BRYNLLYWARCH HALL SCHOOL
YSGOL BRYNLLYWARCH

PROSPECTUS 2026 - 2027

A fresh start • High expectations • Nurture



Contents

1. Welcome from the Headteacher

2. About Brynllywarch Hall School

3. Staff and Governors

4. Vision, Values and the Brynllywarch Approach

5. Our Curriculum (Curriculum for Wales)

6. Teaching, Assessment and Tracking Progress

7. Wellbeing and Therapeutic Provision

8. Behaviour, Relationships and Positive Support

9. Additional Learning Needs (ALN), Inclusion and Multi-agency Working

10. Learner Voice, Rights and Participation

11. Post-16 (Sixth Form): Preparing for Adulthood

12. Qualifications, Accreditation and Careers

13. Enrichment, Trips and Community Links

14. Brynbach Satellite Centre (Ystradgynlais)

15. Safeguarding and Child Protection

16. The School Day, Attendance and Practical Information

17. School Uniform, Meals and Healthy Eating

18. Communication with Parents/Carers and Complaints

19. Site Safety, Security and Visitors

20. Plans for the Future: New School Development

1. Welcome from the Headteacher

Choosing a special school is one of the most important decisions you will make. At Brynllywarch Hall School, our priority is that every learner feels safe, secure and valued, and that they have access to a wide range of opportunities and experiences that will shape their future. We believe every learner is entitled to the very best education in a nurturing environment. Our dedicated staff work hard to help each learner reach their potential and to celebrate achievement of every kind.

Education works best when families and school work closely together. We value strong partnerships with parents and carers and we will keep in regular contact so that, together, we can support learners to thrive at school and beyond.

Gavin Randell
Headteacher

2. About Brynllywarch Hall School

Brynllywarch Hall School is a special school supporting learners aged 7 to 19 with complex emotional, social and behavioural additional learning needs, alongside specific learning difficulties and other additional learning needs. We are located in the rural village of Kerry, approximately 3 miles from Newtown, Powys, in Mid-Wales.

School details *(quick reference)*

School Address **Main school:** **Satellite Centre:**	Brynllywarch Hall School, Kerry, Newtown, Powys, SY16 4PB. Brynbach Satellite Unit (situated behind Ysgol Maesydderwen, Tudor Street, Ystradgynlais SA9 1AP.
Telephone Number	01686 670276
Email Address	office@brynllywarch.powys.sch.uk
School Website	www.brynllywarch.powys.sch.uk

3. Staff and Governors

Staff

Headteacher	Mr Gavin Randell
Deputy Head	Mr Neil Jones
Assistant Head	Mrs Sarah Morgan
Assistant Head	Mr Matt Price
Assistant Head *(Brynbach)*	Mrs Lucy Havard

Business & Resource Manager Mrs Suzanne Williams

Teachers

Mrs Kate Blackhurst
Mr Stephen Cox
Mrs Tara Harries
Mrs Billie Ireland
Mrs Kirsten Johns *(Brynbach)*
Mr Mathew Jones
Mrs Hollie Jones
Miss Molly Jones
Mr Joe Davern *(Brynbach)*
Ms Kelly Blayney
Mr Aled Thomas
Mrs Jodie Grosvenor
Mr David Powell
Mrs Dionne Rondel
Miss Vicky Smith
Mrs Lisa Swanson
Mr Dafydd Humphreys *(Brynbach)*
Mr Jonathan Jones
Mr Callum Love

Wellbeing Coordinator

Mrs Tracy Howells

Teaching Assistants

Mrs Ruth Binnersley
Mr Nathan Caplin *(Brynbach)*
Mr Paul Cashmore
Mrs Tracey Chesher
Miss Lilly Conway
Mr Jack Evans
Mr Gruffydd Evans
Miss Rebecca Fox
Mr Alex Gill
Mr Ian Hendleman
Mr Cai Herdman
Mr Steffan James *(Brynbach)*
Ms Jill Howarth
Mr Ryan Sweetman
Mr Harry Austin
Mr Charlie Mainwaring
Mr Gwilym Morris
Ms Millie Morgan
Miss Phoebe Orme-Campbell
Mr Adam Lawrence
Mr Charles Zinyama *(Brynbach)*
Mr Owain James
Mr Oliver Vaughan
Miss Jessica Williams

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Apprentice Teaching Assistants

Miss Natasha Allum
Miss Molly Richards

HLTA

Mr Rob Bennett
Mrs Mel Smith *(Brynbach)*
Mr Harry Long
Mrs Sarah Lovatt

Admin Officer

Mrs Ashley Mosman

Site Manager

Mr Ed Bennett

School Minibus Driver

Mr Kris Cornell

Out of Hours Animal Carers

Mrs Margaret Allen
Mr Kris Cornell

Governors

Chair — Mrs Kath Roberts-Jones
Vice Chair — Mr Terry Batten
Parent Governor — Mrs Catherine Hart
Non-Teaching Governor — Mr Gwilym Morris

Parent Governor	Mrs Joanne Hughes
Parent Governor	Mrs Tamara McCabe
Teacher Governor	Mrs Sarah Morgan
Vacancy Community Governor	XXXXX

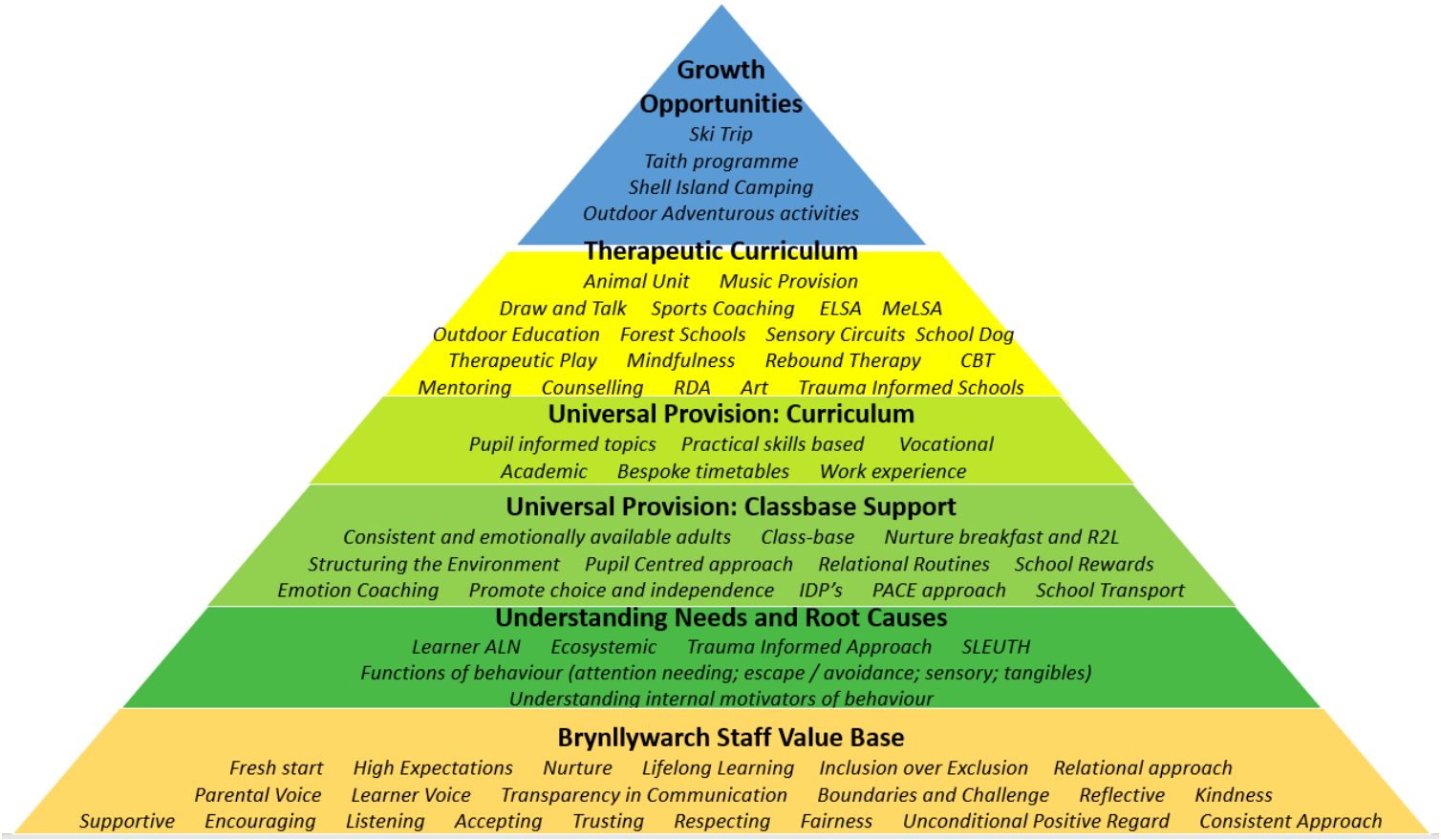
4. Vision, Values and the Brynllywarch Approach

Brynllywarch Hall School provides a fresh start where there are high expectations through challenge for all by all. Quality teaching and nurture enables all of our students to manage their emotions and take their place in society as lifelong learners.

Our approach in practice

- Relationships first: emotionally available adults, consistent routines and a predictable environment.
- Readiness to learn: supporting regulation and wellbeing so learners can access learning.
- High expectations with appropriate challenge: differentiated support so every learner can make progress.

- Restorative and reflective practice: learning from incidents, repairing relationships and rebuilding trust. At Brynllywarch Hall School, we recognise that many of our learners arrive with disrupted education, significant social, emotional and behavioural needs, and reduced trust in school.



The triangle demonstrates how support begins with strong relational practice, emotional safety and consistent adult support for all learners. As pupils develop confidence and readiness, they are offered increasingly enriched curriculum experiences, practical learning opportunities, leadership roles and accredited outcomes.

At the highest level, some learners are supported to access exceptional and aspirational experiences such as residentials, international visits (examples include skiing in Italy, voluntary work in Spain and Cambodia trip) and personal challenge opportunities. These are carefully planned and personalised, ensuring pupils are supported to step safely beyond their comfort zone and develop resilience, confidence and self-belief.

This model ensures that:

- every learner can access success at their own starting point
- engagement is built through relevance and relationships
- progress is measured not only academically, but emotionally and socially
- aspiration is raised for all, regardless of previous educational experience

The model reflects our belief that **behaviour improves when needs are met, learning is meaningful, and pupils feel a genuine sense of belonging**.

5. Our Curriculum (Curriculum for Wales)

Our curriculum develops the whole child as a lifelong learner and is aligned to the Four Purposes of the Curriculum for Wales. Informed by learner input, we provide a broad and varied curriculum that values all areas of learning equally, while prioritising health and wellbeing.



The Four Purposes

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

Areas of Learning and Experience (AoLE)

- Expressive Arts
- Health and Wellbeing
- Humanities (including Religion, Values and Ethics)
- Languages, Literacy and Communication (including Welsh, which remains compulsory to age 16)
- Mathematics and Numeracy
- Science and Technology



Cross-curricular skills

- Literacy
- Numeracy
- Digital competence
- Life skills



6. Teaching, Assessment and Tracking Progress

At Brynllywarch Hall School, learner progress is tracked and assessed through a holistic and personalised approach that reflects the school's commitment to academic achievement, wellbeing and personal development. Learners complete adaptive online assessments in reading and numeracy, which help staff identify strengths, gaps and next steps, and inform personalised teaching and support.

Progress is also monitored through ongoing classroom assessment, including observation, learner work, discussion and feedback. Learner voice is central to assessment, with tools such as PASS (Pupil Attitudes to Self and School) used to gain insight into pupils' confidence, engagement and emotional wellbeing.

Behaviour, engagement and social development are tracked using Sleuth, enabling staff to identify patterns and plan targeted interventions. Progress is shared with parents and carers through regular communication and termly progress reports, ensuring families are well informed and involved in supporting each learner's ongoing development.

We recognise that many of our learners have experienced difficulties in school previously and we are committed to ensure we build confidence for our learners through the Brynllywarch way of teaching and learning

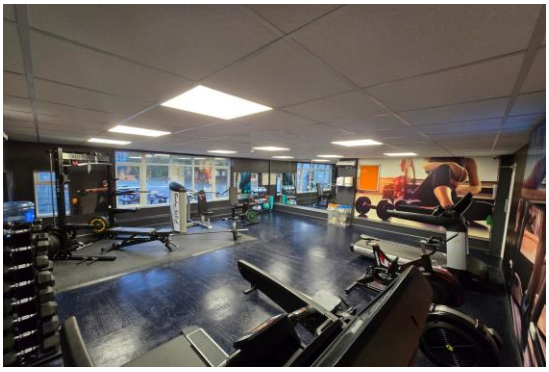
Tracking and review

- Individual targets and interventions are reviewed regularly with learners and families.
- Behaviour and engagement data informs support planning (including analysis of patterns and impact of interventions).
- A graduated approach is used to assess, plan, do and review support.

7. Wellbeing and Therapeutic Provision

Wellbeing sits at the heart of our work. We provide a range of interventions and experiences designed to help learners develop holistically, regulate emotions and build confidence so they can engage with learning.





Examples of wellbeing provision include:

- **Animal Provision** – used for learning and as a therapeutic reward or targeted intervention, helping learners develop responsibility, empathy, emotional regulation and confidence.
- **Equine Provision** – working with horses to develop confidence, communication skills, empathy and physical skills, while promoting self-awareness, resilience and positive relationships.
- **Forest School** – regular woodland sessions supporting exploration, supported risk-taking and self-esteem, enabling learners to build independence, problem-solving skills and emotional wellbeing.
- **Rebound Therapy** – trampoline-based therapeutic exercises supporting movement, balance and sensory integration, improving physical coordination, engagement and self-confidence.
- **ELSA (Emotional Literacy Support Assistant)** – targeted intervention sessions that help learners understand and manage emotions, develop coping strategies, improve self-esteem and strengthen social skills.
- **Fitness Gym** – structured physical activity sessions that promote physical health, resilience and self-discipline, while supporting emotional wellbeing, stress management and positive mental health.
- **Draw and Talk Therapy** – a therapeutic intervention that uses drawing as a non-threatening way for learners to process emotions, reduce anxiety and develop emotional resilience and self-expression.

Trauma-informed practice

We are proud to be recognised as a Trauma and Mental Health Informed School. This reflects our commitment to positive relationships, emotionally available adults and an environment where wellbeing comes first so that learning becomes possible.

8. Behaviour, Relationships and Positive Support

Our approach to behaviour is relational and restorative. We focus on understanding behaviour as communication, building strong attachments, teaching expected behaviours and repairing relationships when things go wrong.

Key features include:

- Clear expectations, consistent boundaries and predictable routines, alongside praise and recognition of effort and progress.
- High levels of nurture, emotional support and co-regulation to help learners develop self-regulation skills.
- Restorative conversations and follow-up to help learners reflect, take responsibility and make amends.

- Individualised strategies and targeted interventions informed by learners' needs, strengths and circumstances.
- De-escalation and defusion strategies, with physical intervention used only as a last resort and in line with policy.
- Strong partnerships with families and external agencies to provide consistent support.
- Use of Sleuth to record, monitor and analyse behaviour, informing interventions and evaluating impact.

9. Additional Learning Needs (ALN), Inclusion and Multi-Agency Working

At Brynllywarch we believe that ALN and inclusion is everyone's responsibility. Mrs Sarah Morgan is our ALNCo and she has day-to-day responsibility for coordinating ALN provision and supporting staff, working closely with families and external agencies. All learners have Local Authority Individual Development Plans (LA IDPs) that are reviewed annually with clear outcomes and additional learning provision matched to learner needs.

Working in partnership

- We work in a person-centered way and have regard to the views, wishes and feelings of parents and learners.
- Support follows a graduated approach: assess, plan, do and review.
- We use Powys's Tyfu platform (with consent) to support multi-agency working and secure planning for learners with ALN.

10. Learner Voice, Rights and Participation

Learners are encouraged to contribute to school life and decision-making. Learner voice takes place through student council representation, pupil progress discussions and structured feedback processes that help us plan support and learning experiences as well as having input into shaping the curriculum.

11. Post-16 (Sixth Form): Preparing for Adulthood

Our Sixth Form supports learners aged 16–19 through bespoke programmes that build independence, employability and life skills alongside vocational and academic qualifications. Learners continue to receive literacy and numeracy teaching and targeted interventions where needed.

Specialist resources available to learners include:

- Music house and recording studio
- Animal room and miniature smallholding
- Poly-tunnel
- Outdoor education

We have strong links with local businesses to support meaningful work experience placements and career pathways. Learner voice remains central, with representatives on the school council and regular opportunities to review targets and programmes.

Independent Living Skills

Independent Living Skills support is for young people who require extra guidance to develop essential skills and prepare themselves for life after Brynllywarch Hall School. This can also be accredited through ASDAN qualifications.

Staff work with young adults to help gain confidence and build self-esteem and prepare young people for adult life.

A variety of areas are covered and may include:-

- Transport Training
- Preparing snacks and meals
- Household Tasks
- Shopping Skills
- Managing Money
- Transition and College

The Independent Living Skills support concentrate on *Personalised Learning* and aim:-

- To offer a tailored curriculum to meet the needs of all students.
- Raise standards by focusing teaching and learning on the aptitudes and interests of pupils and by removing any barriers to learning.
- Individual timetable and programmes of study to suit individual.

12. Qualifications, Accreditation and Careers

Our qualification offer is reviewed annually to ensure it meets learners' needs, interests and aspirations. We aim for a balance of vocational and academic pathways, using a range of awarding bodies to ensure we meet the needs and aspirations of all of our learners.

Examples include:

- ASDAN life skills courses up to Level 2
- BTEC qualifications from Entry Level to Level 2 (e.g., Public Services, Sport, Performing Arts, Landbased Studies, Hair and Beauty, Home Cooking Skills)
- WJEC Entry Level qualifications and GCSEs (including Mathematics, English Language and Applied Science)
- Agored Cymru Learning Core (Exploring Worldviews, Learning in the Outdoors, Personal and Social Education, Wales, Europe and the World and Work Related Education) from Entry Level 3 up to Level 2

13. Enrichment, Trips and Community Links

Learning at Brynllywarch is enriched through trips, visits, outdoor learning and community projects. Where appropriate, we also provide opportunities such as inter-school sport, travel experiences, work experience and end-of-term reward trips. Learners benefit from a wide range of enriching experiences that broaden horizons, raise aspirations and support personal development. Recent opportunities have included international visits to Cambodia and Menorca, as well as ski trips to France and Italy. A further educational visit to Peru is planned for Spring 2027, continuing our commitment to providing memorable experiences that enhance learning and preparation for adult life.

Working with partners

- We work with a range of external agencies and community partners to broaden learning experiences and support preparation for adulthood.
- Learners develop enterprise and practical skills through real-world projects and supported placements.







14. Brynbach Satellite Centre (Ystradgynlais)

Brynbach ("Little Bryn") is our satellite provision based in Ystradgynlais, supporting learners across Key Stages 2, 3 and 4 from South Powys and the surrounding area. While smaller in scale, Brynbach shares the same ethos as Brynllywarch Hall School: providing fresh starts, maintaining high expectations and creating meaningful opportunities for every learner to succeed.



Relationships are at the heart of everything we do. We take time to understand each learner's strengths, interests, aspirations and individual needs, recognising that positive and trusting relationships are the foundation for engagement, wellbeing and successful learning. Through consistent support from skilled staff, learners are encouraged to develop confidence, resilience and a greater sense of self-belief.

Our provision combines trauma-informed practice, therapeutic support and a highly personalised curriculum, enabling learners to make progress academically, socially and emotionally. High expectations are balanced with nurture and flexibility, ensuring learners receive the support they need to re-engage with education and achieve success.



Situated in the Upper Swansea Valley and surrounded by rich natural environments, Brynbach makes extensive use of outdoor learning opportunities to develop independence, teamwork, practical skills and personal confidence. Working closely with families and partner agencies, we strive to ensure every learner feels valued, supported and empowered to achieve a positive future.

15. Safeguarding and Child Protection

Safeguarding is everyone's responsibility. Brynllywarch Hall School recognises the contribution it makes to safeguarding through prevention (culture, teaching and pastoral support), clear procedures for identifying and reporting concerns, and support for learners who may have been abused.

Key safeguarding principles

- We follow Wales Safeguarding Procedures and local guidance endorsed by the Mid and West Wales Safeguarding Board.
- All staff and volunteers have a responsibility to report concerns using the proper channels and within required timescales.
- We keep clear written records of concerns (date, event and action taken) and store safeguarding records securely.
- In some circumstances, the school may need to contact Social Services or the Police without initially informing parents / carers, in line with safeguarding guidance.

Designated safeguarding roles (as stated in the school prospectus and safeguarding information):

Designated Safeguarding Officer / DSP	**Mr Gavin Randell (Headteacher)**
Deputy Designated Safeguarding Officer / Deputy DSP	Mr Neil Jones Mrs Tracey Howells Mrs Suzanne Williams (Brynbach) Mrs Lucy Havard (Brynbach)
Designated Child Protection Governor	**Mrs Kath Roberts-Jones**

Visitors and Volunteers

Visitors and volunteers are reminded that it is not their responsibility to investigate concerns; their responsibility is to report concerns promptly to the designated safeguarding staff. Guidance emphasises listening carefully, not promising confidentiality, recording concerns as soon as possible and reporting to the designated staff.

16. The School Day, Attendance and Practical Information

The school day *(indicative timetable)*

The timetable below reflects the structure described in the school prospectus. If timings vary for specific learners (e.g., bespoke packages, transport arrangements or part-time transition plans), we will agree this with families.

08:50 – 09:20	Ready to Learn (30 minutes)
09:20 – 10:45	Teaching time (1 hour 25 minutes)
10:45 – 11:05	Morning break
11:05 – 12:40	Teaching time (1 hour 40 minutes)
12:40 – 13:20	Lunch
13:20 – 13:30	Social skills development
13:30 – 15:05	Teaching time (1 hour 40 minutes)
15:05	**Dismissal**

Attendance

Regular attendance supports progress and wellbeing. If your child is absent, please contact the school office as soon as possible on the first day of absence. We work with families and partners to support consistent attendance and positive engagement.

School Transport

Home-to-school transport is arranged by the Local Authority in line with eligibility and individual circumstances, the majority of school transport for the learners in our school is operated by the school staff who are familiar to the learners which then provides an all encompassing experience of school from start to the end of the day which then can reduce any anxieties the individual learner may have about travelling on the transport. If you have questions about transport arrangements, please contact the school office who can signpost you to the relevant Local Authority service

17. School Uniform, Meals and Healthy Eating

School uniform

We actively encourage learners to wear school uniform, as it supports a sense of belonging and contributes to the ethos of the school. We also recognise that some learners may experience sensory needs that make wearing uniform difficult. While uniform is not compulsory, any learner attending without it must wear clothing that is appropriate for the school environment. This includes ensuring that items are not revealing and do not display inappropriate messages or slogans.

Uniform includes:

- Navy sweatshirt with school logo (from school)
- Black leather shoes
- Boys: pale blue or white polo shirt; black or grey trousers; suitable coat
- Girls: pale blue or white polo shirt; black skirt or trousers; suitable coat
- PE: black shorts or joggers, t-shirt, football socks and trainers

- Swimming: trunks (boys) / one-piece swimsuit (girls)

Please note: extreme hairstyles/colours are not permitted

Meals and Snacks

Breakfast is provided in class bases (toast and refreshments) and fruit is available throughout the day. Hot and cold meals are available daily and are eaten in the class base areas. The catering service operates a “Healthy Eating” approach. Packed lunches can be brought in (no glass bottles; no fizzy drinks). The school uses a cashless payment system supported through ParentPay.

If learners choose to bring their own drinks to school, please ensure these are appropriate for a learning environment. Energy drinks and beverages with a high sugar content are not permitted, as they can negatively affect concentration, wellbeing and readiness to learn.

18. Communication with Parents/Carers and Complaints

We value regular communication with parents and carers. Form tutors maintain contact and we encourage families to share information that will help us support learners effectively.

If you have a concern or complaint

We aim to resolve concerns as early as possible through informal discussion. A formal complaints procedure is available in line with statutory requirements; a copy can be obtained from the school on request.

19. Site Safety, Security and Visitors

The school site is protected by security arrangements including intruder alarms and perimeter fencing. All visitors must sign in at the main office and wear an identification badge while on site.

Staff are subject to appropriate safeguarding checks. Photographs of learners are only used for publicity with parental permission.

20. Plans for the Future: New School Development

Powys County Council has developed plans for a purpose-built replacement school for Brynllywarch Hall School. The proposal includes modern learning environments, specialist support and appropriate spaces to deliver the Curriculum for Wales, IT facilities, breakout and calming spaces, hygiene facilities and outdoor learning areas, with community access outside school hours.

We will share updates with families and stakeholders as the project progresses.