



YSGOL UWCHRADD TYWYN

‘Learning to Live’

HANDBOOK / PROSPECTUS

Headteacher: Mr David Thorp

Ffordd yr Orsaf/Station Road, Tywyn, Gwynedd, LL36 9EU

☎ 01654 710256

September 2026

Dear Parent / Carer,

On behalf of the staff at Ysgol Uwchradd Tywyn, I would like to extend a very warm welcome to you and your child. We hope that this will be the start of a happy and successful period for your child at the school and we look forward to forming a constructive partnership with you, in order to ensure that your child makes the best possible progress.

Ysgol Uwchradd Tywyn is a friendly and welcoming school to all pupils. We offer a very caring and supportive environment which provides the opportunity for your child to grow educationally and to succeed academically. Our aim is to create a happy school where everyone does their best at all times, cares for everyone else in the school community, and takes advantage of every opportunity to enrich their lives whilst in school. Happy children achieve better as they feel safe. We encourage our pupils to be responsible members of school and their local communities, and to contribute widely to these societies.

The high standards we achieve are a credit to the hard work of both staff and pupils. Equally, we are proud of the additional achievements of our pupils - whether in sports, music, Duke of Edinburgh's Award, or simply, to become a rounded individual - all are important in developing each pupil's talents to the full.

We pride ourselves in the partnership we nurture and develop between parents and the school – a relationship that is worked on and developed continually. The school welcomes the opportunity to work closely for the benefit of your child.

I look forward to meeting you soon, and if you have any queries or concerns, please contact us, and I will be happy to arrange a meeting at a mutually convenient time.

Yours sincerely,



David Thorp
Headteacher

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☎ 01654 710256



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HEADTEACHER

David Thorp

DEPUTY HEADTEACHER

Marion Sterritt

CHAIR OF GOVERNORS

Carys Fowles

DESCRIPTION OF SCHOOL

Co-educational bilingual school for learners
aged 11-16

MORNING SESSION: 8:30

AFTERNOON SESSION: 13:05

SCHOOL'S ADMISSION POLICY

This policy operates in accordance with Cyngor Gwynedd's
admission policy

TERM DATES 2026 – 2027

Autumn Term: 3 September – 18 December 2026

Spring Term: 4 January 2027 – 19 March 2027

Summer Term: 5 April 2027 – 16 July 2027

HOLIDAY DATES 2026 – 2027

Half Term: 26 October – 30 October 2026

Christmas Holiday: 21 December 2026 – 1 January 2027

Half Term: 8 - 12 February 2027

Easter Holiday: 22 March – 2 April 2027

May Day: 3 May 2027

Half Term: 31 May – 4 June 2027

Summer Holiday: 18 July – 31 August 2027

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SCHOOL BACKGROUND

Ysgol Tywyn is a bilingual comprehensive school which celebrated 125 years in 2019. The site is about 100 yards from the High Street of Tywyn, which is a small coastal town in south Gwynedd with a population of some four thousand.

The school, with 373 pupils on roll in September 2025, and 19 full time teaching staff, (including Senior Management Team) 8 part time staff, 6 fulltime and 3 part-time Learning Support Staff, is an 11-16 school. 16+ pupils travel to a variety of colleges/schools in Gwynedd, Powys, Ceredigion and beyond, though the majority go to Coleg Meirion-Dwyfor (Dolgellau).



The approximate annual catchment intake of around 65 pupils come from four primary schools, stretching from Craig y Deryn, Llanegryn to the north, Corris to the east and Pennal to the south, and thus many travel some distance to school. In addition, a number travel from outside the catchment area. The home and educational background of the pupils is varied and includes those who come from a home where both parents are Welsh speaking, to those whose knowledge of Welsh is very limited, only having moved into the area recently.

The school aims to offer a friendly and welcoming atmosphere which supports a learning and working environment and to this end has always aimed to involve parents actively in their children's educational well-being.

Useful information for parents and pupils can be found on the school website:

www.tywyn.ysgoliongwynedd.cymru

THE SCHOOL AND THE COMMUNITY



The school has been awarded several certificates because of the excellent extra-curricular activities on offer. In June 2018, the school received both the Daily Post School in the Community Award and Secondary School of the Year Award. In June 2019, the school again won two more Daily Post Awards: School Communication Award and Support Staff of the Year (Miss Bethan Williams).

Over the past years, the school has endeavoured to work in partnership with the community, both becoming an important resource for the other. If you could contribute in any way such as developing reading skills or offering careers advice, please contact the Head teacher.

The liaison between the school, industry and community works extremely well, and we are extremely fortunate to benefit from support from Tywyn's Co-op in many of our events, through their 'Supporting the Community' ethos.

During the summer term, an Opportunities Week for all pupils utilise the surrounding environment and relies heavily on the co-operation of the community. This is regarded as an important part of the school experience. The school subsidises Opportunities Week and we ask for a contribution from each child.

ETHOS AND VALUES

The ethos of the school is firmly embedded in our core values of mutual respect, high standards of behaviour, self-discipline and hard work in a bilingual setting, where the Welsh ethos and standards in Welsh are a priority within the school. Following recent consultations with pupils, staff and governors it was decided that our core values would be based upon **Respect, Responsibility and Pride**.

A wide-ranging curriculum, high levels of pastoral care, an inclusive approach and a diverse programme of extra-curricular activities ensure that all learners thrive within a caring and supportive environment.

We promote respect, honesty and integrity, high aspirations and self-belief. We encourage all learners to make the most of all opportunities and to be proud of our school community and the wider community.

Learners' well-being and happiness are our priority, and we are proud that our students achieve high standards across the curriculum and make significant progress.

Like you, we want your child to feel safe, happy and successful and to become a well-rounded, responsible adult, of whom we can all be proud. We will provide guidance, encouragement and support for your child to become confident and resilient, with a desire to contribute, make a difference, and to make the most of life.

THE SCHOOL'S AIMS FOR ALL PUPILS

The aims of the school set out our aspirations to provide the best possible opportunities and education for our young people preparing them for life beyond school.

Successful learners with good qualifications and motivated to enhance their knowledge and skills to reach their full potential.

Self-confident individuals who can make informed decisions and communicate them based on their values and beliefs.

Responsible citizens who respect others and take part responsibly in the political, economic, social and cultural life of the communities they live in.

Effective contributors with an energetic 'can do' attitude who can lead or work in a team, meeting the challenges of 21st century life.

We are a school that:

- puts students first, invests in its staff and works closely with its community
- excels at what it does
- allows all of its students to fulfil their individual potential through providing outstanding teaching, rich opportunities for learning and support for each student
- has strong values and high expectations that are applied consistently
- is highly inclusive and works as a team to reduce learning barriers
- proves that social situations are not a barrier to achievement
- is a self-evaluating school that seeks continuous improvement through effective planning and promotes an environment that embraces change

ATTENDANCE

Every school has a duty and responsibility to encourage pupils to attend school regularly in order to fulfil their full potential. There is a clear relationship between high attendance and good results, therefore it is vital that we deal with this together. The school is committed to improving attendance and punctuality levels.

Attendance figures 2025-2026

Cymru (uwchradd) / Wales (secondary)	88.8%
Gwynedd (uwchradd) / Gwynedd (secondary)	88.7%
YUT	90.6%

SCHOOL UNIFORM

These are the expected standards for school uniform and appearance at Ysgol Uwchradd Tywyn. The school has deliberately designed a school uniform that is readily available and relatively inexpensive. We would be grateful if you would co-operate by ensuring that your child is appropriately dressed for school.

- White or claret polo shirt with school logo
- Black jumper with school logo
- Black shoes or black trainers (no branded logo)
- Plain black trousers or black skirt (reasonable length), or knee length tailored black shorts (chino style only) during the Summer Term
 - No tracksuit bottoms
 - No combat trousers
 - No leggings

**PHYSICAL EDUCATION**

PE shirt with school/PE department logo*
 Red shorts with school/PE department logo* (year 7, 8 and 9)
 Plain black shorts (year 10 and 11)
 Trainers and black socks (not canvas or plimsolls)
 Shin pads/mouth guard (recommended, not compulsory)
 Football/hockey boots and trainers
 Towel and swimming shorts /trunks/one-piece swimming costume



* Uniform is only available directly from Genesis:
<http://www.theverylatest.net/gwisg-ysgol-genesis/>

Link is also on school website: www.tywyn.ysgoliongwynedd.cymru

It is not compulsory to buy uniform from Genesis. Badges can be purchased from school to attach to plain white polo shirts and black jumpers.

SAFEGUARDING OF PUPILS AT YSGOL UWCHRADD TYWYN

At Ysgol Uwchradd Tywyn, we are committed to providing the best possible care and support for all students but if you have any concerns about the safety or welfare of a child please contact the school immediately and clearly state that your call relates to a potential safeguarding issue. If your concerns are outside of school hours or during the school holidays, please contact the police. If a child is in imminent danger, then please dial 999 for the Police.

Our curriculum is designed to create awareness in students of safeguarding issues and how to deal with them. Issues are covered in the PSHE (Personal Social and Health Education) programme, our assembly programme and during tutor times and more generally throughout the curriculum. All staff and students receive e-safety advice to raise awareness of the new challenges relating to the internet with the aim to reduce its misuse, including social media sites and to minimise the incidents of cyberbullying and its effects.

Training of all staff in identifying, reporting procedures and dealing with such issues is regular and thorough. We will continue to ensure that all our staff, other professionals, parents/carers and students work together to know the rules about keeping children safe. They will understand the importance of following procedures and listening to each other, especially when there are concerns about safety.

The school's Designated Safeguarding Lead is Mrs Marion Sterritt (Deputy-Head)

The Deputy Safeguarding Officers are Mr Islwyn Phillips (Pupil Progress Co-ordinator) and Mr David Thorp (Headteacher)

The Governor Safeguarding representative is Louise Hughes.

SCHOOL EXPECTATIONS

- **PE and Science lessons**
Long hair must be tied up and jewellery must not be worn and no responsibility will be taken for items left in the gym.
- **The Food and Nutrition department** expects pupils to purchase their own aprons to wear in the lessons.
- **The Design and Technology department** expects pupils to wear aprons in practical lessons.
- **Natural Hair Colour**
- **Earrings:** Studs or hoops that are no bigger than the width of your forefinger. For safety reasons pupils should **only wear one pair of earrings**.
- **NO facial piercing:** studs in the nose, eyebrows, lips, chin.
- **NO body piercings:** for safety reasons, piercing in any other part of the body except earlobes are **not** allowed.
- **Makeup:** discreet make-up, no excessive foundation or fake tan and minimal mascara.
- **Nails:** for health and safety reasons, **no false nails** are allowed. Nails should be kept short and discreet nail varnish is permitted.
- **Illegal substances** of any kind are completely banned, smoking and electronic cigarettes are absolutely forbidden. This applies to school premises and on journeys to and from school, and outside school during school hours i.e. 8.30am - 2.45 pm and whilst wearing school uniform. Please note that some local shops will sell cigarettes, vapes and alcohol to pupils. Please support the school in our endeavours to stop these sales.
- **Chewing gum** is not allowed in the school. sanctions are in place for pupils who are caught chewing gum anywhere on school premises.
- The school will not accept any responsibility for the loss, for whatever reason, of mobile phones, ipads, smart watches or any valuable items. They are the responsibility of the owner.
- **It is very important that EVERY article of clothing and personal property is marked with the owner's FULL NAME.** This includes purses, pencil cases, bags and PE kit. The number of items in LOST PROPERTY is considerable. From our experience some pupils use the "loss/theft" of personal items as a means of persuading parents to purchase new ones. Parents are asked to check with the school when pupils 'lose' items of clothing/shoes/pencils etc and are invited to come in and check for 'lost' items.

The Head teacher has the full authority of the Governing Body to judge the acceptability or otherwise of each individual pupil's appearance.

ORGANISATION AND CURRICULUM BUILDINGS



The school buildings are a mix of old and relatively new. The main building is built in a traditional red-brick style. This is the administrative block, and the old school hall and classrooms can be found here also. The Science block, at the back of the school, has 4 modern laboratories. The school possesses 3 computer rooms and 25 interactive screens. The Dysynni block provides the school with 8 classrooms. We are currently undergoing a major refurbishment of the buildings involving window replacement, roof repairs, new pupil toilets and a community area.

Cae Rhianfa, the school playing field, is used for rugby, football, cricket and athletics, and also by various local organisations during the year.



The all-weather field and netball/basketball courts are a first-class asset to the school.

The school and its feeder schools agreed to contribute its New Opportunities Fund to rebuild the Leisure Centre hall following its extensive damage in high winds several years ago. The Centre is available to the primary feeder schools and Ysgol Uwchradd Tywyn in a working partnership.

SCHOOL SAFETY

School policies and arrangement conform to LA Health and Safety policies. The school has worked with the LA to implement a risk assessment for the public who visit the site during school hours. Clear plans have been implemented in order to manage these situations.

The LA reviewed site safety at YUT in 2025 and security fencing has been erected at the front and rear of the school buildings. Ysgol Uwchradd Tywyn fully complies with all LA policies and procedures regarding the admission of disabled pupils and for enabling such pupils to have access to any part of the school premises. The school operates an Equalities Policy which ensures that all pupils are treated equally regardless of characteristics.

EQUALITY

Ysgol Uwchradd Tywyn objects to all types of prejudice and differentiation and acknowledges that pupils have needs, requirements and aims.

We promote positive links and mutual respect both within and between our pupils, staff, governors, and parents, carers and guardians of our pupils, regardless of ethnic origin, sex, age, marriage status, sexual orientation, disability, sex change, religion or atheism, language, nationality, responsibility for any dependents or for any other reasons that can't be justified.

The school acknowledges that diverse societies exist in Wales and the UK, including individuals from many different backgrounds. It is important that every child and all young people are prepared well to live in a multicultural and diverse society.

The school has a Strategic Equality Plan.

RELATIONSHIPS AND SEXUALITY EDUCATION

Relationships and Sexuality Education within a Health Education Curriculum, is a vital part of each pupil's development. Presented in a correct and sensitive manner, it will encourage a sensible and mature attitude in pupils towards moral considerations and the value of family life and is mandatory.

The school nurse provides a valuable contribution in supporting sex education and it gives her an opportunity to build up a relationship with the pupils. A 'drop-in' centre is open each week. Relationships and Sexuality Education is discussed within the Personal and Social Education programme.

PERSONAL AND SOCIAL EDUCATION

In the tutorial periods, Form Teachers develop a closer understanding of the pupils. The emphasis in Years 7-9 is on Study Skills, Health Education and Problem Solving, which includes themes such as bullying. Recently, the school has placed greater emphasis on analysing pupils' contribution to school life, their academic progress and setting targets for improvements, also citizenship, and the role of the pupil in society. Pupils are encouraged to represent their forms in the school assembly, and on the Pupil Voice Forums which meet regularly to discuss issues affecting pupils.

Pupils in years 7 and 8 have one Wellbeing lesson each week.

From Year 9 onwards, there is a greater emphasis on Careers Education, preparing pupils for subject options at 14+ and career paths at 16+.

Religious and moral education is emphasised throughout the school to every pupil.

RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

Each year group attends one assembly a week.

During morning registration periods, all classes are expected to engage in a 'thought for the day' or a short period of contemplation.

Non-denominational religious education is part of the curriculum. Any parents who wish to exercise their right under the 1988 Act to withdraw their child from assemblies or religious education lessons are asked to contact the Head teacher in writing.

PREFECTS

Pupils entering Year 11 are invited to apply by letter to be Prefects. Student leaders are selected after consideration of the following: attendance record, school uniform, contribution to the school, letter of application, general attitude and behaviour. They play an important part in supporting Year 7 pupils, and receive training in mentoring skills including anti-bullying strategies and health promotion. Each student leader is assigned a small group of pupils to mentor and they are also associated with specific areas of the curriculum to support teaching and learning, e.g. Open Evening, after-school clubs, revision workshops.



SOCIAL AND EMOTIONAL NEEDS

Many problems and potentially serious situations are discussed as part of Personal and Social Development provision and thus the pupil's first point of contact is the Form Tutor who, in turn, can refer the pupil to the Inclusion and Well-being Co-ordinator, the Pupil Progress Co-ordinator or Senior Management Team. If help is required, then the appropriate external agencies may be contacted.

Parents are contacted whenever the need arises to discuss any problems with the Head teacher, staff, school nurse and outside agencies, such as CAMHS, Educational Psychologist, Youth Offending Team, local police, Educational Welfare Officer, Bridging Officer.

A SCHOOL WHICH PROMOTES HEALTH

This school has, for years, been a member of the European Healthy School Scheme to promote health and is in the thirteenth year of activities.



The focus is on physical and mental well-being of staff and pupils and each year group, via the pupil voice forums, has a focus. Year 7 and 8 will develop physical health as well as mental agility through weekly Wellbeing activities. Years 9, 10 and 11 will work around mental health and contribute to Mental Health Awareness Week activities.



EXTRA CURRICULAR ACTIVITIES: the school offers a variety of extra-curricular activities and believes strongly in their educational value: eco club, cookery club, art club, science club, music club, table-tennis club, science club

MUSIC AND DRAMA: there is a strong tradition of music and drama in the school, and most pupils enjoy taking part. Activities include:

Choir, Drama, Musicals

Peripatetic Music Teachers' Lessons:

Woodwind, Harp, Cello, Double Bass, Violin, Drums, Brass, Guitar, Singing

URDD: The Urdd offers a variety of activities for both Welsh speakers and learners alike:

Eisteddfod - there is an annual School Eisteddfod

Singing Recitation Drama Dance Games Art

Residential weekends at Glanllyn

We also encourage participation in the Urdd National Eisteddfod.

SPORTS AND ACTIVITIES

Gymnastics	Cricket	Rugby	Netball	Cross Country
Hockey	Dance	Football	Athletics	Trampolining

OPPORTUNITIES WEEK



This is regarded as a very important week in the school year. The school timetable is suspended and replaced by activities that we believe develop less academic skills that are increasingly seen as necessary in the work place. Opportunities are available for the pupils to develop skills such as problem solving, teamwork, communication and leadership. Success with these skills will help them to understand and respond appropriately to the challenge of the new Welsh Baccalaureate.

Pupils also get the opportunity to sample different activities e.g. climbing, canoeing, ice skating, art and music projects.

Staff see pupils in a different environment than the classroom. We have found that the week builds confidence in pupils and that this transfers back to the classroom.

WORK EXPERIENCE

Every pupil in Year 10 is offered the opportunity to spend a week at a work placement. Pupils are prepared for Work Experience and pay particular attention to the requirements of employers and Health and Safety issues. Some pupils are offered Extended Work Experience.



LANGUAGE POLICY

This is the school's current policy, but amendments will be made in accordance with the Education Authority's Language Policy.

Ysgol Uwchradd Tywyn is a small comprehensive school in a mixed language catchment area. Our aims, therefore, are as follows:



ENGLISH AND WELSH

In accordance with the present National Curriculum requirements both languages are taught up to the age of 16. The school ensures that all pupils who have the necessary ability sit appropriate external examinations in the subject.

WELSH MEDIUM TEACHING

The Pupil Progress Co-ordinator visits every feeder primary school to meet the pupils. We receive an assessment of the pupil's linguistic ability and thus in Years 7, 8 and 9, the pupils are placed in forms according to their ability in Welsh. This ensures that pupils use Welsh and English, to some degree, as the medium of teaching according to their linguistic ability, and so safeguards the bilingual education already established in the primary schools. Those who have the required ability in Welsh at the end of Year 6, follow Welsh as opposed to Welsh Second Language.

WELSH FIRST LANGUAGE AND GOOD LEARNERS

Pupils whose first language is Welsh and are very good Welsh learners, receive lessons in History, Geography, Religious Education, Music, Physical Education and units of Technology through the medium of Welsh. Bilingual resources are used in all curriculum areas.

Provision follows the Language Policy of the local authority except in cases where bilingual teaching is not available.

A new **Welsh Language Centre** has recently opened in the school grounds at Tywyn in 2025, which will increase the profile of the language considerably. Pupils who have recently moved into the area are encouraged to be involved in an intensive Welsh Language course and have the opportunity to spend 8 weeks at the Centre, with one day a week spent in school.

GWYNEDD SECONDARY SCHOOLS LANGUAGE STRATEGY

Since the launch of the Welsh Language Charter in Gwynedd, innovative work has been done in our primary schools to impact children's social use of Welsh. To ensure a robust progression to the Charter, we are proud to present a Secondary Language Strategy that provides our secondary schools with clear guidance on language practices altering techniques and the various ways of influencing pupils' social language within and outside school.

The Strategy has received valuable input from secondary school learners from various language backgrounds, including those for whom Welsh is their first language, fluent learners and beginners.

Gwynedd Council is committed to supporting the Welsh Government's strategy to achieve the objective of a million Welsh speakers by 2050, ensuring that at every stage in his/her life, an individual has an opportunity to learn Welsh and learn through the medium of Welsh. As part of the effort to achieve this objective, Gwynedd Council have developed a Secondary School Language Strategy as an effective planning tool, building on the Primary Schools Language Charter's success, for giving a lead towards further progress in pupils' social and curricular use of Welsh.

THE VISION

1. Gwynedd Council is totally committed to an excellent innovative secondary schools' system that promotes Welsh in all aspects of their work.
2. The objective of the Secondary School Language Strategy is to promote use of Welsh within a social context by children and young people and develop it as an effective medium for all aspects of school life and work.
3. The Strategy will be an effective planning tool, building on the success of the Primary Language Charter, for leading towards further progress in pupils' social and curricular use of Welsh.
4. It supports the vision of Gwynedd Language Strategy to ensure that the Welsh language prospers. Through placing an emphasis on Welsh, it is ensured that children in Gwynedd are bilingually proficient and confident and take pride in the additional value they obtain from being bilingual, that they can confidently use both languages socially and professionally after leaving school and that they ultimately transfer both languages to the next generation in Gwynedd.
5. The language also contributes to implementing a bilingual strategy through promoting Welsh, ensuring that it has equal status and opportunities.

6. Every school will implement the Secondary School Language Strategy and ensure that all the school's stakeholders are involved in this scheme.

These key details have been taken from the draft document 'Gwynedd Secondary Schools Language Strategy'. The final version will be available on our website or a hard copy can be requested from the school.

THE WELSH ETHOS

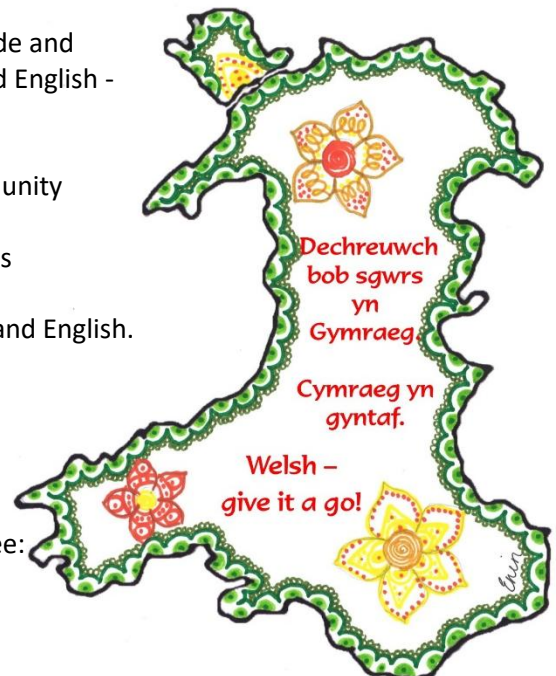
Ysgol Uwchradd Tywyn is unique in terms of its level of bilingualism, linguistic background of pupils and the language of staff. Although there are specific reasons for this, the school has set about creating a 'more Welsh' ethos in the school.

The school endeavours to kindle pride towards the Welsh language, culture and heritage.

The hope is that pupils will show pride in the Welsh language inside and outside the classroom, that pupils will be fluent in both Welsh and English - written and verbally.

In order to enable them to be full members of the bilingual community that they are part of, it is essential to create a positive attitude towards bilingualism, that everyone within the school demonstrates equality to Welsh and English.

Ysgol Uwchradd Tywyn wants to see Welsh thrive and wants to see:



- an increase in the use of social Welsh around the school, extra-curricular activities and within the community
- more opportunities to use Welsh within the school
- improved confidence of staff/pupils and their fluency in the language
- greater awareness of the value of Welsh as part of our identity and our national heritage.
- and to create guidelines to develop more consistent and positive methods of extending the use of Welsh across the school.

Cynhyrchwyd gan/Produced by: Ysgol Uwchradd Tywyn 

THE SCHOOL CURRICULUM

The school curriculum is based on 30, fifty-minute lessons each week. We provide a broad, balanced, relevant and varied curriculum that fulfils the requirements of the Curriculum for Wales. The school aims to provide equal opportunities for all pupils according to their linguistic abilities. Pupils are placed in mixed ability (at the end of Year 6) bilingual tutor groups according to their achievement in Welsh. Class sizes vary according to the size of the intake. At present the year 7 intake is 65 and we have 3 tutor groups. For their subjects, the pupils are grouped based on:

- ability (setting), for some subjects
- language (registration group) for some subjects

<u>Years 7-9</u>	<u>7</u>	<u>8</u>	<u>9</u>
Subject	Teaching Periods		
Welsh	4	4	4
English	4	4	4
Mathematics	4	4	4
Science	3	3	4
French	1	2	1
Religion & Ethics	1	1	1
Geography	1	2	2
History	2	2	2
Art	1	1	1
Music	1	1	1
Technology	2	2	1
Digital Competence	1	1	0
Physical Education	3	2	3
BSL	1	0	0
Wellbeing	1	1	2
Total:	30	30	30

At the end of year 9, pupils will choose to study a combination of subjects that will lead to GCSE, BTEC or vocational qualifications at the end of Year 11.

The Years 10-11 curriculum is divided into two parts, the core curriculum and the option subjects.

Timetable:

Years 10-11		TEACHING PERIODS	
	Subject:	Y10	Y11
CORE	Welsh	4	4
	English	4	4
	Mathematics	4	4
	Science	6	6
	Physical Ed	2	2
	Welsh BACC	1	1
OPTIONS	Option A	3	3
	Option B	3	3
	Option C	3	3
Total		30	30

Not all pupils are expected to follow a GCSE course in all subjects, and the Headteacher will advise some pupils to follow more suitable, alternative courses.



Curriculum for Wales Years 7 - 9

Our Vision at YUT
"Learning to Live"

The school's objectives set out our aspirations to give our young people the best possible opportunities and education whilst preparing them for life beyond school.

- Successful learners with good qualifications and the enthusiasm to improve their knowledge and skills, in order to achieve their full potential.
- Self-confident individuals who can make informed decisions and communicate them based on their values and beliefs.
- Responsible citizens who respect others and participate responsibly in the political, economic, social and cultural life of the communities in which they live.
- Effective contributors with an energetic positive attitude who can lead or work in a team, meeting the challenges of 21st Century life.

The New Curriculum for Wales is made up of 6 Areas of Learning and Experience:



Expressive Arts



Health & Well-being



Humanities



Languages, Literacy
& Communication



Mathematics & Numeracy



Science and Technology

Details of our Curriculum for Wales provision can be found on the school website

www.tywyn.ysgoliongwynedd.cymru

CAREERS ADVICE AND GUIDANCE

Careers advice and guidance is available to all pupils and parents by appointment with the Careers Coordinator who is available to help with information on all aspects of careers, from making option choices, to filling in application forms for colleges and jobs, with specific information on individual career choices.

The school works closely with the Careers Wales, whose representative is based at the school on a regular basis for 1 day a week, to interview pupils in Year 9, 10 and 11 and monitor progress from school to further education or work.

EDUCATIONAL VISITS AND ACTIVITIES

At Ysgol Uwchradd Tywyn, we have long promoted and encouraged world travel amongst the young people who have crossed the threshold, and we have supported this ethos by offering and providing a wealth of opportunities for foreign travel, especially in Europe, North Africa and America. The earlier that young people learn the lessons that foreign travel teaches, the better, since the skills and experience that are gained can provide life-long benefits and allow access to skills you often didn't know you had.

Foreign travel at Ysgol Uwchradd Tywyn has also opened the eyes of our youngsters to the importance of being culturally sensitive in a globalizing world.



BUDGET

PUPIL DEVELOPMENT GRANT (PDG)

The Pupil Development Grant (PDG) is used by the Welsh Government to provide financial support to schools. The PDG targets the following aspects specifically:

- Whole school approaches
- Family and community engagement
- Catch up and tutoring
- Enrichment and aspirations
- Wellbeing

As a school we have agreed the following three steps:

- to identify the target group of pupils, its characteristics and needs
- to plan interventions which make the most effective use of resources
- to monitor and evaluate the impact of resources

PUPIL DEVELOPMENT GRANT (PDG) 2025-2026: £ 59,866

Our school has a comprehensive plan, agreed and monitored by Gwynedd local authority to promote progress and remove barriers to learning.

Activities which are in place to target raising standards and closing the poverty gap:

- Ensure there are appropriate literacy and numeracy interventions, provision and differentiation in place.
- Ensuring there are tutoring sessions in year 10 & 11 where necessary to target high achievement in the core subjects, and where appropriate in other subjects.
- Homework club.
- Support for educational visits where appropriate, and general support as appropriate.
- Support to receive instrumental lessons from peripatetic teachers.
- Learning materials and equipment including iPads, software and books.

- Support pupils who do not have access to online learning at home.
- Learning evenings with parents and pupils to ensure guidance for parents on how they may support their child to improve achievement standards.
- Mentoring sessions where necessary with Learning Coaches to support pupils to develop and achieve working targets.
- Weekly well-being sessions for pupils with mental health problems.
- Further develop and work on a tracking system to measure the progress and effect of the intervention programmes that are in place.
- Adopt a bilingual programme of assessment to identify our pupils' learning styles as well as their learning needs.
- Utilise the Pupil Progress Coordinator to monitor and track pupils to ensure that they reach their potential.
- Provide mentors for pupils in year 11 where necessary.
- Provide homework, literacy and numeracy sessions (as well as other groups as deemed necessary) during afternoon registration periods.
- Utilise Pupil Well-being and Inclusion Officer to contact the target groups' parents to ensure attendance at the parents' evenings.
- Improve the target groups' attendance by using the school's attendance officer.
- Programme to address the social and emotional needs of our pupils.

ADDITIONAL INFORMATION

ABSENCE

- All absences must be covered by a note, by telephone to the School Office 01654 710256, by text through the School Gateway app, or by e-mail to: atofficer@tywyn.ysgoliongwynedd.cymru
- Extended absences will require a doctor's note.
- In cases of diarrhoea pupils are advised to be kept at home for 48 hours after the symptoms have stopped.
- With the strong emphasis on school attendance levels, the Local Authority has introduced a new Attendance Policy, which has been adopted by the governing body. The policy says absences can only be authorised under 'exceptional circumstances'. As a result of this the school will have to treat any holiday leave as unauthorised absence.
- Pupils late for school must report **IMMEDIATELY ON ARRIVAL** to the School Office, otherwise the pupil will be marked absent.
- No pupil may leave the school premises unless he/she has obtained an official note from the office giving permission - PLEASE IMPRESS THIS ON YOUR CHILD FOR HEALTH AND SAFETY REASONS.

MEDICAL

- Parents are expected to inform the school of any medical or clinical condition which might affect a pupil's education.
- Please complete a Medical Consent form if you wish the school to accept responsibility for giving medication to your child.
- Pupils wishing to be excused from PE on medical grounds must provide a parent's note (for a temporary period) or a medical certificate (for an extended or permanent period). Please note that a cold etc is not an acceptable reason for not taking part in PE lessons as they are very important to a child's well-being and fitness.

SCHOOL TRANSPORT

Pupils must behave in a responsible way when travelling to or from school. If they seriously misbehave on the bus or train, pupils can be prohibited from travelling on school transport for a fixed period. **Please note that the school's responsibility ends at the school gates.**

PUPIL PHOTOGRAPHS

From time-to-time photographs of pupils taking part in various school activities will be taken. Some of the photographs may be seen in a newspaper, included in publications, on the school website, Gwynedd Council or other establishment that we co-operate with. **If you do not wish your child to be included in photographs for this purpose, please inform the school office.**

THE SCHOOL DAY

Monday - Friday				
Registration		8.30	-	8.50
Lesson	1	8.50	-	9.40
	2	9.40	-	10.30
Break		10.30	-	10.45
	3	10.45	-	11.35
	4	11.35	-	12.25
Lunch		12.25	-	13.05
	5	13.05	-	13.55
	6	13.55	-	14.45

The school office is open from 8.15am until 4.30 in the afternoon.

Please inform the school immediately should your child fail to arrive home from school.

ADMISSION ARRANGEMENTS

A pupil must have reached age 11 years before 1st September of the year of entry.

Parents of pupils intending to attend the school receive a copy of the School Handbook.

The school's admission limit is 95

Number of applications to Year 7 2025/2026 81

Percentage granted 100%

OPEN EVENING

Every year during the Autumn Term there is an Open Evening for parents of Year 5 & 6 pupils. On each occasion there is an opportunity to ask questions and to hear information given by the Head teacher, Pupil Progress Co-ordinator and other members of staff relating to a pupil's first year at Ysgol Uwchradd Tywyn. There will also be demonstrations by current pupils and exhibitions and displays of their work in all departments. Parents may join in any activities and staff are available to answer any questions about opportunities and experiences presented to pupils (Homework Club, Helplines, Opportunities Week, Duke of Edinburgh Award, Eisteddfodau and others) as well as pupil progress



Children from primary school year 6 in the catchment area have the opportunity to visit the school on a number of occasions during the year and experience a taster programme of various activities and lessons such as Design and Technology, Science, Arts and Crafts, Food Technology and Physical Education.

LUNCHTIME ARRANGEMENTS

It is a policy at Ysgol Uwchradd Tywyn, **that ALL pupils remain on school premises throughout the school day**, and this includes lunchtimes, unless participating in activities in the Bro Dysynni Leisure Centre or school gym. The Leisure Centre IS NOT part of the school premises.

School Lunches

The school catering staff provide a full range of hot and cold meals at reasonable prices at lunchtimes. Pupils choose their own meals and pay for what they select. A substantial meal, consisting of a main course, and a pudding would cost approximately £3.00 at the time of writing. The catering staff ensure that they provide a variety of healthy options, both at the hot counter and at the cold food counter. Parents pay for school meals via the School Comms app, which must be topped up regularly.



Canteen Opening times

The main canteen is open as follows, each school day:

Morning Break: 10.30am - 10.45am selling, sandwiches and baguettes, pasta and salad pots, hot snacks, fruit and drinks.
Lunchtime: Selling meals of the day, in addition to items available at break time.

Packed lunches

Some pupils prefer to bring a packed lunch, and facilities are provided for them to eat their lunches.

Under no circumstances are parents to arrive on school premises to deliver a meal to their child.

A letter to the head teacher must be submitted at the beginning of each new term, if the parents wish their child(ren) to be provided with a meal at home. We ask that parents ensure that the contents of packed lunches follow the healthy eating guidelines. (advice on the website).

Free School Meals

Pupils who are entitled to free school meals will be known to the canteen staff and simply pass through with digital fingerprinting so that it may be noted whether meals have been claimed each day. These pupils may choose to claim their food during the morning break or at lunchtime and have exactly the same choice of food as all other pupils.

HELPLINES

The 'Helpline' services have continued to develop. Workshops to develop key skills are offered, as well as those which target specific problems or interests of pupils. Greater numbers of pupils in are staying for help with their GCSE subjects.

The out of hours provision offered at Ysgol Uwchradd Tywyn is an important aspect of all pupils' education. There are 4 main areas:

Grade-Booster Sessions are held in many subjects every week for all pupils in their final year, in order to provide revision, reinforcement and extension, in preparation for their external examinations.

Help with coursework: staff offer extra tuition to pupils to support them whilst preparing coursework.

Ysgol Uwchradd Tywyn firmly believes that attendance in 'Helplines' in specific subjects has proved very beneficial in achieving academic success.

Teams and Google Classroom: these are web-based platforms which teachers and pupils use as a means of communicating, setting, completing, submitting and marking work. Parents may also be contacted via e-mail by teachers and parents are also able to access and monitor their children's progress with the work. Revision resources are made available.

Classcharts: this is a powerful online platform designed to help parents stay closely connected to their child's school life. It allows parents to track behaviour, monitor attendance, access timetables, receive announcements, view detentions and manage multiple children. Parents should contact the school in order to sign up for the app.

COMPUTERS

The school is open from 3.00 - 4.30pm to provide access for the pupils to work on the computers.

Parents are required to complete consent forms regarding misuse of computer software/access to internet. All computer use is monitored.

COMPLAINTS PROCEDURE

The Local Education Authority, in accordance with the requirements of the Secretary of State, under Section 29 of the 2002 Education Reform Act, has established a procedure to consider complaints concerning the way schools' Governing Bodies and the Education Authorities act in relation to the school's curriculum and other matters. This procedure is outlined in a document in Welsh and English, a copy of which is available at the school. A copy will be provided free of charge, as required, to any parent seeking to make a complaint under these arrangements. It is emphasised, however, that many complaints can be dealt with quickly and effectively through informal discussions with the Head teacher. This is the first reasonable step, and the Governing Body expects this step to have been completed before formally presenting the complaint. An appointment can be made to discuss any complaint with the Head teacher by contacting the school office.

ACCESS TO INFORMATION

The following documents are available at the school.

- A statement of the Education Authority's curriculum policy.
- A statement of the Governing Body's curriculum objectives, including the Additional Learning Needs policy.
- Instruments, Circulars and Statutory Memoranda received by the school from the Welsh Assembly Government.
- Any HMI reports which refer to the school.
- Schemes of work and syllabuses used by the school to present the National Curriculum.
- A copy of the Education Authority's complaints procedure regarding the curriculum.
- The Governing Body's most recent annual report to parents.
- County Secondary Sector Admission Policy.

Anyone who needs a copy of the above documentation is asked to contact the school beforehand. The cost of 50p per sheet (photocopying costs) is charged for a copy of the documents, and at least 5 days' notice is required.

PUPIL REPORTS

Any parent who requires to see the curriculum report on his/her child is asked to consult with the Head teacher (through the office) beforehand. The school will provide the information within 15 days.

EXAM FEES

The school will pay all normal exam fees on behalf of candidates.

Re-sit entry fees are paid by candidates, where no satisfactory reason can be provided for an absence or where an improved mark is desired by the candidate.

Candidates will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from the administrative processes provided these are made within the time allowed by the awarding bodies.

It must be noted that exam entry fees are very expensive and for that reason, parents are notified if pupils are not reaching the required standard due to a lack of effort. In circumstances where no improvement is seen, pupils may not be entered or will be asked to pay the exam entry fee.

Email for information requests:

SDDYsgolion@gwynedd.llyw.cymru

SchoolsDPO@gwynedd.llyw.cymru

EDUCATIONAL VISITS

The school regards educational visits as an integral part of a child's education and as an aid to his/her physical, social and character development. Whilst some educational visits are an essential part of the syllabus in some subjects/courses which lead to external examinations, other visits are encouraged to strengthen links between school, community and society.

Pupils are expected to take part in local visits undertaken during normal school hours. It is the responsibility of the parents to make a case for their child's non-participation if they so wish.

Parents will be notified in writing of visits taking place outside normal school hours.



PAYMENT FOR SCHOOL VISITS AND ACTIVITIES

Charges may be levied for:

- raw materials for subjects such as Design and Technology and Food Technology, where the parents have expressed a wish to keep the finished article
- **examination fees for a resit, for which the pupil wishes to improve their results**
- **examination fees for examinations which the pupil failed to sit without sufficient reason**
- all activities outside school hours, unless they are essential for a recognised examination
- loss or damage to books or educational materials, damage to windows or buildings caused by misbehaviour or misuse
- the cost of travel to a work experience placement
- instrumental music lessons

Activities which take place wholly or mainly within school hours:

The Act precludes compulsory payment for these activities, which must be educational, but parents may volunteer contributions. If there is not enough voluntary or outside support the School has the right not to proceed with the activity. However, no child may be prevented from taking part in such an activity simply because parents are unwilling or unable to pay. Furthermore, there can be no question of one child's contribution helping directly to cover the cost of another. Charges may not be made for residential courses which, in the opinion of the Head of Education, are essential in preparing for part of an external examination or the National Curriculum.

Activities which take place wholly or mainly outside defined school hours:

This is governed by the 50% rule. If the time taken by the activity exceeds 50% outside school hours, a charge can be made.

Encouraging Contributions:

The Governors will have the right to seek voluntary contributions from parents and others, including the local business community, to secure the continuation of activities which can no longer be charged for.

PHYSICAL EDUCATION ARRANGEMENTS

Ysgol Uwchradd Tywyn site has a gymnasium and sports fields and has the use of the sports hall, fitness centre, all-weather pitch and tennis courts at the Bro Dysynni Leisure Centre.

The school has several successful teams, and it is expected that pupils of the school who are selected for school

teams will show appropriate levels of commitment.

The current PE Kit is listed in the 'School Uniform' section of the brochure and in the pupil organiser. The school has a 'sick or fit - bring your kit' policy. Thus, pupils are required to bring kit to every lesson even if they are unable to actively take part.

- Pupils will be always supervised by staff. This means that they will accompany their group to the lesson. If the lesson is taking place outside, changing into kit will ensure that their school uniform remains clean and dry for the rest of the day.
- All pupils are required to take an active role in lessons. Pupils who are unable to participate are required to assist staff in refereeing, providing feedback (peer evaluation). Bringing kit to all lessons will allow all pupils to take an active role and enhance their learning within the subject.
- Pupils with serious injuries, accompanied by a medical certificate, who are unable to change, will not be required to wear kit.
- All jewellery must be removed before the lesson and hair tied back.

PUPILS' VOICE

Every form nominates two pupils to represent it on the Council. At the meetings the senior management team discusses matters which are of interest to the pupils and school policies. Representatives of the school council are also involved in interviewing new staff.

School Council:

Pupils from all classes meet and choose representatives for the following committees:

- Eco-Schools Forum
- Healthy School Forum
- School Council Forum
- Sports Council Forum
- Welsh Forum

Welsh Forum: Input into:

- Promoting the use of Welsh Language in the school
- Cynllun CALON and related rewards schemes
- Displays to reinforce use of the Welsh Language
- Workshops/presentations to promote the Welsh Language
- Creation of a Welsh Language strategy for the school

Eco-Schools Forum: Input into:

- Energy Efficiency
- Litter
- School Site
- Biodiversity
- Water
- Transport
- Health and Wellbeing
- Creating a Sustainable World

Healthy Living Forum: Input into:

- Hygiene
- Safety
- The environment
- Using and misusing substances
- Personal and relationship development
- Health including emotional and mental health
- Food and Fitness

School Council: Input into:

- Planning, revising and implementing school policies e.g. behaviour, anti-bullying etc.
- How to include everybody in school life
- Improvements to the curriculum
- School self-evaluation
- Whole-school ethos - behaviour code for the relationships between staff and pupils
- Promoting the Welsh language
- Improving the school and working together with other schools
- Lunchtime and after-school activities
- Staff appointments
- Raising money for charity
- Developing school resources and facilities e.g. ICT, Sports, Music, Drama etc.
- Improvements to the environment of the school e.g. buildings, canteen, toilets.
- Pupils' welfare
- Transitioning from the primary school to secondary school
- Links with the community



Governor Representation: A Link-Governor has been identified for each of the forums. This allows strategies and ideas to be passed on efficiently and effectively to the Governing Body.

Two pupils from the School Council have been elected to represent the school at Governing Body meetings. This will ensure that the issues that pupils prioritise will be discussed and actioned at the highest level.

All school council forums meet at least once per half term and more if possible.

YSGOL TYWYN PROJECT 2000

"Ysgol Tywyn Project 2000" is the name of the Registered Charitable Association within the school whose objective is to "advance the education of the pupils in the school" and funds to support this objective will be raised by various means.

The school also raises generous sums of money for recognized charities. Pupils nominate a charity to donate their contribution for being allowed not to wear school uniform occasionally

**INCLUSION CENTRE**

THE INTERVENTION PROCESS

Only a member of SLT can refer a pupil to the Inclusion Centre. When a pupil is referred, their needs are assessed and any issues are raised. These issues can be wide ranging and may include behavioural, emotional and physical needs. Once the needs of the pupil are identified the Inclusion team will endeavour to solve any issues using a variety of methods. Pupils are then given an ILP (individual learning program). The ILP will have details of any interventions that have been made to the pupil's timetable including any contracts of behaviour raised. The ultimate aim of intervention is to:

- identify issues
- determine the level of intervention required
- draw up an ILP
- support the pupil concerned
- control any issues identified
- liaise with outside agencies and arrange external support if needed

The goal of the Inclusion Unit is for the pupils to reach a stage where re-integration into mainstream school is achieved. If this is not possible, measures are put into place to further support the pupil's learning. This could involve, but is not limited to, the introduction of a part time timetable, an external work placement, extra sessions with a 1:1 tutor, counselling sessions and visits to outside agencies. The Inclusion centre also offers pupils the chance to participate in activities that they may not have the opportunity to experience. These would be run on a half-termly basis and are designed to offer a range of experiences. The Inclusion Centre staff strive to make pupils realise that it is a place for pupils who are struggling to cope in a mainstream environment. The Centre is not a place where pupils can "escape" mainstream lessons but rather a place to work quietly under supervision, but where there are still firm rules and high expectations.

Praise when praise is due

Although pupils are often referred to the centre because of behavioural issues, the inclusion staff acknowledges the importance of giving praise when a pupil has achieved a task set. This builds the self-confidence of a pupil who otherwise would be seen to be struggling when compared to the rest of their academic class. Rewards can be used to motivate pupils but are carefully implemented.

Exams and GCSEs

The inclusion staff aim to support each pupil through their schooling and although the ultimate aim would be for the pupils to gain as many GCSEs as possible, it is also acknowledged that this may not be a realistic goal for some pupils. Therefore, through consultation with parents, and with agreement with SLT, alternative provision may be offered. However, the base target for GCSE attainment is set at 5 GCSEs. These are supported by a variety of courses such as the introduction of vocational based qualifications.

Re-integration

The aim of the Inclusion Centre is to support pupils through difficult times and encourage the pupils to re-integrate with the mainstream school. This process can sometimes be a very short one, at other times it can be a lengthy process. Other pupils may not reach full re-integration. These pupils will continue to have the support of the Inclusion staff until they leave school.

LEARNING SUPPORT 2026/2027

The policy of full integration with support in core subjects remains. Withdrawal from mainstream classes is an option used only in exceptional cases.

Staff are given advice on the aims set for each pupil, and guidance as to how they can be met. These objectives are determined during the Annual Review.

POLICY OF THE EDUCATIONAL SUPPORT DEPARTMENT

Principles and Objectives

The school regards the welfare of each pupil as being vital. We acknowledge that there are many factors which influence the ability of pupils to learn effectively. The school is committed to unlocking potential to ensure that each child can be successful on their own terms.

- This school aims at ensuring equal opportunities both curricular and social for pupils who have specific learning needs.
- This school aims at co-operating effectively with statutory agencies and other pertinent bodies relating to the child and his problems.
- This school aims to work closely with parents to ensure an effective partnership in order to help the pupil.

Objectives

- Ensuring that there is a system in place in the school which enables staff to identify early, the child who has difficulties which tend to inhibit his education.
- Gather information from staff, parents, the pupil himself and others, in order to ensure the best possible understanding of the situation and the nature of the child's difficulties.
- Ensure that the necessary provision is made for any pupil who has special educational needs.
- Attempt to ensure co-operation and support from parents and others with a view to identifying and providing help.

Role of the Governing Body

- The Governing Body realises its responsibility for pupils with special educational needs according to the Special Educational Needs Act and accept this.
- Endeavour to prepare adequately for any ALN pupil.

Arrangements for Access

The school accepts ALN pupils to the school through:

- co-operation with support agencies when accepting a new pupil
- attendance of official meetings to review statements e.g. transfer from primary to secondary, and from a special school
- visits by primary/secondary co-ordinator to meet pupils/parents/head teacher
- discussions and receiving information e.g. movement from school to school
- availability of co-ordinator on open days with years 6 and 7 when parents are also invited

SEN Specialism, Support Groups

The school, in accordance with the Code of Practice contacts the LEA regarding the use of support services for ALN pupils and there is a need for regular contact with the area psychologist. Councillors are also welcomed, including those concerned with defective hearing and sight, physiotherapists etc. and their help at the other end of the phone is vital as regards the direct wellbeing of pupils.

Arrangements for dealing with small groups/one to one are as follows:

- assistant in the classroom

- reading sessions in the mornings
- withdrawal from lessons
- external agencies
- Dyslexia lessons after school hours

Information regarding identifying, assessing and providing for ALN pupils

In this school, we identify the educational needs very early by means of:

- obtaining evidence from observation and teacher assessment, whilst remembering that every teacher is also an ALN pupil's teacher.
- looking at pupil performance against the level descriptors in the National Curriculum.
- ensuring that every teacher is aware of the methods of screening and standardising familiar to every teacher. Glannau Menai, Suffolk, Whole School Tests, NFER Mathematics are used.
- being open and willing to respond when parents express concern, the concern of the pupil himself or the concerns of other professional workers.

Arrangements for Access by ALN pupils to the wider and balanced curriculum, including the National Curriculum

Every ALN pupil will follow the curriculum along with other pupils. If difficulties occur, then:

- individual attention will be given within the classroom
- teachers will prepare work for the individual
- co-operation with other pupils will be arranged - reading workshops, maths etc
- consultation with support agencies will occur
- discussions with parents will be arranged

Arrangements for partnership with parents

The school acknowledges the vital influence of parents on the educational progress of their children. In order to ensure an effective partnership, co-operation with parents is encouraged by means of:

- paying attention professionally, to the concerns of parents - discussing those concerns for a reasonable time and at the first available opportunity
- paying attention to the importance of help from parents when this is appropriate
- giving professional attention to parents' opinions when forming individual educational plans
- sharing knowledge regarding sources of support
- ensuring that this policy in full is available for parents to read
- involving parents in regular reviews of their child's progress
- ensuring that there is a section dealing with ALN in the School Handbook

Contacts with other mainstream schools and also special schools, including arrangements for when pupils change or leave schools

The school has close contacts with schools in the catchment area and has discussions with them when a pupil is:

- moving from one mainstream school to another - need to obtain details
- moving from primary to secondary school - transfer of information, review meetings

YSGOL UWCHRADD TYWYN

**MOBILE PHONE POLICY**

Mobile phones and headphones / ear pods are not to be used during the school day before school, in class, during breaks, or during other school-related activities (unless permitted under this policy). The school has a phone pouch policy.

1. Procedures

School Entrance: As learners enter school buildings, they will:

- 1) Turn their phone off.
- 2) Unlock their empty pouch using an Unlocking Base at the School Entrance.
- 3) Place their phone and earbuds inside the pouch, securely close it and store it in their school bag.
- 4) Tutors will check that phones and earbuds are in pouches during Registration time.

Each learner will maintain possession of their mobile phone inside their pouch for the duration of the school day. Late learners will do this process at the Reception desk as they sign in.

School Exit: As learners exit the school at the end of the school day, they will:

- 1) Unlock their pouch using an Unlocking Base at the School Exit.
- 2) Remove their phone and/or earbuds from their pouch.
- 3) Securely close their empty pouch and place the pouch in their bag for the next day.

Breaches

Below is a list of potential learner breaches. Each of these breaches will result in the learner's device/phone and/or pouch being confiscated by school staff.

- 1) Physical damage to the pouch, in an attempt, to circumvent its intended purpose. (e.g. cut, discolouration, bent pin or stripped lock inside the pouch)
- 2) Forgetting or losing the pouch
- 3) Using their phone during school hours
- 4) Smart watches are allowed but used only as a watch (no phone functions)

Consequences if a Pouch is damaged

- 1) Phone and pouch will be confiscated, and parent/carers will be notified.
- 2) Learner's parent/carers must come to the school to pick up their child's phone, and a replacement pouch may be assigned at a cost of £20. Hardship cases will be considered.
- 3) Pupils will be placed on an appropriate Behaviour Learning Plan for damage to school property.
- 4) Staff will notify the School Finance Officer. The school will invoice the learner and parent/carers via email and phone call for a replacement pouch.
- 5) The learner will only be allowed to bring a phone back to school if they or their parent/carers pay a £20 fee to replace the damaged school property.
- 6) Repeat offences will result in further disciplinary action.

Exemptions:

Use of mobile phones will be permitted if a learner requires a mobile phone or online service for medical reasons as part of their school health care plan. Alternate pouches will be made available for learners requiring medical exemptions. Phones will be returned to and stored securely in their pouch at the end of use.

If a learner requires a digital device or online service for medical reasons or required by law, an exemption will be provided. Parents need to provide supporting documentation for consideration by the Headteacher.

Exemptions may only be granted by the Headteacher after consideration of all supporting documentation and a learner parent/carer meeting is conducted.

Learners will have the exemption flagged on their Class Charts learner profile.

<https://www.stopbullying.gov/resources/what-you-can-do>

<https://www.ceop.police.uk/Safety-Centre/>

POLICY FOR THE EDUCATION OF LOOKED AFTER CHILDREN

Nationally, looked after Children significantly underachieve and are at greater risk of exclusion compared with their peers. Schools have a major part to play in ensuring that Looked after Children are enabled to be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic well-being, in line with 'Every Child Matters'.

Helping Looked after Children succeed and providing a better future for them is a key priority and this policy takes account of:

- the LA's duty under Section 52 of the Children Act 2004 to promote the educational achievement of Looked after Children (LAC)
- relevant DfES guidance to Governing Bodies (Supporting Looked after Learners: A Practical Guide for School Governors)

Ysgol Uwchradd Tywyn's approach to supporting the educational achievement of Looked after Children is based on the following principles:

- prioritising education
- promoting attendance
- targeting support
- having high expectations
- promoting inclusion through challenging and changing attitudes
- achieving stability and continuity
- early intervention and priority action
- listening to children
- promoting health and wellbeing
- reducing exclusions and promoting stability
- working in partnership with carers, social workers and other professionals

This policy links with a number of other school policies and it is important that Governors have regard to the needs of Looked after Children when reviewing them:

- The School Code of Conduct
- Behaviour Policy
- Discipline Policy
- Home School Agreement
- Anti-bullying Policy
- Equal Opportunities Policy
- Child Protection Policy
- Additional Learning Needs Policy

The school will champion the needs of Looked after Children, raise awareness and challenge negative stereotypes about them, to ensure that they achieve to the highest level possible.

HOME SCHOOL POLICY
Partnership Agreement between Home and Ysgol Uwchradd Tywyn

	As a parent I will do my best to....	As a student I will do my best to....	As a school we will do our best to....
Being prepared for school	• Send my son/daughter in full school uniform. • Ensure my son/daughter brings the right equipment. • Ensure my son/daughter attends school and notify the school of any unavoidable absence.	• Always wear full school uniform properly. • Bring the right equipment to school. • Attend every lesson on time.	• Insist that school uniform is worn. • Tell your son/daughter what he/she needs for lessons. • Encourage good attendance and punctuality.
Class and additional work	• Take an interest in my son/daughter's work. • Encourage my son/daughter always do his/her best. • Make sure my son/daughter does his/her additional work with reference to the Student Contact Book	• Listen to my teachers and work hard. • Write all additional work in my planner, do my additional work and hand it in on time. • Allow others to work without interference. • Work hard to meet targets.	• Provide a broad and balanced curriculum. • Set appropriate work which will be marked regularly. • Provide additional (home) work appropriate to age and level of study. • Agree targets for your son/daughter.
Behaviour	• Encourage my son/daughter to have high standards of behaviour • Encourage my son/daughter to respect others, the environment, learning and him/herself.	• Behave well in and out of school and follow the Behaviour Code.	• Encourage respect and constantly promote high standards of behaviour.
Pastoral support	• Let the school know of any problems likely to affect my son/daughter's learning.	• Let my tutor or another member of staff know if I have any worries.	• Listen and respond quickly to any concerns. • Treat students according to their individual needs and to tackle bullying, discrimination and other inappropriate behaviours.
Links with school	• Support school events, activities and the PTFA. • Attend parents' evenings and information evenings. • Read letters from school and reply where necessary. • Support the school if sanctions, e.g detention or internal exclusion become necessary.	• Find out what opportunities are open to me and involve myself wherever possible e.g. clubs, societies, teams, visits). • Take all letters and other information home to my parent(s). • Recognise the consequences of poor behaviour and complete any sanctions, as required by the school.	• The website will inform you regularly of school events and the newsletter will be sent out each term. • Hold annual parents' and relevant information evenings. • Report annually on your son/daughter's progress, attendance and punctuality. • Inform you of any worries, concerns or successes, where necessary.
Health	• Send my son/daughter to school aware of the links between a healthy lifestyle and motivation and success at school.	• Take an active part in PE lessons and extra-curricular sport. • Eat and drink sensibly at appropriate times in the day.	• Provide opportunities for students to participate in a wide variety of sporting activities. • Provide access to healthy food and water.

Parent/Carer's signature: _____ Student's signature: _____ Signed on behalf of the school: _____

TEACHERS AND STAFF 2026-2027

Mr David Thorp	Headteacher
Mrs Marion Sterritt	Deputy Head Teacher
	Additional Learning Needs Co-ordinator
	Science
Ms Karen Brunt	Mathematics
	Science
Dr Jane Byrne	French
	Religion & Ethics
	Digital Competence Co-ordinator
Miss Gwyneth Davies	Cover Supervisor
	Physical Education
	Welsh
Mrs Rhian Davies	Head of Humanities
	History
	General Mentor
Mr Tim Dunne	English
Mr Mark Freeman	Head of Expressive Arts
	ICT
	Art
Mr Edward Hughes	Mathematics
	Astronomy
Mrs Hannah Hughes	English
	Drama
Mr Lloyd Hughes	Physical Education
	Welsh Baccalaureate
	Science
Miss Megan Hughes	Head of Mathematics and Numeracy
	Numeracy Co-ordinator
	BSL
Mrs Sian Jarman	Head of Welsh
	Welsh Literacy Coordinator
Mrs Lisa Lewis	English
Mrs Alana Lewis-Moore	Geography
	History
	Sweet
	Agored Cymru
Mrs Eiliw Lloyd	Geography
	Welsh
Mrs Rachel Mumford	Science
	Geography
Mr Simon Newby	Head of English
	English Literacy Co-ordinator
	Agored Cymru
Mr Islwyn Phillips	Pupil Progress Co-ordinator Year 7-9
	Technology
	Primary/Secondary Liaison
	Health and Safety Officer
Mrs Rhian Pughe	Music
	Wellbeing
Mr Ethan Rodgers	Mathematics
	Science

Mr Guto Roberts	Physical Education Coaching Welsh Baccalaureate Science
Miss Siony Rudd	Head of Health & Wellbeing Physical Education WBQ Co-Ordinator
Mrs Amy Spencer	Head of Science STEM Co-ordinator Physics
Miss Anne-Sophie Tronet	Pupil Progress Co-ordinator Year 10 & 11 Head of Technology French Food & Nutrition
Miss Lorna Williams	Science
Mr Luke Williams	English Technology
Mrs Nia Williams	Welsh Religion & Ethics Careers Co-ordinator Welsh Language Development

Support Staff

Mr Ian Evans	Caretaker
Mrs Lynsey Williams	Finance and Exams Officer
Mr Paul Ingram	Networks Manager
Mrs Ruth Owen	Clerical Assistant
Mrs Ceri Hiatt	Clerical Assistant
Mrs Sharon Evans	Attendance Officer
Miss Melanie Pratt	Science Technician
Mrs Nona Evans	Learning Support Tutor
Miss Cassie Griffiths	Welsh Second Language Higher Level Teaching Assistant
Ms Michelle Bain	Inclusion and Wellbeing Officer
Miss Victoria Croysdale	Learning Support Tutor
Mrs Sandra Hope	Learning Support Tutor
Miss Heulwen Lloyd	Learning Support Tutor
Mrs Tiffany Kendall	Learning Support Tutor
Mrs Rachel Jenkins	Head Cook
Nurse Anwen Roberts	School Nurse
Mared Llwyd Roberts	School Councillor
Sam Humphreys	Education Welfare Officer
Liz Wyn Jones	Community & Family Engagement Officer
Miss Bethan Williams	Inclusion and Wellbeing Co-ordinator
Sian Davies	Youth Worker

EXAM RESULTS 2025 – 2026

Mesur/Measure	2025/26
Sgôr pwyntiaul capio 9 interim/Interim Capped 9	378.67
Pwyntiau Cyfartalog Llythrennedd/Average Points Literacy	40.67
Pwyntiau Cyfartalog Rhifedd/Average Points Numeracy	38.54
Pwyntiau Cyfartalog Gwydd/ Average Points Science	41.48
Bagloriaeth Genedlaethol Cymru/Welsh Bacc National	50.62%
Bagloriaeth Cymru Sylfaenol/Welsh Bacc Foundation	88.89%
Trothwy Lefel 2/Level 2 Threshold	69.14%
Trothwy Lefel 1/Level 1 Threshold	100.0%
DPC/CSI	48.15%
Saes/Cym/Llen Lefel 2/Level 2 English/Welsh Lang/Lit	66.67%
Maths/Rhifedd Lefel 2/Level 2 Maths/Numeracy	59.26%
Lefel 2 Gwydd/Level 2 Science	70.37%
5 A*-A	18.52%

Performance Measures – some explanations

Capped 9:

5 of the 9 qualifications used to calculate the score will be:

- GCSE English Language or GCSE Welsh Language (whichever is the pupil's best)
- GCSE Mathematics-Numeracy and GCSE Mathematics
- The pupil's best 2 science qualifications

The other 4 qualifications will be the pupil's best (highest grade) other qualifications. These could be GCSEs, vocational qualifications or the Skills Challenge Certificate (the core of the Welsh Baccalaureate).

Grade Points:

GCSE Full Course	A* (58 points), A (52), B (46), C (40), D (34), E (28), F (22) and G (16)
Level 2 Vocational Single	D* (58), D (52), M (46) and P (40)
Level 1 Vocational Single	D (34), M (28) and P (25)

Skills Challenge Certificate	A* (58), A (52), B (46), C (40), P* (34), P (22)
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Level 1 Threshold:

5 x A*-G GCSEs (or equivalent) in any subject.

There is a limit of 40% on the contribution of non-GCSEs to the Level 1, Level 2 and Level 2 Inc. threshold

Level 2 Threshold:

5 x A*-C GCSEs (or equivalent) in any subject.

Level 2 Inc Threshold:

5 x A*-C GCSEs (or equivalent) inc. English or Welsh (1st language) and either Maths or Maths-Numeracy.

CSI (Core Subject Indicator)

A*-C in English or Welsh, Maths or Maths-Numeracy and Science

The following is the current details of the destination of pupils who left school in July 2026:

Destination of School Leavers 2026	
Further Education – College	64
Further Education – Sixth Form	11
Employment – Full time	6
Employment – Part time	0
Information not received	0
Total	81

**SCHOOL HOLIDAYS 2026-2027**

Information about Term dates / Holidays can be found on the Gwynedd Council website:

[School term dates / holidays - Cyngor Gwynedd](#)

Ysgol Uwchradd Tywyn – Privacy Notice

We take your privacy seriously and encourage you to read this statement carefully, as it contains important information about:

- Who we are
- What information we collect
- How and why we collect, store and share personal information
- Your rights regarding your personal information
- How to contact us and supervisory authorities if you have a complaint

Who We Are

Ysgol Uwchradd Tywyn ("we") collects, uses and is responsible for certain personal information about you as a 'data controller'. In doing so, we are regulated by the General Data Protection Regulation (GDPR), which applies across the European Union (including the United Kingdom), and we are responsible as the data controller for that personal information for the purposes of those laws. [

Personal Information About Pupils That We Collect and Use

We may collect information such as:

- Identification and contact details (name, date of birth, address, UPN, parent details and emergency contacts)
- Information about personal characteristics (ethnicity, language, nationality, eligibility for free school meals)
- Attendance, behaviour and achievement records
- Health information and medical needs (including allergies, medication and dietary requirements)
- Information about Additional Learning Needs (ALN), including information about more able and talented pupils
- Safeguarding information where appropriate (court orders, personal involvement and reports from social services and child protection services, relevant family background information)
- Behaviour information (exclusions and any support provisions put in place)
- Assessment and attainment information (statutory and non-statutory test results, educational history, expected achievement levels, termly and annual reports)
- Timetable and classes attended (including instrumental music lessons)
- School meal information (payments and/or meal patterns)
- Photographic images and CCTV footage
- Consent details for trips, photographs and school activities
- Biometric information (fingerprints, where applicable)

We collect and use pupil information for the following purposes:

- Providing appropriate education and support to pupils

- Monitoring progress and attainment
- Ensuring the safety and wellbeing of pupils
- Managing attendance, behaviour and pastoral care
- Fulfilling our legal and statutory duties
- Keeping children safe (food allergies, emergency contact details, CCTV images)
- Meeting statutory requirements for data collections, statutory inspections and audit purposes

We use biometric information to:

- Identify pupils securely and accurately when using the cashless payment system
- Manage school meal payments and usage efficiently
- Reduce the need for pupils to carry cash or identification cards

We may use your information for automated decision-making, including profiling. This is where we make a decision about you automatically without human intervention.

Legal Basis for Processing

Under the General Data Protection Regulation (GDPR), the legal bases we rely on for processing pupil information are:

- Processing is necessary for compliance with legal obligations to which the data controller is subject
- Processing is necessary for the performance of a task carried out in the public interest or in the exercise of official authority
- Processing biometric information is based on consent and explicit consent (which may be withdrawn at any time)

In addition, for any special category data:

- Processing is necessary for reasons of substantial public interest under relevant domestic or international law

Legal obligations for processing pupil information include:

- Education (School Information) (Wales) Regulations 2011
- Education (Pupil Information) (Wales) Regulations 2011
- Education (School Performance and Absence Targets) (Wales) Regulations 2011
- Education Reports (Headteacher's Reports to Parents and Adult Pupils) (Wales) Regulations 2011
- General Data Protection Regulation (GDPR) and the Data Protection Act 2018
- Freedom of Information Act 2012
- Additional Learning Needs and Education Tribunal (Wales) Act 2018
- Government of Maintained Schools (Wales) Regulations 2005
- Social Services and Well-being Act 2014
- Equality Act 2010

- Regulatory Reform (Fire Safety) Order 2005 (PEEPS forms are completed and include details of any disabilities affecting a pupil or staff member)

Collecting Pupil Information

We collect information about pupils through registration forms when they join the school and may receive information through the Common Transfer File (CTF) when a child transfers from another school.

While most of the pupil information you provide is mandatory, some information is provided on a voluntary basis.

To comply with data protection legislation, we will inform you whether you are required to provide specific information about a pupil or whether you have a choice.

Where information is provided voluntarily, we will seek your explicit consent and give you the option to withdraw that consent at any time.

Storing Pupil Data

Information is retained in accordance with the school's Data Protection Policy and Retention Schedule. For more information about our retention periods, please request a copy of the Data Protection Policy from the Headteacher.

Biometric information is stored securely and used only for the operation of the cashless payment system. When a pupil leaves the school or consent is withdrawn, biometric data will be deleted in accordance with the school's retention and disposal procedures.

Who May We Share Information With

We may share relevant pupil information with organisations that support pupils' education, wellbeing, safety and development.

We may also share information with companies and service providers that operate school systems, communication systems, safeguarding services, payment systems, digital learning platforms and administrative services on behalf of the school.

Information will only be shared where there is a lawful basis, statutory obligation or valid consent, and only the information necessary for the specific purpose will be provided.

Why We Regularly Share Pupil Information

We do not share information about our pupils with anyone without consent unless the law and our policies allow us to do so.

We share pupil data with the Welsh Government on a statutory basis. This data sharing supports school funding and monitors educational attainment.

We are required to collect data under the Education (Pupil Information) (Wales) Regulations 2011 and the Education (School Performance and Absence Targets) (Wales) Regulations 2011.

We are required to share information about our pupils with our Local Authority, Gwynedd Council, and the Welsh Government under the Education (Pupil Information) (Wales) Regulations 2011.

Youth Support Services

Pupils Aged 13+

When our pupils reach the age of 13, we will also transfer information to the Local Authority and/or youth support service providers because they have responsibilities relating to the education or training of young people aged 13 to 19 under Section 507B of the Education Act 1996.

This enables them to provide services such as:

- Youth support services
- Careers advisers

A parent or guardian may request that **only** their child's name, address and date of birth are transferred by notifying us. This right transfers to the pupil once they reach the age of 16.

Pupils Aged 16+

We will also share certain information about pupils aged 16+ with our Local Authority and/or youth support service providers because they have responsibilities relating to the education or training of young people aged 13 to 19 under Section 507B of the Education Act 1996.

This enables them to provide services such as:

- Post-16 education and training providers
- Youth support services
- Careers advisers

For more information about services for young people, visit the Local Authority website.

Requesting Access to Your Personal Data

Under data protection legislation, parents and pupils have the right to request access to information we hold about them. To make a request for your personal information, or to access your child's educational record, please contact:

Headteacher: David Thorp

Ysgol Uwchradd Tywyn

Pennaeth@tywyn.ysgoliongwynedd.cymru

Your Rights

Under data protection legislation, you have the right to:

- Access your personal information
- Request correction of inaccurate information
- Request restriction of processing in certain circumstances
- Object to processing in certain circumstances
- Make a complaint if you are dissatisfied with how we handle your information
- Withdraw consent where processing is based on consent
- Object to decisions made through automated means

If you have concerns about how we collect or use your personal data, we ask that you raise your concern with us first. If you remain dissatisfied with the response, you may contact the Schools Data Protection Officer at SDDYsgolion@gwynedd.llyw.cymru or the Information Commissioner's Office (ICO) at <https://ico.org.uk/concerns>.

Complaints Procedure Regarding a Subject Access Request (SAR)

We are committed to handling information requests fairly, transparently and within statutory timescales.

If you are dissatisfied with:

- The way your request was handled
- The information provided
- A decision to refuse disclosure of information
- Delays in responding to your request
- Any other aspect of the school's data protection practices relating to your request

You may submit a complaint to the **Headteacher/Schools Data Protection Officer** in the first instance.

If you are dissatisfied with the school's response or that of the Data Protection Officer, you have the right to complain to the Information Commissioner's Office (ICO) by visiting www.ico.org.uk or calling **0303 123 1113**.

Updating This Privacy Notice

This Privacy Notice will be reviewed regularly to ensure it remains accurate and compliant with data protection legislation. We therefore recommend that you revisit this information from time to time.

This version was last updated on: **11.09.2026**

Contact

If you would like to discuss anything in this Privacy Notice, please contact:

Headteacher: David Thorp

Ysgol Uwchradd Tywyn

Pennaeth@tywyn.ysgoliongwynedd.cymru

Schools Data Protection Officer

SDDYsgolion@gwynedd.llyw.cymru