

Canolfan y Bont  
School Prospectus

Canolfan y Bont caters for pupils, between the ages of eleven and nineteen, who have a diverse range of educational needs including, profound and multiple learning disabilities (PMLD), severe learning difficulties (SLD), autism (ASD) and multi-sensory impairments (MSI).

### **Mission Statement**

***We aim to provide a broad and balanced curriculum, in a caring atmosphere. Central to our philosophy is that each child is unique and special and has the potential to progress and succeed.***

***We aim to create a child-centred community that empowers and enables each pupil to develop effective communication and social skills and to achieve his/her academic potential. These aims are implemented within a stimulating and structured environment; supported by a balanced yet flexible curriculum.***

### **Aims**

- To promote the physical, intellectual, emotional, social, spiritual and moral development of each pupil
- To enable each pupil to maximise his/her educational ability by offering an inclusive curriculum which is broad, balanced and diverse
- To provide a multi-sensory approach to learning which recognises the diverse ways in which children learn
- To provide a stimulating, child centred and flexible environment
- To enhance the self-esteem, self-awareness and self-confidence of our pupils
- To promote positive behaviour
- To provide a highly trained, motivated and dedicated team, who are committed to providing the highest standards of teaching and learning
- To liaise with a range of professionals from our multi-disciplinary team
- To ensure that all pupils have access to high quality resources, ICT, communication systems and expertise
- To fully integrate the therapy requirements of our pupils into our classroom practice
- To offer opportunities to integrate into mainstream lessons and local colleges
- To prepare individual pupils for the experiences and opportunities of adult life
- To develop and sustain links with the community
- To promote a healthy approach to food and well-being
- To create an atmosphere in which staff and pupils alike feel valued and respected
- To provide a holistic approach to learning.

## **Admission Policy**

In accordance with County guidelines, no pupil may be admitted to Canolfan y Bont until they have a Statement of Special Educational Needs, stating that they have a severe or profound learning disability.

Pupils may be admitted to Canolfan y Bont at eleven years of age and may remain at the Centre until they reach the age of nineteen or until such time as the needs of the pupil can no longer be met by the placement.

## **Curriculum**

We aim to provide a broad and balanced curriculum which has been modified and differentiated to meet the individual needs of our young people.

The pupils follow individual programmes, which have been specifically designed to meet their needs. They follow a differentiated National Curriculum (EQUALS Scheme of Work), which is monitored, reviewed and developed in line with new educational initiatives and government directives. There is now a greater emphasis on the acquisition of Essential Skills including, Communication, Reading, Writing, Number Skills, ICT Skills and Thinking Skills, which are incorporated into the curriculum.

Several of our pupils also follow 'Routes for Learning', a nationally recognised programme, which focuses on the communication and cognitive development of pupils with profound learning difficulties.

The pupils participate in a structured Life Skills Programme which aims to develop their independence and self-help skills.

Pupils at Canolfan y Bont participate in a variety of activities such as, social training, cookery, music and dance therapy, sensory art sessions, swimming, rebound therapy and reflexology.

The pupils are encouraged to integrate, where appropriate, and many of our pupils participate in small group teaching sessions within the Life Skills Department and attend Sulp (Social Use of Language Programme).

The pupils also have the opportunity to access specialist classes with mainstream subject teachers.

Each pupil, regardless of disability, gains accreditation through a range of nationally recognised awards. Pupils in Key Stage 3 follow a thematic approach linked to the ASDAN PSE programme 'New Horizons'.

## **The Tertiary Curriculum**

During Key Stage 4 the curriculum is differentiated further and the pupils progress onto the ASDAN programme 'Personal Progress', an Entry Level qualification.

At the age of sixteen, many of our pupils have the opportunity to integrate into their local Further Education College. It is hoped that several of these pupils will continue to attend college, on a full-time basis, when they leave school at nineteen.

### **The Sensory and Therapeutic Curriculum**

The Sensory and Therapeutic Curriculum encompasses the traditional therapies of speech and language therapy, occupational therapy and physiotherapy, but it also includes reflexology, music and dance therapy, the use of multi-sensory environments and rebound therapy.

We work closely with a dedicated, multi-disciplinary team and receive valuable advice from the Physiotherapist, Community Nurse, Speech and Language Therapist, Occupational Therapist, Teacher for the Hearing Impaired and the Multi-Sensory Impairment Advisory Service.

### **Arrangements for Religious Education**

Religious Education is a mandatory subject within the curriculum. Pupils at Canolfan y Bont are encouraged to explore a diverse range of faiths and different cultures. They also attend collective worship assemblies in the main school.

### **Sex Education**

Sex Education is dealt with in a sensitive manner through the Personal and Social Development Curriculum.

### **Assessment**

At Canolfan y Bont assessment is both formative and summative. Pupils' annual targets are set during their Annual Review (Person-Centred Review) and medium term targets, which are incorporated into the pupils' Individual Educational Programmes (IEP), are reviewed with the parents and multi-disciplinary team, on a termly basis, to ensure that the learning objectives match the individual needs of the pupils. Short term targets are then delivered via weekly programmes.

The pupils' progress is monitored closely throughout the year and records are kept in their *Pupil Progress* folders. Evidence of their overall achievement is recorded using the 'P Scales'.

Parents receive a comprehensive report prior to their child's Annual Review and a school report, at the end of the academic year. Parent meetings are held during the autumn and summer terms.

### **Multi-Disciplinary Team**

The Centre currently consists of one teacher, one HLTA and twelve teaching assistants (eight Level 2 TAs and four Level 3 TAs). The team is an experienced, knowledgeable and committed group of professionals who have established a close working relationship. The teaching staff work alongside a dedicated, multi-disciplinary team and receive valuable support and advice from the following professionals:-

### The Psychologist

Offers advice and training to staff when required

### The Speech and Language Therapist

Attends the Centre on a weekly basis and provides advice and support for staff.

### The Teacher for the Visually and Hearing Impaired

Attends the Centre on a weekly basis and provides advice and support for staff.

### The Advisory Teacher for MSI

Attends the Centre on a fortnightly basis and provides advice and support for MSI pupil.

### The Physiotherapist

Attends the Centre on a weekly basis and assesses and supports the pupils in:

- physiotherapy sessions
- swimming sessions
- rebound therapy sessions
- gymnasium sessions

### The Occupational Therapist

Attends the Centre for initial assessment and when specifically required

### The Mobility Officer

Attends the Centre on a half-termly basis to support pupils with limited mobility

### The Community Nurse

Provides regular training for staff and supports and advises when necessary.

### Dance Therapist

Provides weekly dance sessions for the pupils

### Reflexologist

Visits the school on a weekly basis.

## **Medical Requirements**

Many of our pupils require daily medication, which has been prescribed by their paediatrician or local G.P. Members of staff administer the medication, on a voluntary basis, after having received written consent from the parents.

Parents are asked to complete a detailed medical form at the beginning of the academic year and to inform the school in writing if any changes occur.

Medication is stored in a lockable cupboard on the school premises and is only removed for the purpose of administering the medication.

## **Facilities**

Each of the four cohorts (PMLD, SLD, MSI and ASD) has its own designated teaching room.

## **Sensory Rooms**

Pupils with sensory or profound and multiple learning disabilities experience difficulties developing a relationship between themselves and their external environment. This is due to the fact that their senses are often impaired.

Our senses inform us about the world in which we live: they provide the foundation for our understanding and actions. When one, or more, of our senses are impaired, the world is less accessible and our understanding is diminished. Multi-sensory environments support the interaction, discovery and communication skills which are vital for those with sensory impairments.

Canolfan y Bont provides both a White Room (Snoezelen) and a Dark Room. These stimulating and challenging environments facilitate learning and development via the auditory, visual, tactile, olfactory and kinaesthetic senses. They provide a calming and relaxed atmosphere where professionals are able to observe, assess and monitor both the cognitive and physical development of the pupils.

The White Room or Snoezelen (which originates from the Dutch words “Sniffen”, meaning to sniff, and “Doozlen”, meaning to doze), was designed to enable pupils to passively or actively engage in the world around them (Hirstwood and Gray, 1995).

The function of the Dark Room is to provide focused learning for pupils with visual impairments. Controlled lighting, such as ultraviolet light, encourages pupils to use their vision functionally and to transfer their visual skills to ordinary light environments in the ‘real’ world.

### ICT Room

Information Communication Technology (ICT) plays a crucial role in our pupils' development and all of our pupils have their own iPad and daily access to either the White Board or the Plasma Screen.

The pupils use the ICT resources to further their understanding of the concept of 'cause and effect', to develop their literacy and numeracy skills and as a communication aid to make independent choices and requests.

### Kitchen

The pupils have access to a small kitchen, which they use to access their weekly cookery lesson.

### Leisure Centre

Pupils at Canolfan y Bont have regular access to the leisure centre, which is located on the campus. Several of our pupils visit the gymnasium, on a daily basis.

The pupils also access the leisure centre hall, where they participate in rebound therapy sessions.

### Swimming Pool

We have weekly access to the on-site swimming pool

**At Canolfan y Bont we aim to promote the learning, self-esteem and confidence of all our pupils, by providing a rich and stimulating learning environment, in which to develop their skills, knowledge and understanding of the world.**