

Canolfan Addysg Y Bont

Handbook and School Prospectus

2025 - 2026



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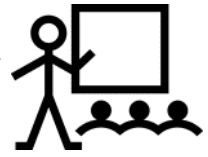
Gwefan: www.canolfanaddysgybont.cymru

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Mission Statement

To learn

The staff at Canolfan Addysg Y Bont know pupils' needs very well and works consistently to prepare suitable programmes to ensure that the curriculum is relevant to every individual.



To Care

The Bont promotes pupils' social, moral, spiritual and cultural development effectively. There are very effective arrangements for promoting a healthy way of life and pupils wellbeing. The personal care and support is of a high quality.



The opportunity to succeed

The school is inclusive and respects diversity and enables everyone at the school to participate fully in school life. The school is committed to ensuring equality of education and opportunities for all pupils, staff, parents and carers.



Purpose

The school aims to provide the best and most appropriate education pathway, to meet the needs of each individual pupil in accordance with their age, ability and interests in a bilingual setting that respects their opinions, wishes and ambitions in a secure and nurturing environment.

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**Disclaimer:** Although the information presented in this prospectus and handbook is correct at the time of publication, it should not be assumed that no changes will be made before or during the educational year.

## Introduction and Context

Canolfan Addysg y Bont is a co-educational day special school, specialising in the care and education of students between the ages of 3 and 19 years who are diagnosed as having severe and complex learning difficulties. Our students span a wide spectrum of needs which include autism, communication difficulties and some may display behaviours which challenge. The school is funded by the Local Education Authority (LEA) for 119 pupils and of the 129 currently on roll, 36% are girls and 64% are boys. The aim of the school is to help pupils achieve their full potential by reducing the negative aspects of their disability in an environment which offers warmth, security, consistency and understanding. In order to achieve this we offer a structured, broad, balanced, relevant curriculum providing students with experiences and skills to develop as much independence as possible.

Our students have access to a calm consistent, eclectic approach to meet their individual additional learning and care needs and address their diagnosis, with communication being the key factor. We have high expectations and believe that an open, honest partnership with parents/family unit and professionals is required to achieve our collective goals and personal learning intentions.

Initial **referrals for placement** are made to the local education authority, and a Moderation Panel will discuss any referrals before deciding on a Special School placement. Visits by prospective parents/family and pupils are always welcomed, the criteria being a Statement of Special Needs and/or a Local Authority Individual Development Plan (or EHCP). Naturally the school has special arrangements in order to facilitate the education of pupils with disabilities. The Local Authority has specific entry criteria that further explains the relevant details. This can be discussed with the **Additional Learning Needs Service for Anglesey**.

The school is organised into three main groups – Primary (7 classes), Secondary (8 classes), and a Special Care class called 'Dwynwen'. All pupils follow one or more of our 3 Learning Pathways, namely the Pre- Informal, Informal and Semi Formal Pathway. No pupils follow the Formal Pathway since 2024.

Each group consists of between 7 and 14 pupils with a teacher and two teaching assistants - some pupils require additional one to one support. The curriculum is broad and balanced, encompassing the new Curriculum for Wales (CfW), which uses modified and/or differentiated programmes of study where appropriate. Students are assessed using a wide range of specialist assessment methods and framework, such as ABLLS (Routes for Learning), Evidence for Learning, B-Squared, TALC together with National Curriculum Levels and the National Literacy and Numeracy Framework when appropriate. Parents receive written school reports twice a year, and all pupils are individually reviewed at least annually. Each student has an Individual Development Plan (IDP) to enable all staff to be aware of shared targets/outcomes. Individual progress is recorded and enables the celebration of small achievements over time. A range of other tests are used when appropriate and of relevance to the individual pupil.

Staff at the school have received training in 'Developing a Positive Approach' (RESPECT) and everything possible is done to support students during anxious times. Understanding how students view the world is essential when dealing with unpredictable students who may prove challenging. All incidents involving pupils are recorded together with any physical restraint which may have been necessary. All such incidents are recorded by the school, with copies forwarded to the Local Education Authority.

A school nurse is no longer available on site, however all procedures are overlooked by the county paediatrician. The school is well supported by the Social Services Department and there is regular input from the Local Health Authority including Speech and Language Therapists and physiotherapist working in collaboration with school staff.

The school has 68 members of staff which include 17 teachers and 51 classroom assistants. The school's Management Group are committed to developing all employees in enabling them to further develop expertise and specialisms. Staff are encouraged to take an active role in their continuous professional development whilst employed by the school.

All staff who are appointed to the school undergo stringent checks by the Disclosure and Barring Service (DBS), this together with a robust Child Protection Policy ensure that only those who are suitable to work with our very special pupils are allowed to do so.

The Headteacher is the lead designated person for **Child Protection and for Looked After Children**.

The school building and external grounds are a safe and secure environment for the school community. There are specific control measures in place, including 'fob' entry only, regulation signage, CCTV and fenced enclosures. There are external teaching areas which can only be accessed through the main building.



## **The Use of the Welsh Language**

The aim of the school's Language Policy is to ensure that all pupils at the school who are able to communicate verbally, develop bilingualism skills that match individual ability. This ensures that the pupils can fully assimilate into a bilingual community of which they are a part. The Education Authorities Bilingual policy is also reflected in the schools daily life, however Welsh is the main language of communication.

In the Primary Sector (3 to 11years) the aim is, through sensitive and purposeful provision, to ensure a firm foundation in the pupils mother language. This assists the pupils in developing bilingualism at a later stage.

In the Secondary Sector (11-19 years) the emphasis is pupil centred, and the focus is on establishing the correct balance as regards bilingualism, coupled with the individual programmes of study undertaken by the individual pupil.



## **Ethos and Pastoral Care**

The pastoral system is based on class teachers, who are directly responsible for looking after the personal welfare and wellbeing of every pupil in the class and also for supervising his/her conduct and academic progress. Further advice, guidance and support on difficult and/or more serious issues and/or concerns can be referred to the Teacher who leads the Class, SMT or Headteacher. Detailed records are kept by classteachers that include successes, concerns or observations that may be relevant in order to help identify more specific support.

The Educational Welfare Officer visits the school regularly. The school also co operates closely with a number of outside agencies such as a range of Therapists (including Speech & Language), Educational Psychologists, Social Services, Child Development Team, CAMHS, Health Authority and the N.S.P.C.C.



School discipline is based on a policy whereby every teacher is responsible for the conduct of his/her own class, and of other pupils when moving around the school. Pupils can be referred to the Headteacher/SMT when necessary.

Canolfan Addysg Y Bont has not excluded any pupil since 2011, however, the Headteacher has the right to exclude pupils from attending school for serious breaches of discipline for a period of up to 45 days. Parents have the right to appeal against the exclusion to the Chairman of the Governors.

## **Behaviour at Y Bont**

Every pupil is encouraged to behave in a positive, responsible manner showing respect, sympathy and empathy to the needs of others. The school accepts pupils from 3years to 19 years of age with varying special and additional needs, thus all pupils are expected to develop some awareness of the needs and difficulties of their peers and show sympathy towards them. Every teacher takes responsibility for behaviour, and will always be willing to listen, discuss and provide advice or help to solve any problems.

## **Bullying**

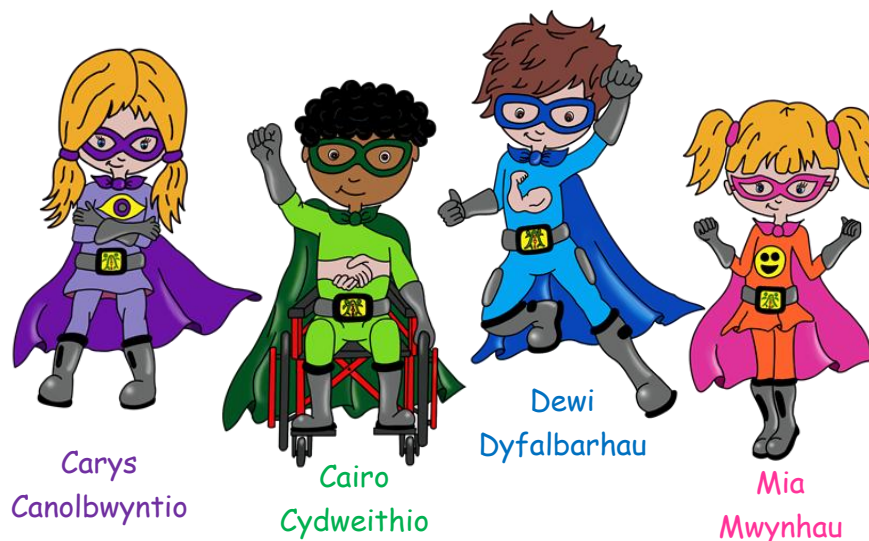
Canolfan Addysg Y Bont is not prepared to condone bullying of any kind, be it:

- Physical
- Verbal
- Or any other kind

The School has a robust anti-bullying policy and will immediately investigate any allegations of any form of bullying and/or discrimination. The school will use its Discipline Policy as appropriate and warranted to deal with any proven accusations and incidents.

Classteachers encourages the notion, "It is right to tell, it is important to tell", and pupils are encouraged to be open and honest and, "tell staff, tell a friend, tell parents or family".

Meet our Learning Power characters as designed and named by our Pupils



## **School – General Overview & Information**

### **Leaving**

Pupils can leave the school when they reach the statutory school leaving age of 16 on or before 31<sup>st</sup> August. The date for leaving is usually the last Friday in June, however most pupils decide to stay on until they are 19 provided suitable provision can be made for them at school during the Post16-19 phase.

The school careers co-ordinator and the Careers Wales Officer will work together to discuss and advise pupils and parents from Year 9 onwards.

### **Transition**

The school works closely with any feeder school (including ABC Unit) when a pupil transfers to Canolfan Addysg Y Bont. When a student approaches adulthood, a multi-agency approach is enabled with the adult transition team at its core. Any Colleges or other institutions applied for are invited to all Annual Reviews and any multi disciplinary meetings regarding any student who is likely to transfer, Careers Wales are also involved and proactive at these key transition points.

## **Welsh Government School Grants**

Canolfan Addysg Y Bont is in receipt of an diverse range of Welsh Government Grants. Grant expenditure is primarily targeted at sustaining staffing capacity, in order to maintain and enhance the provision. The two most significant grants are the Pupil Development Grant and the School Improvement Grant. Further information on grants is available in the School Improvement Plan and/or on request.

## **Curriculum Overview**

***Please Note: Our Curriculum for Wales (CfW) handbook and planning document further elaborate on our Curriculum offer, providing further information and guidance. The CfW Handbook is attached as a separate Handbook to our Prospectus, it is also available as a hardcopy on request, or can be viewed on our website: [www.canolfanaddysgybont.cymru](http://www.canolfanaddysgybont.cymru)***

The school aims to raise the achievements and outcomes of all pupils through the learning, the caring and by providing the opportunity for success. Pupil achievement and success is celebrated throughout the school, and positive rewards are used to promote and encourage good behaviour and learning. A wide range of accreditations and qualifications are available within the school and across our 3 Learning Pathways, reflecting a balanced curriculum and the importance the school places upon achievement at all levels.

Within the school and across our 3 Learning Pathways, there is a wide range of ability, attainment and stages of emotional and social development and the school allows for individual learning styles and rates and pace of progress. Staff use a person centred approach in delivering learning and experiences.

Pupils are encouraged to become independent learners who enjoy education and will leave school as confident and independent members of society. Our curriculum is relevant, balanced and creative, whilst also promoting their spiritual, moral, cultural, mental and physical development and wellbeing in preparation for adult life.

Careers advice is given to older pupils and link placements within a local college and real world work experience are also available. The relevance of what is learned in school should have relevance to their lives, both in the present, and for the future.

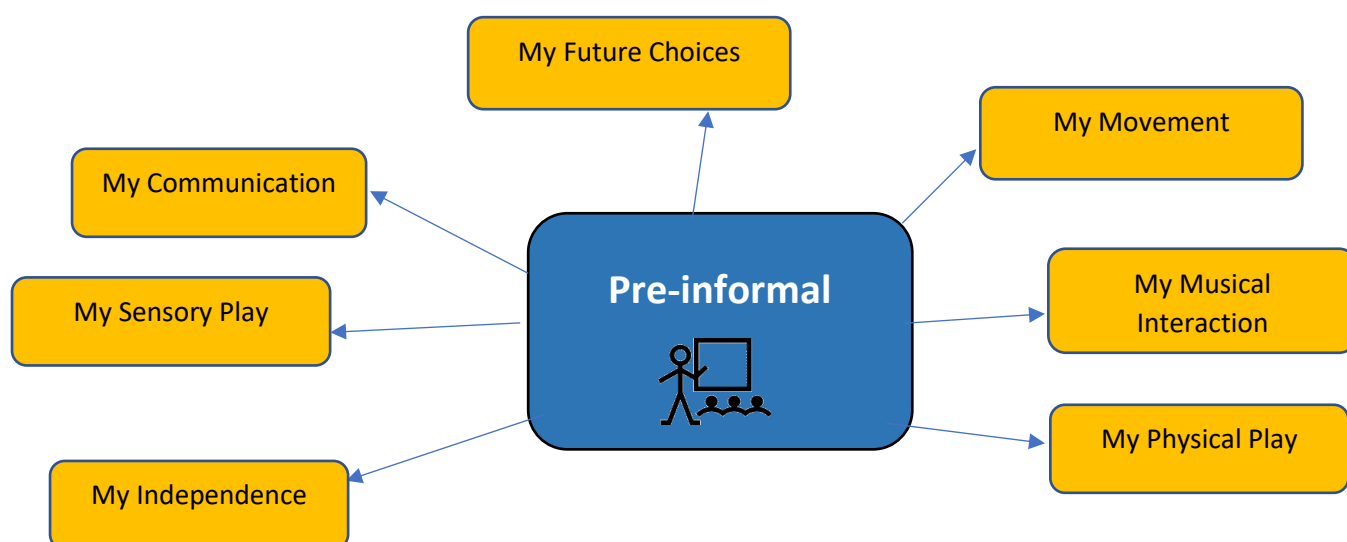
The school has an Equal Opportunities Policy and a Strategic Equality Plan and we take care to ensure that it is reflected throughout our curriculum and policies. Our Additional Learning Needs (ALN) Policy is closely aligned to that of the Local Authority. All our students have either a Statement of ALN, or an Individual Development Plan (IDP), or a hybrid version of both, as Welsh Government rolls out the new statutory ALN Bill.

## Curriculum Map

### Pre-Informal Pathway

The Pre-Informal Curriculum is tailored for students with Profound and Multiple Learning Difficulties. Pupils on the Pre-Informal Pathway are supported in building the earliest foundations of thinking, communication and interaction. Their learning is guided by personalised strategies and therapeutic approaches designed to meet their unique needs. The overarching aim is to help each child develop confidence and independence, enabling them to respond to and engage with the world in ways that are meaningful and purposeful to them.

Learning is centred around the following key areas:

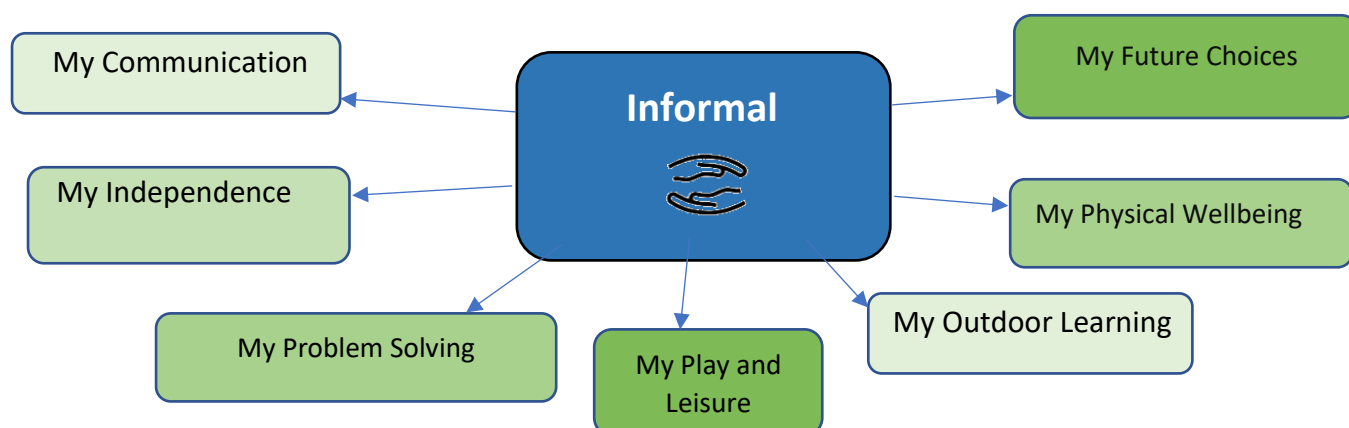


### Informal Pathway – ‘Learning to be’

The Informal curriculum is tailored for students with severe and complex learning difficulties. For some of our pupils, engaging in a highly structured learning setting with expectations to participate in adult-led tasks can be particularly difficult. A more informal curriculum, which encourages exploration of various activities and materials, offers learning opportunities that are better suited to their developmental stage and enables the teaching of key skills when pupils are ready to engage.

Communication development is supported through a flexible, responsive approach that builds on interactions as they naturally occur. Regular routines incorporate a broad range of experiences both within school and the wider community, helping pupils grow in independence over time. Individual sensory needs are carefully addressed to support self – regulation and enhance participation. As with all pupils, preparing for a suitable adult pathway remains a central focus as they move through their school journey.

Learning is centred around the following key areas:



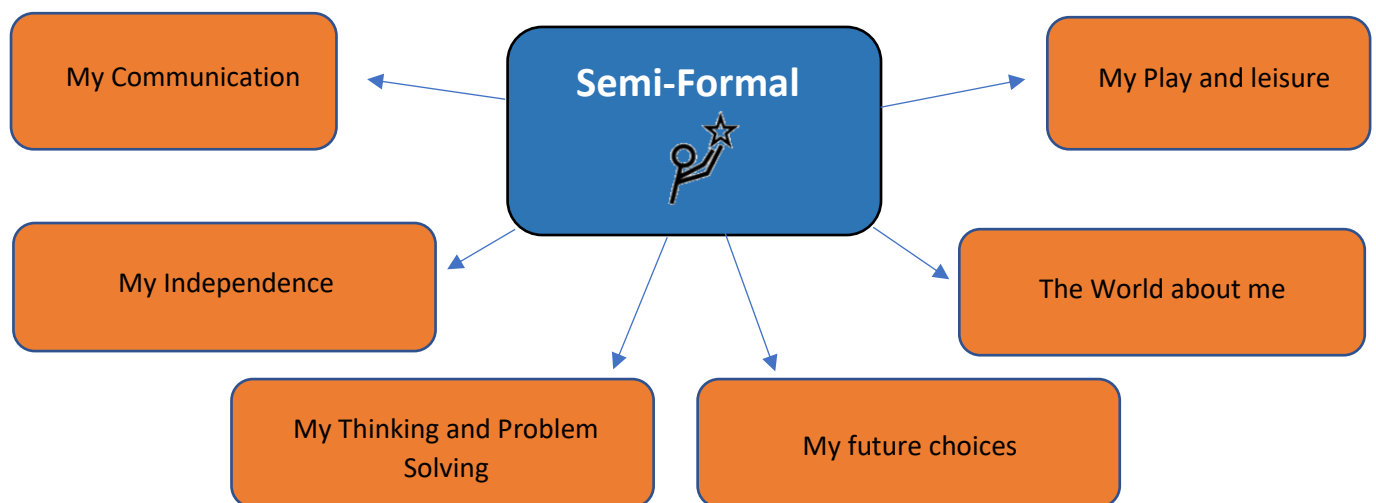
### **Semi-Formal Pathway 'Learning to do'**

The semi-formal curriculum is tailored for students with severe learning difficulties, offering purposeful experiences that nurture the growth of functional skills, communication, emotional health, self-assurance, and independence.

At the heart of this curriculum is the conviction that every student should be supported to develop realistic and meaningful goals for adulthood. Therefore, there is a strong emphasis on gradually building skills throughout their school journey to enable smooth and successful transitions after education.




Understanding that our students learn in varied and individual ways, the curriculum moves away from fixed, linear structures or assessment systems designed for neurotypical learners. Instead, it adopts a flexible, responsive approach to ensure that learning is personalised, meaningful, and suited to each student's stage of development.

Learning is centred around the following key areas:



**Note:** The Foundation Stage will now be referred to as 'Foundation Learning' as of September 2022. This is to reflect the 3-16 continuum of the new CfW, which does not include stages and steps.

## Curriculum Assessment and Interventions

|                                                                      | <b>Pre-Informal Pathway</b><br>                                                                                                                                                                                                                                                       | <b>Informal Pathway</b><br>                                                                                                                                                                   | <b>Semi-Formal Pathway</b><br>                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Asesiadau/<br/>Assessments</b>                                    | Individual Development Plan (IDP)<br><br>MAPP Milestones<br><br>Route Map<br><br>The Journey<br><br>Developmental Pathways<br><br>Strengths and Needs Analysis<br><br>Evidence for Learning<br><br>Careers and the World of Work Framework<br><br>Sounds of Intent                                                                                                     | Individual Development Plan (IDP)<br><br>MAPP Milestones<br><br>The Journey<br><br>Route Map<br><br>Developmental Pathways<br><br>Strengths and Needs Analysis<br><br>Blank Level Assessment (TALC)<br><br>Evidence for Learning<br><br>Careers and the World of Work Framework | Individual Development Plan (IDP)<br><br>MAPP Milestones<br><br>The Journey<br><br>Curriculum for Wales Progression Steps (ALN) Bsquared<br><br>Strengths and Needs Analysis<br><br>Blank Level Assessment (TALC)<br><br>Evidence for Learning<br><br>Literacy and Numeracy framework<br><br>Carers and the World of Work Framework<br><br>RMeasi Maths |
| <b>Rhaglenni<br/>Ymyrraeth<br/><br/>Interventions/<br/>Programme</b> | Equals Curriculum – Pre- Informal<br>Eye Gaze<br>ETram<br>Sensology                                                                                                                                                                                                                                                                                                    | Equals Curriculum – Informal                                                                                                                                                                                                                                                    | Equals Curriculum - Semi- Formal<br>Purple Mash<br>Reading Eggs<br>Talkabout<br>JIWSI                                                                                                                                                                                                                                                                   |
|                                                                      | Makaton<br>Visual Communication Aids<br>PECS<br>ELKLAN CLD and SLD<br>Personalised Learning Intentions<br>Attention Autism<br>Music Therapy<br>Physiotherapy Programmes<br>Occupational Therapy programmes<br>Speech and Language Therapy targets<br>Specialised Teacher for the Hearing-Impaired programme<br>Specialised Teacher for the Visually Impaired Programme |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                         |
| <b>Achrediadau/<br/>Accreditations</b>                               |                                                                                                                                                                                                                                                                                                                                                                        | <b>ASDAN</b><br>Personal Progress Entry 1<br><br>Towards Independence                                                                                                                                                                                                           | <b>ASDAN</b><br>Personal and Social Development Entry 1 and 2<br>Towards Independence<br><b>Agored Cymru</b><br>Work Related Education<br>Personal and Social Education                                                                                                                                                                                 |

## General Guide to our Assessment Processes.

- All pupils at CAYB follow their individual Learning Pathway according to their needs and abilities. We currently have three pathways
  - A. Pre-informal Pathway
  - B. Informal Pathway
  - C. Semi-Formal Pathway
- Every pupil in CAYB has an Annual Review. During this time outcomes which lead to Personal Learning Intentions are discussed and agreed with input from Pupils (where relevant), Parents, Teachers and external agencies.
- All pupils are assessed using V5 Bsquared as follows: Assessment

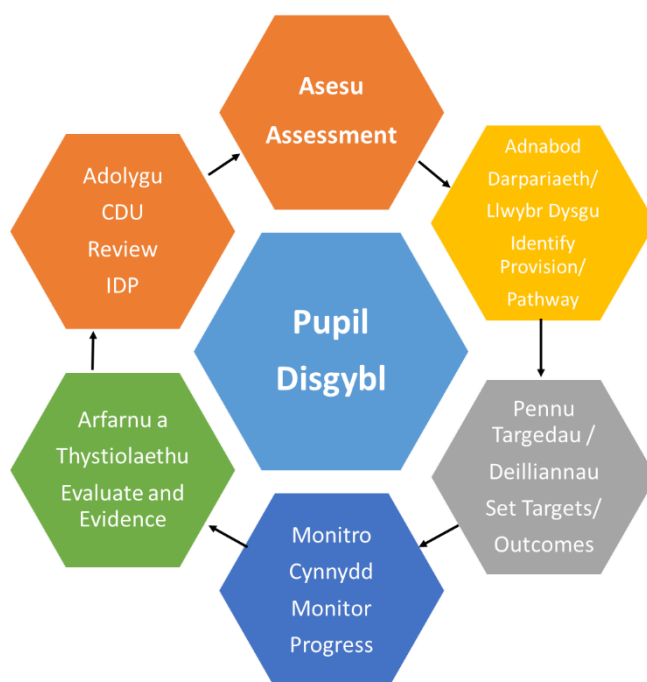
### Pre-informal Pathway – Routes for Learning

### Informal Pathway (Age 3-14) – Developmental Pathways

### Semi-Formal Pathway (Age 3-14)- Curriculum for Wales ALN

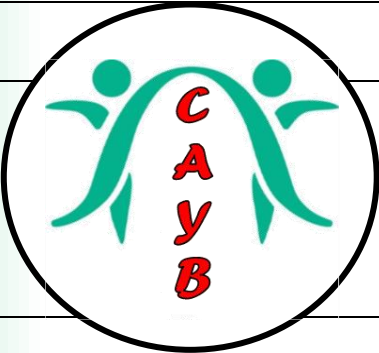
### All Pathways 14-19 – Skills4Life

- The majority of pupils are assessed using the Assessment of Lateral Progress (ALP) on MAPP.
- In a very few cases, pupils will follow 'The Journey' This is a formative assessment to support those pupils' whose behaviours/complex needs are preventing them from engaging in everyday school activities, once these behaviours are stabilised, they then will be allocated to the most suitable assessment for their needs.
- A termly meeting is held to review the assessment and progress (RAP) this ensures the average steps of progress data can be assessed and next steps planned.
- Formative assessment - All pupils are assessed using the Evidence for Learning APP. This allows staff to evidence, review and inform planning and assessment to meet the needs of all our learners. This provides a rich learning journey for each pupil, demonstrating impact and progress.
- All pupils aged 14-19 follow ASDAN awards/qualifications appropriate to their level of ability.
- All pupils aged 14-19 following the Semi-Formal Curriculum follow Agored Cymru units appropriated to their level of ability.



## School Uniform

Canolfan Addysg Y Bont consider that all pupils should wear school uniform to instil a sense of pride and belonging to their school wherever possible and realistic. It is fully appreciated that standards of dress amongst young people have changed and can differ (that Covid has had an impact), and that some of our pupils have specific individual needs, including emotional needs, but a minimum standard of school uniform is desirable and pupils should attempt to adhere to the rule if a school uniform is to have some significance.

| <u>Primary Pupils</u>                      |  |                                       | <u>Secondary Pupils</u> |
|--------------------------------------------|------------------------------------------------------------------------------------|---------------------------------------|-------------------------|
| Navy polo shirt                            |                                                                                    |                                       | Jade polo shirt         |
| Jade sweatshirt                            |                                                                                    |                                       | Navy sweatshirt         |
| Grey, Black or Navy skirt or trousers      |                                                                                    | Black, Grey or Navy skirt or trousers |                         |
| <b><u>Physical Education Clothing:</u></b> |                                                                                    |                                       |                         |
| T-Shirt or similar                         | Shorts                                                                             | Trainers                              | Swimming Costume        |

## Reporting to Parents

Two reports are issued annually (in December and July). Annual reviews are also held on every pupil at different times during the year to enable the school to provide an accurate report to parents and other agencies. The review procedure for Years 9 - 14 are held during the autumn term whilst the remaining years are held in May/June. Interim reviews can be held at any time during the school year.

At the end of the summer term a report is made to parents outlining the development made during the year. Parents are formally invited to school to discuss their child's development with the class teacher each term, however the school operates an open door policy which enables parents to visit the school at any time provided the Headteacher and/or school office is notified beforehand.

## Looked After Children (Local Authority)

The school has a clear policy to ensure that pupils who are Looked After by different Local authorities have the correct support and provision, and that being 'Looked After' has no detrimental effect on their wellbeing and attainment. Data is analysed in order to ensure this. The policy is available, on request from the school.

### **Outdoor and Off-Site Experiences**

A wide range of outdoor and offsite educational activities are provided by the school. Some examples include; Swimming, Gymnastics, Climbing, Horse Riding (RDA), Team Sports and Athletics, Art Workshops, Music Workshops, Nature and Enquiry Walks, Shopping in the Community, Performances, Problem solving activities, Community engagement i.e beach cleaning, charitable activities, school visits that have humanities as a focus, general school trips.



### **Mini Buses**



To ensure that we provide ample experiences and opportunity for our pupils by way of off-site educational activities and trips, the school own 3 mini buses including 1 that has been specifically designed to transport pupils in wheelchairs.

Canolfan Addysg Y Bont follow the Local Authority guidelines and policy as regards vehicle maintenance, insurance and driver training.

### **Health & Safety**

It is the school's policy, as far as is reasonably possible and expected, to secure the health, safety and welfare of its employees, pupils, visitors and others who can be affected by the school's activities.

All the necessary statutory procedures and guidelines are maintained to ensure that the school conforms to its policy.

The school's main entrances are protected by magnetic locks so that no pupil may leave the school unescorted and to ensure that no strangers or visitors gain admittance without permission. Security cameras are positioned around the school to assist with general security and monitoring.

Outside play and teaching areas at Canolfan Addysg Y Bont are fenced and/or enclosed in order to keep the pupils safe during the school day. Pupils are supervised at all times in these areas.

Disabled pupils have access to all areas and facilities due to a modern, inclusive design.

Nearly all pupils are transported to and from school by Local Education Authority contractors. The Local Authority are responsible for all such contracts, and have strict Safeguarding guidelines in place. School staff assist pupils on arrival and departure at the school

A full copy of the Health and Safety Policy can be obtained from the Headteacher. The School has robust Covid Risk Assessments that have been regularly reviewed and approved by the Local Authority.

### **Child Protection Procedures**

The School has a clear policy on Safeguarding & Child Protection, and adheres to the All Wales Child Protection Guidelines. The policy is reviewed annually and the Headteacher provides the Governing Body and the Local Education Authority with a full annual Child Protection & Safeguarding Report. The Headteacher is the designated lead for Safeguarding at the school, there is also a Governor who has a designated responsibility for Safeguarding.

### **Medical Provision**

The school no longer has a full-time nurse on site, however there are Healthcare staff available to support pupils with more complex medical needs. In the event of accident or injury first aid will be administered by first-aiders. Nearly all staff have at least basic first-aid training, with some having higher level certification.



It is important that the school knows about any allergies and other medical history/condition your child may have. This is usually communicated when a child is registered at school, however any 'new' and/or updated conditions should be clearly communicated to school as soon as possible. If your child is ill we will contact you by telephone. We therefore ask that you ensure that we have a telephone number where we can contact you in the event of an emergency.

### **Manual Handling**

To ensure the safety of pupils and staff the school operates a manual lifting and handling policy. Under the rules and regulations of the Health and Safety at Work Act the school ensure the following:

- A full assessment of any individual who needs help to move
- Ensure that suitable apparatus are in position which are safe and risk free
- Ensure the training and management is adequate and updated
- Ensure the regular bi-annual checks on hoists



### **Toileting and Changing Facilities**

The school has 10 toileting/changing rooms (5 for girls and 5 for boys), there are toilets accessible by wheelchair with hoists in all areas of the school. During term time, these are cleaned and maintained by trained staff on a daily basis.

### **Policy on Charging Fees**

The school has a policy on charging and fees payable in line with the Local Education Authority's policies. A copy is available from the Headteacher.

Where appropriate, the School fund is used to ensure that opportunities are available to all.

### **Charitable status**

The school has a Friends Association which is a registered charity (No. 1045033).

The Friends of the School is an association whose purpose is to promote the well being of our whole school community. In the past it has helped the purchase or the partial funding of mini-buses, IT equipment, School Trips, various Specialist Equipment and outside play area development.

All monies raised by the School and Friends Association through various fundraising activities are published and audited annually in the Annual Governors Report for Parents.

## **CURRICULUM – GENERAL MATTERS**

### **Strategic Equality Plan and Equal Opportunities**

The school has a Strategic Equality Plan, a copy is available on request from the school. The plan is reviewed annually and the Local Education Authority receives a copy of the report. Canolfan Addysg Y Bont operates an equal opportunity policy which maintains that every pupil, no matter which sex, race, colour, beliefs or disability is assisted to realise their full potential. The Plan is equally important when considering the working Curriculum for Wales and the hidden curriculum. It is relevant and core to our school ethos, including all school staff, pupils and external agencies.

Teachers are expected to ensure that no statistical prejudice or insufficient understanding is provided within any curriculum material. All staff have a responsibility to encourage all pupils to be kind and considerate towards each other

We believe that parental/family contribution also play a central role in influencing and guiding our Strategic Equality Plan, and welcome any input.

In summary, our individual pupil's rights are;

- a) The right not to be ridiculed on the basis of his/her language, home situation, colour, sex or disability.
- b) The right to be taught in a positive atmosphere without prejudice or ignorance secure from insult, abuse or oppression.
- c) Respect towards his/her traditions, heritage and lifestyle
- d) Feel that they belong and are valued within the school and wider community and know their rights and responsibilities within that community.

### **Nationally recognised - Awards and Achievements**

At Canolfan Addysg Y Bont we strive hard to ensure that our school is recognised by the wider community and educational establishment. Our aim is to ensure that this impacts positively on our pupils, staff and governors. Some examples of awards, standards and achievements received in the last 10 years include:

Welsh Network of Healthy Schools



EQUALS – Exemplar School Status (2025)



Eco – School Platinum

Makaton Friendly Setting



Communication Friendly School Elklan



Careers Wales Quality Standard

February 2025 - 2028



Gyrfa Cymru  
Careers Wales

Investors In People



British Council International School Award



Fairtrade School



Asdan Centre of Excellence



Agored Cymru Accredited Centre



### **Relationships and Sexuality education (RSE)**

Whatever the stage and manner of their sexual development, pupils and young people should feel that Relationship and Sexuality education is relevant to their individual and specific needs. They may find it difficult to discuss things with parents or carers. Sexual preferences will not be directly promoted, but teachers should discuss matters in an open and sensitive manner without discrimination. It is important that young people develop an understanding and respect of others, whatever their sexuality and leaning. At Canolfan Addysg Y Bont, we are always ready to listen and discuss any RSE issues with parents, signposting any necessary support or guidance that may be appropriate.

### **Careers and work related experiences (CWRE)**

#### **Careers Education, Information, Advice, and Guidance at Canolfan Addysg y Bont**

Canolfan Addysg y Bont is committed to providing high-quality, personalised careers education, advice, and guidance for all learners from Foundation class to Year 14.

Our approach reflects each pupil's individual learning pathway—Pre-Informal/Informal, Semi-Formal, or Formal—aligned with our core philosophy of Personalised Learning. Detailed programme overviews are available in the relevant pathway booklets.

We view a career as a lifelong journey, encompassing self-awareness, independence, community engagement, and post-school opportunities. Careers education is delivered creatively and includes meaningful work-related experiences.

All learners receive impartial, tailored guidance from Careers Wales, ensuring support is relevant to their curriculum and aspirations.

For more details, please consult the appropriate pathway handbooks.

### **Religion, Values and Ethics (RVE)**

RVE forms part of a cross-curricular approach and activities are not designed to urge religious beliefs or to influence any other beliefs on pupils. It comprises of both a study of religion and values and provides opportunities for pupils to explore and express their own feelings and beliefs. RVE marks an important contribution to pupils' spiritual and moral development by helping them to develop their beliefs and values. It is presented using a variety of teaching methods such as, discussions, drama, music, art, IT, artefacts and visits to places of worship.

School assemblies (either collective or class based) are regularly held, and centre mainly on Christianity, however all religions have a role to play. The school does not have any special association or alignment with any particular religious belief or institution.

If a parent objects or has concerns regarding our RVE approach, then they are encouraged to contact the Headteacher to discuss, and so that possible suitable alternative arrangements can be made.

### **Physical Education**

Canolfan Addysg Y Bont will deliver physical education using a person centred and multi-functional approach, reflecting individual needs and curricular demands over time. Under the new Curriculum for Wales, it will be reflected in the Health and Wellbeing area of learning and experience, however we also emphasise the cross curricular nature of physical activity in our delivery. We aim to provide maximum opportunities to compete, to succeed, to be part of teams, and to enjoy the opportunity to socialise.

Through our Health & Wellbeing and Physical education and activities planning we aim to;

- Learn how to co-operate with each other, in pairs, groups and teams
- Develop an appreciation of fair play
- Develop a range of physical skills across a range of sports and physical activities
- Develop self-confidence through understanding their own capabilities and limitations
- Develop an appreciation of the aesthetics qualities of movement and dance
- To motivate pupils so that they retain a life long interest in all aspects of sports, physical activity and leisure enabling them to use local sports centres and to support local and national teams.



### **Complaints Procedure**

The Local Education Authority, (in accordance with the requirements of the National Assembly for Wales Circular 3/2004), has established a procedure to consider complaints concerning the way school's Governing Bodies and the Education Authorities act in relation to the school's curriculum and other related matters. This procedure is outlined in a document in Welsh and English which is available at the school.

It is emphasised, however, that many complaints can be dealt with quickly and effectively by informal consideration based on discussions with the Headteacher/Senior Management Team or other relevant staff in the school. This is the first reasonable step, and unless the circumstances are exceptional, the Governing Body would expect this step to have been completed before presenting the complaint formally.

### **Visiting Canolfan Addysg Y Bont**

All parents/guardians are welcome to visit Canolfan Addysg Y Bont. An open door policy is in place for parents/guardians if needed, however we would ask that parents make appointments when circumstances allow for this. Prospective parents are always advised to book appointments before visiting the school



### **School Documentation**

A range of documents are kept in the school office in line with the Welsh Government guidelines. Parents/Guardians are welcome to view any relevant document/policies, and all reasonable effort is made to include parents/guardians in the discussion when the documents are reviewed.

All new parents are provided with a copy of the Handbook/Prospectus; it's available at the Schools reception and also online (including printable version). The information included in the Handbook is relevant to the current school year, however – changes can occur during the school year. The Handbook/Prospectus is reviewed annually. We welcome any feedback you may have on the Handbook/Prospectus.

### **Term Dates for 2025/26**

|             |                  |   |                  |
|-------------|------------------|---|------------------|
| Autumn 2025 | 1 September 2025 | - | 19 December 2025 |
| Spring 2026 | 5 January 2026   | - | 27 March 2026    |
| Summer 2026 | 13 April 2026    | - | 20 July 2026     |

**Pupils will return to school on Tuesday 2<sup>nd</sup> of September 2025**

### **Holidays**

|                    |                  |   |                  |
|--------------------|------------------|---|------------------|
| Half Term          | 27 October 2025  | - | 31 October 2025  |
| Christmas Holidays | 22 December 2025 | - | 2 January 2026   |
| Half Term          | 16 February 2026 | - | 20 February 2026 |
| Easter Holidays    | 30 March 2026    | - | 10 April 2026    |
| May Day            | 04 May 2026      |   |                  |
| Half Term          | 25 May 2026      | - | 29 May 2026      |

**Schools Close for pupils for the Summer Holidays on Friday, 17 July, 2026.**

### **Inset Days**

01/09/2025 – INSET Day  
05/01/2026 – INSET Day  
13/04/2026 – INSET Day

(x3 INSET Day – TBC)

### **School Timetable**

|                   |                            |
|-------------------|----------------------------|
| 8.50am – 9.00am   | Pupil's Arrival            |
| 9.00am – 9.15am   | Register, Assembly         |
| 9.15am – 10.15am  | Lessons                    |
| 10.15am – 10.45am | Social Skills              |
| 10.45am – 12.00pm | Lessons                    |
| 12.00pm – 1.00pm  | Lunch Time                 |
| 1.00pm – 2.00pm   | Register/Lessons           |
| 2.00pm – 2.15pm   | Break (primary only)       |
| 2.15pm – 3.00pm   | Lessons                    |
| 3.00pm – 3.10pm   | Diaries/Preparing for home |
| 3.15pm            | Pupils leave for home      |

**Staffio/Staffing**  
**2025/2026**

|                                                                                                                           |                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| Pennaeth/ <i>Headteacher</i> :                                                                                            | Mr Andreas Huws                                                                                       |
| Pennaeth Cynorthwyol (Uwchradd)<br><i>Assistant Head (Secondary)</i>                                                      | Ms Dawn Hoban (UDRh/SMT)                                                                              |
| Pennaeth Cynorthwyol (Cynradd)<br><i>Assistant Head (Primary)</i>                                                         | Mrs Mannon Grieves-Owen (UDRh/SMT)                                                                    |
| Uwch Arweinydd: Uwchradd<br><i>Senior Lead: Secondary</i>                                                                 | Mrs Sioned W Jones (UDRh/SMT)                                                                         |
| Uwch Arweinydd: Cynradd<br><i>Senior Lead: Primary</i>                                                                    | Mrs Lisa Roberts (UDRh/SMT)                                                                           |
| Arwain Data (Asesu) a TG<br><i>Data (Assessment) &amp; IT Lead</i>                                                        | Aled Williams                                                                                         |
| Rheolwr Busnes/ <i>Business Manager</i><br>Swyddog Gweinyddol a Chefnogaeth /<br><i>School Administration and Support</i> | Mrs Liza Aston (UDRh/SMT)<br>Mrs Iona Ponsonby/Miss Llinos Williams<br>(0.6)/Mrs Donnette Burke (0.4) |
| Technegydd/ <i>Technician</i> :                                                                                           | Neil Roberts (0.1)                                                                                    |
| Athrawon Pynciau Arbenigol<br><i>Specialist Teachers</i>                                                                  | Gethin Thomas B.Add (0.4)<br>Elen Hughes (0.6)                                                        |
| Swyddog Hwb Lles<br><i>Hub Wellbeing Officer</i>                                                                          | Jason Craig                                                                                           |

| <b><u>Arwain Llwybrau Cwricwlwm/Curricular Pathway Leads</u></b>        |                                                   |
|-------------------------------------------------------------------------|---------------------------------------------------|
| <b>Cyn anffurfiol/Anffurfiol</b><br><b><i>Pre-informai/Informal</i></b> | <b>Lled ffurfiol</b><br><b><i>Semi Formal</i></b> |
| Dawn Hoban                                                              | Mannon Grieves-Owen                               |
| Lisa Roberts                                                            | Sioned W Jones                                    |
| Catrin Jones                                                            |                                                   |

**Athrawon Dosbarth Cynradd/Primary Teachers**

| <b>Dosbarth/Class</b> | <b>Enw/Name</b>     |
|-----------------------|---------------------|
| Cynradd 1: (3-7)      | Zara Roberts        |
| Cynradd 2: (3-7)      | Lisa Roberts        |
| Cynradd 3: (4-8)      | Ann Pierce Jones    |
| Cynradd 4: (7-11)     | Lowri Carlisle      |
| Cynradd 5: (7-11)     | Mannon Grieves-Owen |
| Cynradd 6: (7-11)     | Aled Jones          |
| Cynradd 7: (7-11)     | Naomi Edwards       |
| Dwynwen (3-19)        | Catrin Jones        |

**Athrawon Dosbarth Uwchradd/Secondary Teachers**

| <b>Dosbarth/Class</b> | <b>Enw/Name</b>          |
|-----------------------|--------------------------|
| Canol 1: (11-14)      | Lowri Fretwell           |
| Canol 2: (11-14)      | Sioned Jones             |
| Ceint 1: (14-19)      | Einir Roberts            |
| Ceint 2: (11-16)      | Kristin Friedman         |
| Ceint 3: (14-19)      | Huw Edwards              |
| Ceint 4: (14-19)      | Meinir Thomas            |
| Ceint 5: (14-19)      | Aled Williams            |
| Ceint 6: (14-19)      | Dawn Hoban; Tabitha Mead |

**Staff Cefnogol**

| <b>Cynradd/Primary</b> | <b>Uwchradd/Secondary</b> | <b>Gofal Arbennig/Special Care</b> |
|------------------------|---------------------------|------------------------------------|
| Sam Clutton (CALU)     | Catrin Williams (CALU)    | Jacqueline Ward-Davies (CALU)      |
| Dawn Williams (CALU)   | Nerys Jones (CALU)        | Mary Roberts                       |
| Elen Mai Jones (CALU)  | Kelly Davies (CALU)       | Ally Berkeley                      |
| Laura Roberts (CALU)   | Llinos Roberts (CALU)     | Leanne Hughes                      |
| Gemma Hughes (CALU)    | Chloe Parry (CALU)        | Dwynwen Burford                    |
| Gwenan Williams (CALU) | Lois Hughes (CALU)        | Jodie Griffiths                    |
| Ffion Rowlands         | Ceri Roberts              | Staff Gofal Iechyd                 |
| Ffion Davies           | Islwyn Owen               |                                    |
| Anna Hughes            | Dion Williams             |                                    |
| Cathrin Williams       | Alison Burford            |                                    |
| Angharad Thomas        | Ceri Roberts              |                                    |
| Kelly Gerrard          | Jessica Tilbury           |                                    |
| Elen Mair Williams     | Lorraine Roberts          |                                    |
| Carla Eccles           | Jaqueline Davies          |                                    |
| Stella Jones           | Tomos Jones               |                                    |
| Ffion Jones            | Deian Elfyn               |                                    |
| Emily Everett          | Coni Sparrow              |                                    |
| Alys Jones             | Kat Tysko                 |                                    |
| Laura Owen             | Carina Williams           |                                    |
| Tamara Thomas          | Jasmine Kennedy           |                                    |
| Stacey Clutton         | Daniel Thomas             |                                    |
| Ciara Rowley           | Jack Chapman              |                                    |
| Penny Jones            |                           |                                    |
| Llinos Wynne Williams  |                           |                                    |
| Jasmine Roberts        |                           |                                    |
| Hayley Gardiner        |                           |                                    |

**Eraill/Other**

| <b>Manylion/Details</b>                       | <b>Enw/Name</b>                                                                    |
|-----------------------------------------------|------------------------------------------------------------------------------------|
| Nyrs/Nurse                                    | Tania Jones                                                                        |
| Staff Gofal Iechyd/Healthcare Staff           | Hayley Morey<br>Gwyneth Hulme                                                      |
| Gofalwr/Caretaker                             | Clive Jones                                                                        |
| Gwasanaethau<br>Masnachol/Commercial Services | Nia Hughes<br>Wendy Griffiths<br>Flora Evans<br>Fatima Cesida<br>Natalia Lagondina |
| Prif Gogydd/Cook in Charge                    | Belinda Jones                                                                      |
| Staff Cegin/Kitchen Staff                     | Helen Owen                                                                         |

**Tîm Rheoli a Cwricwlwm/  
Management and curriculum:**

Andreas Huws, Dawn Hoban, Zara Roberts, Naomi Edwards, Huw Edwards, Lowri Carlisle, Lowri Fretwell, Manon Grieves-Owen, Ann Pierce Jones, Sioned Jones, Tabitha Mead, Lisa Roberts, Gethin Thomas, Aled Jones, Aled Williams, Kristin Friedman, Einir Roberts, Catrin Jones, Samantha Clutton, Kelly Davies, Elen Jones, Nerys Jones, Laura Roberts, Llinos Roberts, Dawn Williams, Gemma Hughes, Chloe Parry, Catrin Williams, Liza Aston, Meinir Thomas

**Uwch Dîm Rheoli/  
Senior Management Team:**

Andreas Huws, Dawn Hoban, Mannon Grieves-Owen, Liza Aston  
Lisa Roberts, Sioned Jones, Aled Williams

**Cyfrifoldeb dros LAC/  
Responsibility for LAC:**

Andreas Huws, Dawn Hoban

**Cyfrifoldeb dros  
Amddiffyn Plant/  
Responsibility Over  
Child Protection:**

Andreas Huws, Dawn Hoban, Mr Peter Davies OBE  
(Llywodraethwyr/Governors)

**ADRAN ADDYSG/EDUCATION**

**Seicolegydd Addysgol/  
Education Psychologist:  
Swyddog Lles/  
Welfare Officer:**

Mrs Ffion Ellis Jones  
Mrs Elenid Glyn  
Ms Angela Bennett

**Swyddog Addysg/  
Education Officer:**

Mr Rhys Williams

**Anghenion Addysg Arbennig/  
Swyddog Addysg:**

Dr Einir Thomas

**ADRAN IECHYD/HEALTH DEPARTMENT**  
**Ffisiotherapi/Physiotherapy**

Darperir gwasanaeth Ffisiotherapi/Iechyd Galwadigaethol yn yr ysgol gan Bwrdd Iechyd Prifysgol Betsi Cadwaladr ar gyfer y disgyblion hynny sydd angen cymorth.

*The Physiotherapy and Occupational Health Service is provided in the school by the Betsi Cadwaladr University Local Health Board (BCU) for pupils requiring the assistance..*

**Swyddogion Ffisiotherapi/Physiotherapy Officials:**

Ms Susan Strange  
Mr Mitesh Makanjee

**Iechyd Galwadigaethol/ Occupational Therapist:**

Ms Elin Pritchard  
Ms Manon Thomas

**Therapydd Llefarydd/Speech Therapy**

Darperir gwasanaeth therapi Llefarydd gan Awdurdod Iechyd Gogledd Orllewin Cymru ar gyfer gwneud asesiadau, cynllunio rhaglenni fel y gellir yr athrawon eu cyflwyno o ddydd i ddydd.

*The speech therapy service is provided in the school to assess and create programmes in order that teachers can introduce them on a day to day basis.*

Yn aml bydd gwaith y therapydd yn golygu asesiadau ar gyfer cymorth cyfathrebu trydanol a chyfrifiadurol.

*Occasionally the therapists' work includes assistance for the use of electric and computer aids.*

**Therapydd Llefarydd ac Iaith/Speech Therapist:**

Carol Davies Owen,  
Cari Jones

**Partneriaeth Dysgu a Rhwydweithiau Proffesiynol/  
Professional Learning Partnerships and Networks**

Mae'r ysgol yn cyd-weithio ag ystod eang o asiantaethau a phartneriaid er mwyn datblygu a gwella'r ddarpariaeth i ddisgyblion yr ysgol.

*The School collaborates and works in partnership with a wide range of external agencies and partners in order to develop and improve the schools provision for pupils.*

**LLYWODRAETHWYR/GOVERNORS**

**Aelodau'r Corff Llywodraethol 2024/2025**  
**2024/2025 Members of the Governing Body**

**Yn cynrychioli'r Awdurdod Addysg Lleol/Representing the Local Education Authority:**

Cyng. Nicola Roberts (Is-Gadeirydd/Vice-Chair)

Cyng. Dylan Rees

Mr Lloyd Williams

**Yn cynrychioli'r Rhieni/Representing the Parents:**

Miss Carys Thomas

Mr Sean Snape

**Aelodau Cyfetholedig/Co-opted Members:**

Mr Peter Davies OBE (Cadeirydd/Chair)

Dr. Julia Morgan

**Yn cynrychioli'r Mudiadau Gwirfoddol /Voluntary Movements:**

Mr Gwilym Pritchard

**Pennaeth/Headteacher:**

Andreas Huws

**Yn cynrychioli'r Athrawon/Representing Teaching Staff:**

Dawn Hoban

**Yn cynrychioli'r Staff Ategol/Representing Ancillary Staff:**

Gwennan Williams

**Clerc y Corff Llywodraethol/Clerk to the Governing Body:**

Iona Ponsonby

**Yn mynychu cyfarfodydd/Attending Meetings**

UDRh/SMT

## ATTENDANCE

No pupil should leave the school premises during school hours unless official permission is granted by the Headteacher or SMT.

1. All absences should be covered by a note or personal message from the parent or guardian to the class teacher and/or school office
2. Parents wishing to take their annual holiday during the school term should fill in the appropriate form (available from the school secretary) and return it to school.
3. Appointment cards should ideally be produced or a personal message when a pupil has a clinic, medical or dental appointment. This can also be communicated using school diaries.
4. Physical Education; should a pupil wish to be excused from a lesson for a genuine reason then a note must be provided by parents/guardians.
5. Pupils who arrive late will report to Reception with their parent/other

|                                                                              |     |
|------------------------------------------------------------------------------|-----|
| Number of sessions unattended due to unauthorised absenteeism <b>24/25</b> : | 0%  |
| Number of absenteeism sessions authorised <b>24/25</b> :                     | 7%  |
| Attendance <b>24/25</b> :                                                    | 93% |

## DESTINATION OF LEAVERS 2024/25:

The destination of leavers for 2025 were as follows:

|                                            |          |
|--------------------------------------------|----------|
| <b>Number of Leavers</b>                   | <b>5</b> |
| <b><i>Placements:</i></b>                  |          |
| <b>Coleg Glynllifon</b>                    | <b>0</b> |
| <b>Coleg Menai</b>                         | <b>4</b> |
| <b>Pengwern College</b>                    | <b>1</b> |
| <b>Social Services<br/>Care/Healthcare</b> | <b>0</b> |
| <b>Canolfan Byron</b>                      | <b>0</b> |
| <b>Tyddyn Môn</b>                          | <b>0</b> |

### Please Note:

A Hardcopy of this Handbook and Prospectus and also our Curriculum for Wales handbook and planning document is available from the school on request (or directly from the School Office). Alternatively, both are also available to read and download on our website: [www.canolfanaddysgybont.cymru](http://www.canolfanaddysgybont.cymru)