 – Half term break

05/06/2023 – Monday. Term starts

18/07/2023 – Tuesday. Last day for learners in school

19/07/2023 – Wednesday. **Staff Training Day**

20/07/2023 – Thursday. **Staff Training Day**. Summer holidays start



School performance data

Due to post COVID recovery, there are no performance statistics for the academic year published.

Links with the community

Ysgol Bryn Elian in the last academic year has been working closely with multiple external agencies to form even stronger links with the community. This includes Anna Freud offering mental health support to learners and staff, along with informative webinars; Pantri who are due to open a shop soon in Old Colwyn for those families in need; The Spectrum Project who are working closely with our school council on education around sexual abuse and harassment, as well as consent and healthy relationships; CAMHS In Reach service who are working closely with the pastoral team in advising how to support learners and their mental health needs effectively and Macs Gym who have been working with some of our learners on discipline, resilience, fitness and respect. We've also continued to build on strong links with the Youth Service and now have an allocated Family Worker who comes in weekly to work with our learners along with being able to offer outreach work to our families. Additionally, we have engaged with national events to support our learners including an event for females looking to go into the Armed Forces and an LGBTQ+ event focusing on learners interested in STEM Careers.

Prospectus changes

The Whole school prospectus was updated in September 2022, in order to be available for all parents for the application process. The prospectus follows all content guidelines. The Sixth Form prospectus was updated in 2022 also. Both prospectuses are available on the school website at www.brynelian.conwy.sch.uk and both are currently being reviewed and redesigned ready for 2023.

Access and toilet facilities

The school has an up-to-date Accessibility Plan. Adequate toilet facilities are available for both learners and staff. The facilities are cleaned regularly and this is monitored daily by the site management staff. A policy relating to the provision and maintenance of toilet facilities is available at the school. The school also has two gender neutral toilets in the Reception area. The Science toilets block and the toilet block on the F corridor were refurbished during summer 2022.



Centre of Excellence

Ysgol Bryn Elian retains Centre of Excellence status

We are delighted to share the following passages from the report written by our assessor, Sarah Linari:

During the review day, I met with two groups of students from Key Stages 3 and 4, who very kindly talked to me about their school. One group of students said they particularly enjoy having access to the Individual Support Base (ISB) during breaks and lunchtimes as it allows them to “escape the busy areas and noise”, offering a sanctuary. When asked what they like best about their School, they talked about the “support available for mental health and wellbeing”. One student talked about the support they have received for regulating their behaviour and how it has helped them “turn my life around”.

I therefore whole-heartedly recommend that the school retains Centre of Excellence Status and is reviewed in 12 months. I thoroughly enjoyed my visit to Ysgol Bryn Elian as part of their Centre of Excellence review. It continues to be a highly inclusive school, with dedicated staff who nurture and care for the students. It is clear from the review process that the Leaders continue to prioritise inclusion. Over the past 12 months, Leaders have continued to move the school forward in terms of its inclusive provision, despite the additional challenges faced.

IQM National Inclusion Conference

We are also delighted to have been invited to present at the IQM National Inclusion Conference in November in Birmingham. IQM have asked us to prepare presentations about our work on attendance and KS2 to KS3 transition.



More Able & Talented (MAT)



Some of our learners were selected to take part in the SEREN programme.

Year group	Learners
8	13
9	16
10	13
11	9
12	21
13	16

Throughout the year, they have been invited to attend online Master Classes. Four of our year 12 SEREN students are attending Summer Schools in some of the most prestigious universities in the UK: Cambridge, Oxford, Durham and Bath.



At Ysgol Bryn Elia we aim to help **all** our learners to develop their individual skills, talents and abilities, intellectually, creatively, emotionally and socially. We endeavour to provide teaching which makes learning challenging, engaging and exciting, and which enables learners to reach their potential.

We aim to be an inclusive school, making equality of opportunity a reality for **all** our learners in their everyday lives. We aspire for our learners to become confident, secure, caring individuals who achieve



personal success and develop a love of learning. We are members of **NACE** and have signed up to the **NACE Challenge Development Programme**.

The Framework will support us in undertaking robust evaluation and producing informed, well-focused action planning. It will help us to:

- Create a whole-school ethos of high aspirations and expectations for all learners;
- Achieve consistency in quality provision: whole-school, phase and/or departments, and in day-to-day lessons;
- Plan and implement developments in quality of teaching and learning, underpinned by a cohesive CPD programme with measurable impact;
- Focus on partnerships with parents/carers, other schools and organisations to enrich and extend provision;
- Develop or strengthen impact-focused leadership and management.

Our teaching and support staff attended an additional training session this year (in addition to the two they attended last year) delivered by Christabel Shepherd, currently Executive Head of Copthorne and Holybrook Primary Schools in Bradford and NACE Challenge and Curriculum Director. The focus of the session was **CHALLENGE FOR ALL**.

Aims:

- To explore the importance of challenge for all learners
- To review the key components of cognitive challenge
- To further develop and embed challenge for all in the classroom with a particular focus on students with additional learning needs.
- To understand 'teaching to the top' as an important approach in providing challenge for all
- To develop strategies to effectively scaffold high quality learning
- To understand and further develop a challenge culture



Healthy Eating & Drinking

The school holds the Healthy Schools Award, healthy eating and drinking features on the learning schemes for many curriculum areas including Maths AOLE. The food sold in the school cafeteria, by our catering providers Shire Services, take full account of healthy eating and drinking plus nutritional values. This year they have provided learners with free fruit and salad. The school council have created a questionnaire to roll out to learners, aiming to see if learners know what a healthy balanced diet looks like, along with gaining feedback on the canteen food options. They have also begun developing posters for the school TVs on healthy eating to further knowledge and understanding. This will be something that is a priority for the school council for the next academic year.

School Priorities 2022-2023

To ensure that staff are able to know what learner progress looks like in terms of cross curricular skills:

- Literacy including marking for literacy
- Numeracy
- DCF

To further improve the quality of teaching and learning in the school with a focus on:

- Embedding the principles of Formative Assessment
- Reviewing and changing the school's position in relation to home learning.

To drive a culture of high expectation and resilience in learners covering the areas of:

- Attendance and punctuality to include NEET (Lead by JFP)
- Learner behaviour (Lead by SG)
- Rewarding success and achievement (Lead by AC/SG)
- Vision and Values (Led by LH)

To continue with the development and planning of the new curriculum:

- Monitoring and review of 2022-2023
- Planning for implementation of the CfW for years 7 and 8 in September 2023
- Planning for the implementation of the CfW into year 9 for 2023-2024



To review and continue to enhance the wellbeing provisions for:

- learners and
- staff
- A better environment for teaching, learning and working

SCHOOL COUNCIL PRIORITY:

- To educate the learners in Ysgol Bryn Elian about healthy relationships and the processes to follow in the case of peer on peer sexual harassment

Transition

Ysgol Bryn Elian is working closely with our cluster schools to ensure smooth transition from primary to secondary, particularly focussing on the transition in learning as we implement the new curriculum. In addition to the usual activities such as Transition Week in June and visits from SLT, Mrs Bronwen McKibben and Dr Anna McCormack-Colbert we have introduced the following this year:

Primary Liaison – identified staff to work with each primary for a ½ term.

The purpose of the project is:

- Develop collaboration between the cluster of schools.
- Develop knowledge and understanding of links and transition of your AoLE (knowledge, skills, experiences, assessment and progression).
- Allow learners to experience activities and teaching and learning they may not otherwise be able to.
- Focus on a particular cross-curricular area to develop specific skills in terms of sharing teaching and learning approaches. E.g. focus on developing specific reading skills in literacy or graphs skills in numeracy.

Teacher Swap – A class of learners has been identified (those for whom the pandemic has had a more severe impact on than others) 7T. Every Wednesday, Miss Owen goes to our primary school to teach their Year 6 class and the Year 6 teacher comes to YBE to teach 7T.

The purpose of the project is:

- Develop collaboration between the cluster of schools.



- Develop knowledge and understanding of links and transition of AoLEs (knowledge, skills, experiences, assessment and progression).
- Focus on a particular cross-curricular area to develop specific skills in terms of sharing teaching and learning approaches. E.g. focus on developing specific reading skills in literacy or graphs skills in numeracy.
- To share pedagogy, especially for learners who need more support.
- To ease the Transition by mirroring elements of primary e.g. one classroom, one teacher, topic based work.
- To upskill staff on the knowledge and approaches needed for teaching in each setting, to develop links and common approaches.

Transition week – Year 6

Transition week enables learners to experience immersion in YBE in terms of form groups, lessons, pastoral support, systems and expectations.

Mrs McKibben is reviewing Transition content and activities with a focus on ‘transition’ and not ‘induction’.

Transition day – Year 5

Plan for similar skills and team building activities in 2023.

Focus on developing integral skills within Curriculum for Wales.

LM PL fortnightly

Mrs McKibben has a double free on a Tuesday morning, every two weeks.

This has been used to meet with primary colleagues to develop processes for transition in terms of academic knowledge and curriculum, pastoral information and social knowledge.

The purpose is to replace the use of levels and other data and share findings with Mrs Hastings, Mr Render and Dr McCormack-Colbert to develop processes to support Transition and replace previous approaches.



Joint AoLE meetings

Calendared AoLE meetings provide an opportunity for staff from primaries to meet with subject leads at YBE. Here they can share approaches and knowledge, skills and experiences to strengthen the links between primary and secondary.

Enquiry based Action Research

YBE will work with Hen Golwyn and Ty Gwyn Jones to develop a reading project focussed on improving confidence and fluency in reading. Learners from YBE will work with those in Hen Golwyn and learners from Hen Golwyn will work with those in Ty Gwyn Jones.

The younger participants should benefit from:

- hearing stories read-aloud (modelling of reading fluency, phrasing and expression)
- having conversations with an older learner about topics that interest and involve them (extending their vocabulary, oral language abilities)
- having regular opportunities to practise familiar reading with 1:1 support
- enjoying fun, positive experiences with an older learner who will now be a recognisable face in the secondary/primary school (supports transition).
-

The older participants should benefit from:

- further developing their own literacy skills
- fostering leadership and problem-solving skills
- improved self-confidence that comes from being looked-up to
- a very real and important reason to be responsible, and an opportunity to be 'caught' (and praised) for positive behaviour

The aim of the reading buddy/shared reading project is to promote a higher interest and engagement in reading, to improve reading fluency/accuracy/comprehension and develop social and communication skills (confidence).



Heads of Department Visit

In the Summer Term, all of our HoDs, subject and skills leads will spend a day in one of our primaries with the Year 6 teacher and class to gather knowledge and information to support the transition in learning and planning for progress.

Book Browse

In the summer term, all schools to meet with books from Year 6 and Year 7 to have the opportunity to share what learners have been working on during the year to support planning for progress in all settings.

Individual Tours and Meetings

Mrs McKibben and Mrs Ellis conduct individual tours and meetings with children when the need arises – if the children or their parents are anxious about transition. Extra visits to primary schools by Mrs McKibben to help soothe concerns.

Mrs Platt, Dr McCormack-Colbert or Mrs McKibben conduct tours and visits for children who may be transferring to the ISB or who are identified as having additional needs.

My Concerns

Information to be recorded on my concerns by all schools as necessary then transferred to YBE as soon as possible after transition.

Use of assessment data to support transition:

Early intervention is crucial; therefore Year 6 learners sit a standardised reading comprehension test (NGRT) and a standardised spelling test (HAST 2) during their induction week.

They also sit MidYis tasks. These challenge learners at an appropriate level as it is an adaptive assessment. The tasks assess learners' vocabulary, mathematical and non-verbal skills.

The data provided is then triangulated with Year 6 teacher assessment data, LNF data as well as the Reading Comprehension/Spelling data collected during the induction week.



This information is then used to identify learners in need of additional support and, when appropriate, to group learners (set).

Learners' literacy and numeracy skills are assessed every six months using either our standardised assessments or, more recently, the digital version of the LNF assessments.

This enables us to track learner progress throughout KS3. Since learners do not develop these skills in a linear fashion, it is extremely important to monitor their progress and put support or more challenge in when required.

Multi-agency meetings

Dr McCormack-Colbert, Mrs Platt and Mrs McKibben attend multi-agency meetings to facilitate our most vulnerable learners' transition. This enables us to gain a deep understanding of learners' past experiences, potential learning differences and patterns of behaviours. Enhanced transition is often offered to these learners. This involves additional visits to school. The ALN specialist teaching assistants (ISB) also carry out visits to the primary schools/resource bases when a learner is extremely anxious about moving up to a different school setting.

Ysgol Bryn Elia has also had an Estyn Case Study published to exemplify the excellent practice in this area at the school. The link can be found here: [Developing pupils' English reading skills from 10-14 years of age \(gov.wales\)](#)



Partnership Programme

Ysgol Bryn Elian has worked closely with Ysgol Aberconwy on a number of priorities to share good practice and to develop collaborative links further. The focus points have been as follows:

<u>Priority</u>	<u>Actions</u>
<i>Further strengthen the quality of leadership across the school and alliance.</i>	Identify middle leaders to work collaboratively on an aspect of their leadership and act as a 'critical friend' Undertake a joint action research project across both schools and use this to improve standards of learning Strengthen self-evaluation processes through Joint book scrutinies and learner voice activities
<i>Support leaders and teachers to implement the new curriculum.</i>	Share best practice and develop a common approach to curriculum planning which is informed by our trials Work collaboratively to develop systems to support the tracking of progression across the curriculum Work together to develop a curriculum plan for years 8 and 9 informed by our own experiences
<i>Further strengthen the quality of teaching and learning and assessment <u>across</u> the school.</i>	Undertake joint book scrutinies and the sharing of best practice meetings, to improve the impact of feedback on learners
<i>Promote learner skills and well-being</i>	Share best practice in terms of the opportunities and provision of extended reading and writing Undertake joint book scrutinies/ lesson observations to evaluate the standards of skills in both settings Develop quality assurance templates which support middle leaders to identify standards of skills



Curriculum

The school's curriculum is organised by academic Years 7 - 13. Years 7 - 9 are primarily set according to information on their literacy and numeracy skills or are mixed ability classes. The school did not adopt Curriculum for Wales in 2022, but will be required to for September 2023 for Years 7 and 8. We have spent this year refining plans and working collaboratively to ensure the best possible provision for our learners. Some subjects and experiences have been collaboratively planned across an *Area of Learning and Experience*, to provide a platform for learning in order for learners to transfer their knowledge, skills and experiences across topics and subjects, whereas others have been planned as disciplinary subjects to ensure the appropriate breadth and depth of knowledge, skills and experiences.

The school has worked hard in developing our provision for literacy, numeracy and DCF skills across the curriculum. Professional learning and provision in these areas has improved dramatically and we will continue to develop this further next year. More details are available through the curriculum summary.

In Years 10 and 11 learners are set by ability in core subjects and taught usually as mixed ability groups in option subjects. Practical lessons call for smaller groups, which is accommodated, for health and safety purposes.

Post 16 classes are taught as mixed ability groups based on the choices made by learners returning to Sixth Form.



Option Blocks

Year 9

Option A: Engineering, Geography, Health & Social Care & Childcare, History, iMedia, Physical Education, Public Services.

Option B: Business, Digital Technologies, Drama, Geography, Physical Education, Product Design.

Option C: Business, Catering & Hospitality, Engineering, German, Graphics, History, College (through appointment with Miss Williams) (Hb or Cn).

Year 12

Option A: Chemistry, Digital Media, Literature.

Option B: Art & Graphics, Business, DT - Product Design, Geography, Language & Literature

Option C: Digital Technologies, Tourism, Mathematics, Philosophy & Ethics.

Option D: Biology, Financial Studies, Sport, History, Medical Science, Physics.

Linc Conwy Wednesday: Art & Design (Textiles), Construction, Criminology, Engineering, Further Maths, Health & Social Care & Childcare, Medical Science, Music (BTEC), Photography, Public Services, Welsh 1st Language, Computing (Cyber Security), Creative Media (TV & Film), Economics, French, German, Law, Music (A Level), Performing Arts (Theatre) or Performing Arts (Dance), Psychology, Outdoor Education, Welsh@ybe.

All KS5 option blocks have Skills Challenge Cymru.

Learners in Year 7 and 8 will experience the usual broad spectrum of subjects. Some lessons and experiences will have been collaboratively planned across an *Area of Learning and Experience*, to provide a platform for learning in order for learners to transfer their knowledge, skills and experiences across topics and subjects, including a focus on Cymru a Fi.

Additional Learning Needs

1. What is changing for children and young people with special educational needs?

The Welsh Government is changing the way children and young people with SEN are supported. The support children with SEN receive is called special educational provision (sometimes called SEP).

WG are replacing the old (SEN) system with the new ALN system. The new ALN system strengthens the importance of providing information and support so that children, young people and their parents are involved as much as possible in the process and in decisions that affect them.

When the ALN system is introduced you will notice the following changes to what things are called:

- special educational needs (SEN) becomes additional learning needs (ALN)
- special educational needs co-ordinators (SENCoS) become additional learning needs co-ordinators (ALNCoS)
- special educational provision (SEP) becomes additional learning provision (ALP)
- plans such as individual education plans (IEPs), statements and learning and skills plans (LSPs) will be replaced with a new plan called an individual development plan (IDP)

Some things have not changed. Having ALN is the same as having SEN. This means that if a child or young person has SEN they are also likely to have ALN. And it means the special education provision children and young people get to help them learn at school because they have SEN will continue, if it is still required, but it will now be called additional learning provision.

2. When and how children and young people will move to the new system?

On 20th March 2023, Jeremy Miles MS, Minister for Education and Welsh Language, issued a written statement announcing that the implementation of the Additional Learning Needs (ALN) reform was to be extended for compulsory school-aged pupils. The Minister explained that:

“...over the last six months, ALNCoS, local authorities, special schools, head teachers, third sector providers and other education practitioners have told us that more time is needed to embed effective change. They have highlighted the increasing pressures created by responding for example, to the

enduring impacts of the pandemic on children and young people requiring support due to their social and emotional issues, whilst at the same time moving children and young people from the SEN system to the new ALN system. I have therefore determined there is a need for more time to deliver the changes and improvements through the ALN reforms”.

Consequently, children who were due to move to the ALN system between September 2023 and August 2024, will now move to the ALN system between September 2023 and August 2025 (see table below).

The table below shows when children in the first group must be moved to the ALN system based on their school year group.

Spring term 2022 to end of August 2023 Nursery Years 1 or 2, Year 1, Year 3, Year 5, Year 7 or Year 10

School year 2022 to 2023 Nursery Years 1 and 2, Year 1, Year 5, Year 9 and Year 10

School year 2023 to 2024 Year 4 and Year 8 and any other learners with SEN on 1 January 2022 who did not move to the ALN system during the first and second years of implementation

The ALN system will follow the person-centred approach and schools and, in some cases, local authorities will decide about how best to meet your child’s needs within the meaning of the new Act. Following a collaborative decision-making process, schools or sometimes the local authorities will issue an ‘IDP notice’ or a ‘no IDP notice’. It is the IDP notice, or the no IDP notice, that moves a child from the SEN system to the ALN system.

We will work hard with learners and families to ensure everyone understands these changes. We have started moving learners to the new Additional Learning Needs (‘ALN’) system in January 2022.

Families will have access to impartial information advice and support. This is statutory, which means it must be provided by law. Every local authority in Wales must have arrangements for providing

children and their families and young people with impartial information, advice and support. In Conwy local authority, SNAP Cymru (0808 801 0608) provides this service.

****Please note that learners not being identified as needing an IDP will still have access to the school-based interventions they meet entry criteria for**.**

3. What support are learners with ALN accessing this year?

Learners identified and having Additional Learning Needs receive support and intervention by the Learning Zone, under the direction of the ALNCO Dr McCormack-Colbert, in line with their needs.

The Learning Zone - Intervention based provision for mainstream learners

The ALN department works within the school and with outside agencies to provide additional support to learners with learning differences. In accordance with the Special Educational Needs Code of Practice for Wales (WAG, 2002), the department aims at enabling learners with Additional Learning Needs (ALN) to reach their full potential, to be included fully in their school communities and make a successful transition to adulthood. Learners who may require additional support are identified at the transition from primary to secondary school, when they join from other schools or as a result of teacher referral.

Several interventions are available to learners who are placed on **School Action (SA)** in **KS3**:

- Literacy support
- Numeracy support
- Speech and language support (Specialist Teaching Assistant trained by a Speech Therapist)
- Social and Emotional communication skills (Specialist Teacher/Specialist Teaching Assistant)

At **KS4 School Action (SA)** the form of support available changes and aims at enabling learners to leave school with qualifications so that they are ready to meet real life challenges:

- SWEET: *Sweet** is a range of innovative resources that support learners to develop important life and employability skills, and to achieve a fully accredited Pearson Edexcel BTEC qualification in Personal and Social Development
- WJEC Entry Level English
- AQA Entry Level Maths
- Study skills

- Qualifications for Life: Agored Cymru Level 2 Certificate in Work Related Education General Information

Learners in **KS3 and KS4** placed on **School Action Plus (SA+)** also may have access to support provided by the LEA and/or external agencies:

- Teaching Assistant Support
- Specialist dyslexia tuition
- Support and monitoring from the Sensory Impaired Service (partially hearing and visually impaired)
- Involvement of the Speech and Language Therapy service
- Support from the English as an Additional Language service
- Support from the Educational Psychology Services
- School based counselling service

The Individual Support Base

(resource base for learners with severe learning difficulties)

Managed by the Local Authority.

4. Examination access arrangements (Years 10 to 13)

Examination access arrangements allow candidates with additional learning needs, disabilities or temporary injuries to access an assessment/examination and show what they know and can do without changing the demands of the assessment.

Dr McCormack-Colbert carries out specialist assessments at the start of Year 10 and applies for access arrangement approval to the Joint Council for Qualifications. Further information can be found on www.jcq.org.uk.

Bryn Elian Professional Enquiry Groups

Mrs Lindsey Hastings, Dr Anna McCormack-Colbert, Mr Aaron Jones, and Miss Lowri Owen.

Collaborative Professional Enquiry

Professional enquiry is based on action, evaluation and critical analysis of practices based on collected data to introduce improvements in relevant practices. This form of inquiry is driven by active involvement and teamwork among individuals sharing a common objective.

What does this entail?

- Staff members are required to form groups and collaborate to enhance their knowledge and understanding of a specific subject or question related to a particular theme.
- Within their groups, they must agree upon a manageable enquiry project to test a chosen method, strategy, or intervention.

Aelodau/Members	Ymholiad Proffesiynol/Professional Enquiry
SK, DJW	Does encouraging 'out of subject responses' when using goal free learning tasks promote classroom engagement and confidence of learners in Physics/Maths?
CMO, LWO, SEJ	Can the whole of KS3 show boosted motivation and increased learning through the use of a homework grid?
CJH, NLH	How can we apply the DCF across all subject within our technology AOLE with a particular focus on year 10?
CM, RG, NPR, IB	Retrieval methods for KS4. Students often struggle to cope with the large amount of subject knowledge required as part of GCSE History. Students need to develop skills in prioritising, recalling and utilising important historical facts
DMH, BM, RD, HW	Continue to improve well-being of nurture groups 7T, 8T and 9I
NPR, MVR, EW	What is the most effective type of feedback to pupils (Secondary school approach to a practical setting)? This was the question we asked last year. This year we propose to implement the use of mini projector to help to enhance feedback and personal observation.
JFP, RM	To do a school audit of the provision of Careers at KS3 amongst the six AOLEs.
LC, PLS, EMW, SAG	How useful is having a standard approach to reading non-fiction texts?
MLH, SD	To demonstrate and assess progress using the new CfW progression steps.

SGO, MM, Chloe Track	TRAC Developing tracking and communication systems across the school to further support inclusion and the welfare of all students in our care
JJ, AB	To develop strategies to build resilience both in post (as HoDs) and amongst staff who are balancing roles and responsibilities outside the department.
HMJ, WP, CJH, SP	How does project based homework impact engagement with homework, taking into account the new school homework policy?
LOR, MB, SW	Do knowledge retrieval techniques improve pupils learning?
HH, RR, JMC, KS	Does retrieval practice improve long term retention of mathematical skills across the ability range in Year 10?
AC, MJ	Does retrieval practise have a positive impact on assessment scores?
DBT, DDB, ELC	How does participation in D of E affect attitudes to learning?
PLB, CP	Does the opportunity to develop mathematical skills in a mainstream environment impact on the self-esteem, resilient and confidence of ISB students? Would struggling mainstream students benefit from access to specific numeracy interventions in the ISB?
All Mentors	How does coaching and mentoring support the wellbeing of learners?

KiVA anti-bullying:

KiVa is an acronym for “Kiusaamista Vastaa” (against bullying) and kiva is also a Finnish adjective for “nice”. The programme is based on robust research that shows how the responses of bystanders maintain or decrease bullying behaviour. It aims to affect norms and skills, behaviour, attitudes, and the classroom and school climate. The programme has universal actions, at both class and school level, and indicated actions that address confirmed cases of bullying.

- Learners in KS3 have received emotional literacy lessons during their usual PSE lessons, and this is something they will continue to revisit this in each year up until the end of Yr9.
- KS4 form tutors provided with information and support to help learners understand our new process, and what we all should be doing in order to tackle bullying.

- Website has been updated to provide all relevant information available to learners and parents. Parents/learners are able to access our only bullying form, check our processes to deal with bullying, and gain a greater understanding of KiVA and its impact.
- KiVA anti-bullying contract has been created. This contract is a binding process where parent, learner and LM's/SLT fully understand the process, should the bullying continue.
- A centralised copy of all those learners who have received a KiVA contract, and at what stage, should we need to refer back to.
- Learners to complete a survey at the end of the year to establish effectiveness of the emotional literacy lessons they received.

Physical education/Health & Wellbeing

“The Future Looks Bright”

I wanted to start my review of Physical Education/ Health & Well-Being by expressing my sincere gratitude and admiration for the recent developments at Ysgol Bryn Elian, particularly the installation of the brand new 3G facility, the Multi Use Games Area, and the outdoor gym. I believe these projects have not only revolutionized the quality of Physical Education classes at the school but have also played a significant role in promoting sport, health, and well-being among our students.

Since the opening of the 3G facility, our school has witnessed a tremendous increase in student participation in sports activities, and the quality of Physical Education classes has dramatically improved. The 3G pitch has provided a reliable and safe surface for football and other sports, and it has enabled our students to train and play in a variety of weather conditions. Our teachers and coaches have also reported that the 3G facility has enhanced the learning experience, as it provides an excellent environment for students to develop and improve their skills. Moreover, the Multi Use Games Area and the outdoor gym have also been a huge success.

These facilities have provided a new and exciting way for our students to engage in physical activity and promote healthy lifestyles. They are regularly used during break times, lunchtimes, and after school, which not only promotes exercise but also encourages social interaction and team-building skills. I would like to take this opportunity to express my sincere gratitude to Brian Crossland, the school's Business Manager, for securing the funding for these projects. His tireless efforts and commitment to the school have enabled us to have these fantastic facilities, and I believe we are now

the envy of schools in the area. These new additions have undoubtedly had a positive impact on our students and will continue to do so for many years to come.

In conclusion, I would like to express my sincere thanks to the school governors for approving and supporting these projects. The new 3G facility, the Multi Use Games Area, and the outdoor gym have made a significant difference to the quality of our students' education and well-being. I look forward to seeing the continued success of these facilities and the positive impact they will have on future generations of students.

Well-Being Ambassador Programme

For the second consecutive year we have used the Conwy Schools Well-Being Ambassador Programme to support the Well-Being of our learners.

We have a mixture this year of old and new Ambassadors. New Ambassadors from Years 9, 10 and 6th form were appointed back in September and they all received training via the materials received through Conwy agencies.

In addition, we have facilitated additional training opportunities that our Ambassadors have attended and gained a significant amount of insight into. Our Ambassadors participated in an online Q&A on the topic of Gang Culture and County Lines. Following this, we were asked as a school to host a County event for a face to face session with Matthew Norford (a Public speaker on the topic Gang culture in our society). On this occasion, vulnerable learners from Years 9+ were invited to attend and listen to the real-life experiences of Mathew and how he managed to turn his life around. Representatives from various outside agencies and schools were also in attendance as they hold important roles within the Community in supporting the Welfare and Safeguarding of young people.

In October, our Ambassadors attended another virtual Live Q&A, this time on Online Safety; Parents and Guardians were also in receipt of the link to be able to join this meeting (should they wish). This workshop raised many important issues that our learners were previously unaware of and was therefore very eye opening. Following this, our learners identified some of the information which they believed would be relevant and useful to share with their peers.

In January the Ambassadors promoted an initiative called 'Time to Talk' in support of talking more openly about Mental Health. Resources were shared amongst staff and learners; a special drop-in event was hosted in the PE suite on Thursday the 2nd of February where all Ambassadors came together and invited the individuals that had been regularly attending their usual drop-in sessions. Fruit, snacks and a few treats were supplied, some activities were held and it proved to be a very uplifting and successful event. As a team, we have therefore decided to host termly event of this nature as we found great value in getting all the members together. We have already held this term's event. It was equally as well attended and successful in promoting the importance of social well-being and talking to each other. MOBILE PHONES WERE DISCOURAGED AT THE EVENT!

Claire Guest (our school counsellor) kindly offered her time in February to deliver a 'top-up session' with all our Ambassadors. The session aims covered the following:

- Different Mental Health Issues
- Where to Learn More About Mental Health Issues
- Signposting/Directing Towards Further Help
- Helplines/Websites/Who to Speak to
- Active Listening Skills /Attitude
- Questions and Answers – What would be useful moving forward?

In March, Mrs Simone Gould organised two separate workshops for the School council reps and Well-Being Ambassadors. The first workshop was targeted at KS3 learners and covered information surrounding Consent and Healthy Relationships. The second, more appropriate for KS4&5 was on Sexual Consent and Assault.

The Ambassadors continue to facilitate drop-in sessions for their specified year group and are building good relationships with those that attend.

SHRN data will be reviewed again next year and the Ambassadors will play a part in identifying the new data in need of intervention. An action plan will then be proposed on how they can have further impact on the Well-being of their peers and raise awareness whole school on certain matters.



YBE Health & Well-Being Extra-Curricular Timetable



SPRING TERM	LUNCHTIME	AFTER SCHOOL 2:45pm-3:45pm/4pm
MONDAY	MUGA- RH YEAR 7 WELL-BEING DROP IN (FOOD TECH) BM/EE YEAR 9 WELL-BEING DROP IN (PE CLASSROOM) EJ	ATHLETICS ALL YEARS CW/CO FOOTBALL YEAR 8/9 BOYS 3G MVR
TUESDAY	MUGA- RH YEAR 7 WELL-BEING DROP IN (FOOD TECH) BM/EE KS3 FITNESS CLUB- FITNESS SUITE EJ	BASKETBALL 9/10/11 (SPORTSHALL) AA
WEDNESDAY	MUGA- RH YEAR 7 WELL-BEING DROP IN (FOOD TECH) BM/EE YEAR 8 WELL-BEING DROP IN (PE CLASSROOM) EJ	NETBALL ALL YEARS (MUGA) EJ FOOTBALL YEAR 7 (3G) DML
THURSDAY	MUGA- RH KS4 FITNESS CLUB- FITNESS SUITE EJ YEAR 7 WELL-BEING DROP IN (FOOD TECH) BM/EE TABLE TENNIS (GYM)	NETBALL -Fixture night EJ TENNIS ALL YEARS (Tennis Courts) RH
FRIDAY	MUGA- RH YEAR 7,8,9 FUN FRIDAY BASKETBALL MUGAAA/ RH YEAR 7 WELL-BEING DROP IN (FOOD TECH) BM/EE KS5 FITNESS CLUB- FITNESS SUITE EJ	

INCOME AND EXPENDITURE ACCOUNT

Period ending 31st March 2023

Income	2021/22	2022/23
Individual School Budget	5,175,391	5,513,648
Other Welsh Assembly Grants	201,653	51,497
SEG/PDG	214,904	272,947
NQT Grant	3,400	8,284
Lettings	0	9,467
All Weather Pitch	0	
Other Income	35,721	39,577
Total Income	5,631,069	5,895,420
Expenditure		
Staff Costs	4,266,996	4,531,838
Maintenance Expenditure	266,891	75,434
Other Occupancy	133,712	136,853
Educational Supplies and Supplies	767,794	871,219
Other Supplies and Services	168,903	188,199
Furniture and Equipment	15,053	1,000
Capital Expenditure	0	0
Total Expenditure	5,619,349	5,804,543
Excess of Income over Expenditure	11,720	90,877
Balance B/Forward from Previous Period	168,213	179,933
Balance C/Forward to Next Period	179,933	270,810

Recent Careers Education Developments at Ysgol Bryn Elian

The Year 9 New Careers Choices Module and resources has been successfully delivered to Year 9 classes through PSE. The module focuses on who can provide careers advice to students, discrimination in the workplace, Year 9 option choices and future careers choices. Feedback from learners and staff regarding the new module was conducted and was very positive.

The school has developed Careers Education within the curriculum by incorporating Careers Education into Mid Term Plans across all AOLE's. This has raised the profile and importance of Careers within the curriculum.

The school will be holding a Careers Fair on Tuesday 4th July with over 20 employers coming into school to educate Year 10 students on a wide variety of employment opportunities including medical careers, service careers and business careers.

Mr Jeff Powell has a Level 6 Career Leader Qualification. The school has also been put forward to pilot and help design the new Career and Work-Related Education (CWRE) Award which will replace The Careers Wales Mark.

Ysgol Bryn Elian Alumni Initiative Update

Former students of Ysgol Bryn Elian have been contacted via email or social media. Alumni have been asked a series of questions relating to their current roles and careers pathways. Alumni information, including a current photograph, has been collated into a single page profile which has been used to construct a Wall of Fame for Alumni outside Studio One. Many Alumni have expressed an interest in coming into school to discuss their careers and work experiences. Some Alumni have also been interviewed via Microsoft Teams. It is planned to develop this further next year.

The Eco-committee

The Eco-committee continue to hold half termly meetings with Miss Owen. The Eco-Committee hold half termly meetings. This academic year we have welcomed three new members to the team and have elected a new Chairperson and Secretary. In December 2023, after a rigorous assessment, we were delighted to hear that the Eco-Committee have achieved their Green Flag: 5th Platinum Award. In Bryn Elian we are delighted to see that, thanks to the efforts of our learners, Eco-Schools goes from strength to strength.

We have also updated our action plan for this year and changed some of our targets. Our first target is working with the eco club and forest schools to plant 120 trees which have been planted. We also hope to set up a new paper recycling scheme as the current system is lacking. Another target has been to continue to research and lobby for cleaner energy for the school following a meeting with Mr Crossland where we discussed the possibility of having solar energy at Ysgol Bryn Elian. The final target has been to continue to improve our school. This is being done through litter picks and through learning about sustainable development in Geography lessons.

The eco-committee also had a meeting with Mr Wilkins to discuss how we can help with #MyBE through spreading awareness of the daffodil project and picnic blanket collections. The eco-committee are excited to work with the Welsh Baccalaureate Year 10 cohort as part of their community project as well as the eco club and the forest school.

School Council 2022/2023

Over the last academic year the school council have met every fortnight over a working lunch, they have been focusing on two priorities in addition to covering a range of topics that have been brought forward throughout the year:

- To develop and deliver resources which raise awareness/provide understanding and support of Healthy Relationships and PoP Harassment
- To develop resources and information promoting healthy eating

As a result, they have been able to create and complete a Peer-on-Peer Audit of learners in the school. 150 learners completed the Audit, 50% of those who completed the survey have witnessed sexual harassment in school, 19% of those who completed the survey have personally experienced sexual harassment of those only 25% reported it. 70% of those who completed the survey stated they knew how to report sexual harassment. As a result of the survey results, the school council felt it was important for them to be fully informed on the topic before educating others, they felt from the survey the focus should be around what PoP is and healthy behaviours. The Spectrum Project workshops were booked in for March 2023 to support their knowledge and understanding of key issues to then enable them to plan workshops, assemblies, and other information for learners within the school. From this the School council have mapped out key sessions for the Summer Term for The

Spectrum Project to deliver to Year 7-10 learners, along with a RSE day added to form time activities, planning an Online Sexual Harassment Assembly which was delivered and booking an external speaker for June 2023.

The school council have additionally worked with Mr Powell on choosing charities to support when raising funds in school, Mr Wilkins in supporting his #mYBE drive and have worked with NHS Wales on an Immunisation project for teens.

Year 7: O. Heap & S. Murray-Winn

Year 8: S. Edwards & R. De Costa

Year 9: R. Aronwich & O. Adamson

Year 10: M. Roberts & E. Wilson

Year 11: B. Bowler & J. Evans

Year 12: J. Thomas & S. Titchiner

Year 13 (Executive Leadership Team): A. Jones, A. Taylor-Eardley, T. Dentith & E. Aspinall