



Skills  
Sgiliau



Wellbeing  
Lles



Attitude  
Agwedd



Knowledge  
Gwybodaeth



# Ysgol Maes Hyfryd

## “Moving to High School”

## Welcome to Ysgol Maes Hyfryd

**Firstly, thank you for choosing Maes Hyfryd as your child's next school.**

### Transition

#### 'Don't drop the Baton'

***Ysgol Maes Hyfryd and Pen Coch work together to ensure we both have a clear vision about the importance of a smooth transition for pupils and have the same expectations for pupils' wellbeing and will continue to work with the four purposes of education and the new curriculum for Wales.***

**The purpose of every school's curriculum will be to support our children and young people to be:**

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society

The schools work very closely together and the process begins at the beginning of school year when Maes Hyfryd staff are invited to attend your child's person-centred planning meeting which is held at Pen Coch around October and November which arranged by Pen Coch.

### Our vision

Maes Hyfryd strive to provide children with magical experiences which help support their learning and development. As a school we do not make children adapt to how we teach, but rather us adapt to the way they need to be taught.

Engaging children in memorable experiences and cultural celebrations provide children with an education they will never forget in an exciting and practical way.

We aim to remove the barriers to learning and adapt these experiences, so they are as inclusive and accessible as possible for all children, no matter what.

We want children to celebrate the vast cultures and religions around us, and involve and engage parents and the community as much as possible.

Establishing community links and sharing these experiences with our families, partner schools and local community allows us to bring everybody together.

We continue to work hard on developing children to have their own voice and

We work hard on supporting children's independence and life skills, assisting them to become happy, confident and healthy learners. We aim to develop life skills to enable them to be as independent as possible in the future.

We encourage pupils to make their own choices, support their emotional regulation as well as helping them develop their confidence and self-assurance. We celebrate the children's small steps of achievement and progress, and work alongside the children personalising approaches which best support the individuals learning journey.

### **Focus for Learning**

- Connecting and responding to key people and familiar activities – e.g. Attention Autism, SCERTS, Intensive Interaction, building relationships.
- Interacting with the environment and world around them – routine, objects of reference, transitions, classroom environment, educational visits, recognizing their impact on the environment e.g. cause and effect.
- Readiness for learning – emotional regulation, sensory regulation, routines, relationships (adults and peers).
- Experiential learning.

It is an exciting, but sometimes scary thought, when children have to leave their Primary School and move up to High School. So, we hope that the information in this booklet will help you find some answers to any questions you may have and make you and your child feel happier about the next stage of their life

### **The Transition Team**

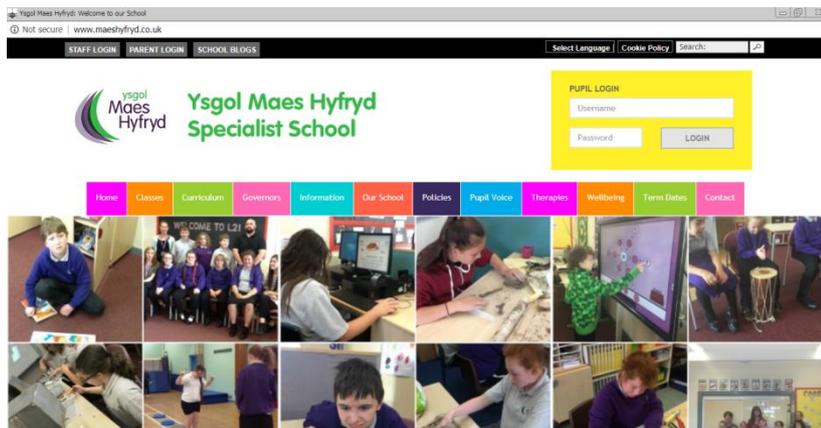
Mrs Helen Millard Headteacher,  
Assistant Head of Sensory Mrs Erica Harwood  
Assistant Head of Key Stage 3 Mrs Veronica Breeze,  
Family Engagement Worker, Mrs Tanwen- Messum-Johnson.

Often these will be the first people you meet when thinking about your child's move up to High school.

Mrs Breeze and Mrs Harwood will attend the important Transition reviews at Pen Coch.

Pupils in a mainstream setting will find out their placements from the local authority in March.

When the final decision about placement has been made, parents will be directed to our school website to look at our school prospectus which has everything you need to know about Maes Hyfryd in much greater detail (or you can access this directly off the school's website at). <http://www.maeshyfyd.co.uk/>



We are always available to assist you with your individual queries or needs, believing strongly that no question is too small or too “silly”. Good communication enables smooth transition, so a proactive relationship between parents, pupils and school is paramount for happy pupils & parents.

If an individual needs an enhanced transition, either because they have complex care needs or a heightened sense of anxiety, again Maes Hyfryd can accommodate additional visits by staff & pupils, either to Maes Hyfryd or in the familiar setting of Pen Coch.

The role of a transition team is to ensure information about an individual is shared, and plans are implemented to facilitate as smooth a transition period as possible. The team considers what support should be provided to reduce anxieties where possible and staff from both schools work closely to achieve this.

Students transfer to YMH from a number of schools but the main feeder school for YMH is Ysgol Pen Coch, Flint.

Wherever possible the aim is to make the transition as smooth as possible by:

- arranging visits and shared projects from year 5
- sharing information about the students' interests, skills and abilities
- discussing preferred learning styles and classroom organisation
- having social opportunities throughout the year for year 5 & 6 students to experience activities at YMH
- having dedicated transition days in the spring and summer terms

Our Family Engagement Worker will be in touch soon to arrange a home visit and complete necessary paperwork and pupils' one-page profile.

## The School Day at YMH



Time	Activity
9.00 am	Doors open for pupils
9.00 - 9.10 am	Registration / Circle Time
9.10- 10.45 am	Lesson time/ Individual programmes
10.50 - 11.10 am	Break time
11.15 am	Lesson time/ Individual programmes
12.00-1.00 pm	Lunchtime
1.00- 1.15 pm	Registration & PSHE
1.15- 3.20 pm	Curriculum Activities
15.05 pm	Preparation for end of school day
3.10pm	Pupils leave school

YMH has four areas that meet the needs of pupils within school and the 6<sup>th</sup> Form Hub is off site and is based in Shotton. We have four assistant heads who take responsibility for these areas:-

- Sensory and PLMD pupils - Mrs Erica Harwood
- ASC – Mrs Emma Keyworth
- SLD pupils - Mrs Veronica Breeze
- 14 – 19 pupils - Mr Matthew Wynne

After parents & pupils have chosen YMH as their High school, there will be lots of consultation between YPC & YMH, to ensure that your child is placed in the most appropriate class. This is a decision that is carefully considered to ensure a smooth transition for all pupils. We usually find it works very well, but again to reassure you as a parent, IF there are any concerns, we are flexible and will make changes if necessary. Nothing is set in stone and we want our children to be happy and ready to learn.

Parents can contact the local authority and request school transport which is arranged through Flintshire transport department (01352 704532) and is not the responsibility of the school.



YMH has individual classroom spaces as well as a number of specialist facilities, including Nurture room, an Independent Living Skills (ILS) room; light and dark sensory rooms; a therapy room; medical rooms; parents' room; soft play area; an outdoor play area & gym; sensory activity areas as well as access to a hydrotherapy pool at Ysgol Pen Coch.



### **The Curriculum**

All pupils have access to a broad, balanced and relevant curriculum, based on the National Curriculum, which is differentiated and modified for pupils with severe and complex speech, language and communication needs. Strong processes for assessment, planning, teaching and reviewing ensure that each pupil makes the maximum progress in learning.

Teams of teaching, therapy and support staff work in seamless collaboration, offering high impact, multi-disciplinary programmes via the National Curriculum. They are supported by other consultant professionals' advice and input wherever appropriate.

### **The Sensory Department**

The sensory department caters for pupils with more complex needs, including those with autism who use augmentative forms of communication and those with Profound and Multiple Learning Difficulties (PMLD). The pupils in the sensory department may also have additional associated difficulties such as sensory impairments and complex health needs. Due to the nature of pupils placed in the sensory department, each class has a high staffing ratio to support curriculum access, personal care and learning. We currently have two classes that cater for pupils with ASC and two classes for pupils with PMLD. If we feel your child's needs would be best met in the sensory department then this would be discussed with you at their year 6 transition review.



The curriculum has a strong sensory bias and is based on the needs of the individual pupils. There is a significant emphasis on developing communication and conceptual development and pupils follow personalised programmes of work to develop these skills, such as Picture Communication Exchange System (PECS), use of eye gaze technology and therapeutic interventions.

Therapies are an important part of the curriculum offered in the sensory department and we have developed and implemented a range of ASC specific and PMLD specific therapies to meet the needs of our youngsters. In our ASC classes, pupils undertake Lego therapy and Venturing into Play to aid social communication skills and physical therapies for self-regulation such as Cosmic Yoga, sensory circuits and rebound therapy.

Pupils with PMLD receive therapies to develop mobility and tactual skills through Tac Pac, sensory dance massage, use of the vibroacoustic bed, rebound and hydrotherapy. Those with low vision will also undertake regular sessions in the dark room for visual stimulation led by specialist staff.

Our therapies take place in our specialist rooms throughout school, such as the light and dark room, soft play and physio room.

The Soft Play room helps to develop gross motor skills. Every surface is soft padded so pupils can have fun using the apparatus safely. Pupils can practice Physiotherapy programmes as well as completing Sherborne Movement exercises within the area.

As well as our outdoor gym facilities YMH is delighted to announce that we have made a major investment in new playground equipment for our pupils. It is a very popular due to its adaptability being well used by all pupils whatever their level of independence.



## Curriculum

A range of teaching strategies are employed - whole class teaching, individually directed teaching and activities which promote independent learning.

## Four Purposes of Learning

The 4 purposes will be at the heart of our new curriculum. They will be the starting point for all experiences, supporting our young people to be:

- ambitious, capable learners ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

## **Key elements**

The new curriculum will include:

- 6 Areas of Learning and Experience from 3 to 16

- 3 cross curriculum responsibilities: literacy, numeracy and digital competence
- progression reference points at ages 5, 8, 11, 14 and 16
- achievement outcomes which describe expected achievements at each progression reference point.

The curriculum will be organised into 6 Areas of Learning and Experience:

- Expressive arts
- Health and well-being
- Humanities (including RE which should remain compulsory to age 16)
- Languages, literacy and communication (including Welsh, which should remain compulsory to age 16, and modern foreign languages)
- Mathematics and numeracy
- Science and technology

Curriculum Cymreig is an integral part of the whole school policy for curriculum.

### Creative Curriculum

The Creative Curriculum is inspirational both pupils and for teachers. It makes learning motivational and successful for all involved. At its heart the creative curriculum is skills based and knowledge supported. It includes not only what to study but also how to study.

Planning begins with an understanding of the key skills to be developed and the content is selected to support these. All the skills that are developed enable pupils to become good communicators, problem solvers, encourages them to work well with others and ultimately improve their own learning performance.



YMH uniform consists of:

- Dark grey/black skirt or trousers
- Grey polo shirt with school logo
- Dark purple sweat shirt/ cardigan with school logo
- Black shoes or trainers
- Dark outer coats



Clothing and footwear essential for PE is as follows:-

- Plain black shorts or (girls only) black short skirt with built in shorts)
- Plain black jogging pants
- White polo/t shirt with logo
- Trainers/ Football boots

Ysgol Maes Hyfryd uniform can be purchased from either  
Forrester Sports, Chester Street, Mold. 01352 756636  
Get Logo'd, Chester Road East, Shotton. 01244 816955



YMH has access to the Hydro therapy pool based at Ysgol Pen Coch where named pupils can attend depending on their initial assessment which is conducted by the physiotherapist

YMH is supported by the Health Authority Physiotherapy service and sessions are held twice weekly for named pupils. In addition, the Physio's work in partnership with YMH staff to follow daily programmes

### **Lunchtime at YMH**

All pupils have a choice and can choose their meal from

- a traditional hot meal with meat and/or vegetarian choice
- a salad or pasta
- a selection of sandwiches / rolls
- jacket potatoes
- hot dessert and/or fresh fruit.

The three-week menu is made available for parents at the start of each term so that parents can inform staff of any particular dietary restrictions if the child is unable to communicate that information themselves. Ysgol Maes Hyfryd Staff support the pupils in developing their social skills and also monitor the variety of food they choose to encourage a healthy balanced diet.

Pupils who prefer to bring a packed lunch will also eat in the school hall and may also buy drinks, fruit etc. from the servery.

Ysgol Maes Hyfryd supports healthy lifestyles and pupils are requested not to bring crisps, fizzy drinks and chocolate bars to school for snack or lunch. Parents are asked to support this policy

### **Transition Plans**

In the Autumn Term both Pen Coch and Ysgol Maes Hyfryd communicate at school as the school year begins to develop a programme of activities which take place throughout the year both here at school and at Pen Coch. This will commence after your child's review.

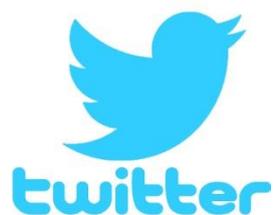
Once your child has officially received a place we will send further information with additional information about the class they have been placed in, alongside photos and names of staff and other pupils who will be members of that class.

The more information we can share with you, hopefully the less anxiety you will feel. We are sure your child will be very happy at Maes Hyfryd and settle quickly, but feel assured if that's not the case, we are always approachable & here to help.

### **Follow us on Twitter**

[Ysgol Maes Hyfryd](#)

[@MHyfryd](#)



**You can see our latest update pictures / videos of what's happening in our classes.**

**Or on our website**

<http://www.maeshyfryd.co.uk/>

