Ysgol Gynradd Stebonheath Primary School



Prosbectws - Prospectus

Croeso i Ysgol Gynradd Stebonheath

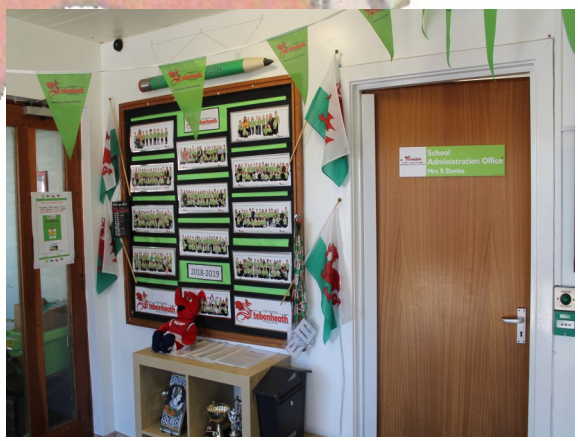
Welcome to Stebonheath Primary School

CONTENTS

Welcome	3
Setting	4
School Address	4
School Hours	4
Location and Access to the School	4
Mission Statement	5
Aims of the School	5
School Building	6
Admissions	6
Transfer to Secondary School	6
Curriculum	7
The Foundation Phase	7
The School Curriculum at Key Stage 2	8 - 13
Assessments and Reporting to Parents	14
Additional Learning Needs	14
Able and Talented	14
Breakfast Club	14
Emergency School Closure	15
Holidays	15
School Meals	15
Uniforms	15
Eco Council	16
School Council	16
Homework	16
Equal Opportunities	16
Security	17
Complaints Procedure	17
Educational Visits and Charges	17
Residential Visits	17
Clubs	18
Pupils with Disabilities	18
Safeguarding and Child Protection	18
Home/School Agreement	18
Medicine	18
Illness	19
External Agencies	19
Attendance	19
Parent-Teacher Association (PTA)	20
Our Partners in the Community	20
Our Team	21 - 23
Additional information	24







Welcome from the Head

Thank you for taking time to find out more about Stebonheath Primary School.
Stebonheath Primary School offers a wide range of opportunities for its pupils, both as part of the curriculum and as extra curricular activities. We aim to provide children with the necessary skills, attitude and knowledge to equip them as learners for life. We have created a place where all our pupils feel safe and happy and are eager to learn. We have a great team of teachers and support staff

You are welcome to visit the school at any time to see what learning is taking place. Just pick up the phone, ask to speak to me and I'll arrange to meet you and show you around the school. We look forward to hearing from you.

Mae pob croeso i chi ymweld a'r ysgol unrhyw bryd. Byddaf yn hapus iawn i groesawi chi I siarad am waith yr ysgol.
Codwch y ffôn i drefnu amser cyfleus!

Mr J T Littler, Head Teacher

Governor's Welcome

May I on behalf of the governors welcome you to Stebonheath Primary School. As governors we aim to ensure that the school provides:

- A safe and secure place where children feel they belong, where no-one is afraid to put forward their point of view and where their views are respected.
- A place where everyone cares about others and helps them succeed.
- A place where adults care for the children and are aware of their individual needs both educational and personal.
- A place where the curriculum is well planned and stimulating, where teaching and learning is a shared, hands-on activity and where high standards are achieved.
- Enthusiastic staff that inspire in the children the will to achieve and encourage them, by their ex ample, to strive to master that which is sometimes challenging.
- A place which is enhanced by everyone's involvement – parents are always welcome at the school to share in their child's achievements be they sporting, musical, academic or any other.
- A place of trust and happiness.

Mr N Bevan

Chair of Governors



Setting

Stebonheath Primary School is situated half a mile to the East of Llanelli's town centre. The school caters for approximately 300 pupils between the ages of three and eleven accommodated within the Lower Phase (Nursery, Reception & Y1), the Middle Phase (Y2 ,3 & Y4), and the Upper Phase (Y5&6). The Middle and Lower Phase building was opened in 1981 and is joined on to the original Edwardian building which houses the Upper Phase. A two classroom extension was added in 2004.

Location and Access to the School

The main entrance is via a driveway from Marble Hall Road for all visitors. Parents are requested not to drive into the school to drop their children off due to obvious dangers. Parents are also asked not to park across the entrance to the school, pavements, nor on the zig -zag lines outside the school when dropping their children off, again for obvious dangers. Please do not bring your child to school before 0850hrs unless they are attending Breakfast Club.

School Address

Stebonheath Community Primary School,
Marble Hall Road,
Llanelli,
Carmarthenshire,
SA151NB

Tel: 01554 758603
Fax: 01554 758603
Email: admin@stebonheath.ysgolccc.cymru
Website: www.stebonheathschool.co.uk

School Hours

Nursery
0900hrs-1130hrs
1245hrs-1515hrs
Lower Phase (Reception/Y1)
0900hrs-1500hrs
Middle Phase (Y2,3&4)
0900hrs-1500hrs
Upper Phase (Y5&6)
0900hrs-1500hrs
Breakfast Club
0815hrs-0850hrs

"The school caters for approximately 300 pupils between the ages of three and eleven..."





Ysgol Gynradd
tebonheath
Primary School

Enjoy, Learn, Succeed

Mission Statement

'Enjoy, Learn, Succeed'
'Mwynhau, Dysgu, Llwyddo'

Aims of the School

At Stebonheath Primary School we will…

Create a positive learning environment in which all children feel valued, happy, safe and secure, and where excellent behaviour is actively encouraged;

Deliver a broad, balanced, creative and stimulating curriculum

Develop skills and acquire knowledge and understanding

Aim for children to be aware of their responsibility for the care of the environment and their place within the wider community;

Encourage the children to adopt a healthy lifestyle;

Develop an appreciation of the culture and language of Wales and an understanding of its place in the wider world;

Encourage an awareness of the diversity of cultures throughout the world;

Cultivate ongoing, mutual, care and concern for others by working together, forming good relationships and sharing skills;

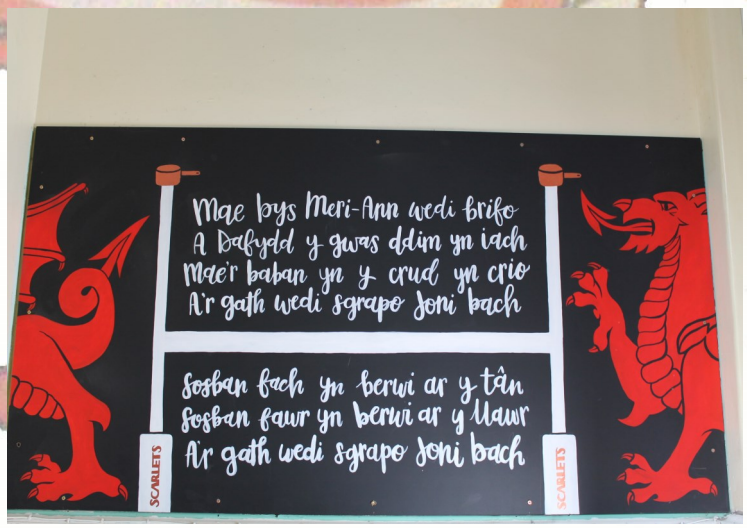
Identify what the children know, what they need and want to know, and how to get there;

Utilise a variety of teaching styles, new technologies and learning opportunities to develop the children as active learners;

Encourage the individual child to fulfill their potential and develop a lifelong love of learning!

The school has an excellent team of staff, parents, children and Governors who work together striving for high standards and success. Each pupil is supported and encouraged to realise their full potential.

"The school has an excellent team of staff, parents, children and Governors who work together striving for high standards and success."



We believe our children learn well when they are healthy, happy and offered a stimulating and varied curriculum which caters for individual needs and embraces a variety of learning & teaching styles





School Building

We are fortunate to have an extensive school site that will enable our pupils to become equipped to make progress in the 21st century curriculum

- 13 classrooms, each with its own stock of mobile IT devices - iPads, laptops etc - supported by our own ICT Technician
- New kitchen, delivering fresh food daily
- New staff room
- Non-Fiction Library
- Large, multi-purpose hall
- Separate Administration and Head Teacher's Offices
- A new £500,000 playground at KS2 funded by Welsh Water with outdoor classroom, pond, vegetable garden and sustainable drainage system (SUD).

We have extensive outdoor areas, where children play and learn. All phases have their own vegetable gardens. All classes in the Lower Phase have their own undercover outdoor learning areas. The outdoor areas are also used for sports lessons and competitions.

Admissions

Parents considering sending their child to Stebonheath Primary School are encouraged to make an appointment to view the school. Whilst this document can provide you with a good deal of information about the school and its operation, there is no substitute for first-hand experience and we would welcome the opportunity to introduce you to the staff and children. Please note that all admissions for places at the school are to be made online at: https://www.carmarthenshire.gov.uk

Pupils are admitted to the Nursery part-time (either morning 0900hrs-1130hrs, or afternoon 1245hrs-1515hrs) in the term following their 3rd birthday. There are three admission periods within the academic year, i.e. September, January and April. Our pupils then become full-time in the term of their 4th birthday.

Further information regarding admission arrangements is available from Mrs Davies at the school Administration Office.

Transfer to Secondary School

The majority of pupils transfer to Coedcae School at the end of Year 6. We enjoy close links with the School and Year 5 and 6 children will engage in a number of transition activities which ease the move from primary to secondary school. These include sporting events, taster days, after-school clubs and musical concerts. These events also provide Year 6 children with the opportunity to meet and mix with Year 6 children from the other primary schools in the cluster who will become their peers in Year 7.
A small number of pupils will go on to attend Bryngwyn School and St John Lloyd School.







Curriculum

The School Curriculum in Wales is changing. From 2022 we will begin a new chapter for education in Wales following the 'Successful Futures' report by Prof Graham Donaldson. At Stebonheath, for all our pupils from 3-11yrs, we are working towards the new curriculum which aims to deliver an education system in Wales that is a source of national pride and is underpinned by 4 core purposes that develop children to become:

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

Curriculum for Wales 2022 organises learning around six areas of learning and experience (AoLEs):

- Expressive Arts
- Health & Wellbeing
- Humanities
- Languages, Literacy & Communication
- Mathematics & Numeracy
- Science & Technology

PROGRESS—The intention is that learners will progress along the same continuum of learning for each area of learning and experience (AoLE) from ages 3 to 16. Children will progress at five points on the continuum of learning, at ages 5, 8, 11, 14 and 16. The pace at which they progress along the continuum may differ, as a learner's thinking develops over time to new levels of sophistication.

ACHIEVEMENT OUTCOMES—In each area of learning and experience (AoLE) progress is made through a series of achievement outcomes. They are reference points to plan learning and teaching, including assessment, and can also be used on an ongoing basis to monitor how learners are progressing, and to identify where interventions are needed.

WHAT MATTERS—'What Matters' statements underpin the learning in each areas of learning and experience (AoLE). Each what matters statement expresses what matters most in that area of learning and experience, and why it is considered important.







EXPRESSIVE ARTS

The dynamic nature of the Expressive Arts can engage and motivate learners and so encourage them to develop their creative, artistic and performance skills to the full. The Expressive Arts Area of Learning and Experience (AoLE) centres on the five disciplines of art, dance, drama, *film and digital media*, and music. While these disciplines have a common *creative process* and share transferable skills, each has its own discrete body of knowledge and set of discernible skills. This area of learning and experience will ensure that learners are entitled to access all five disciplines.

The Expressive Arts Area of Learning and Experience will afford learners meaningful experiences through which they can gain an understanding and an appreciation of the diverse communities of Wales as well as the wider world. Whether as attendees or creators of exhibitions and performances in art, dance, drama, film and digital media, or music, learners will come to know about their own culture and society as well as those of other people. This will enable them to explore cultural differences between themselves and others, through time and place. In addition, the knowledge, skills and values they develop through these activities will enable them to engage with issues that arise in their lives. We offer instrumental tuition to all pupils from Year 3 upwards in recorder, Brass and woodwind, all supported by The Carmarthenshire Peripatetic Music Service.









HUMANITIES

The Humanities Area of Learning and Experience is all about asking questions about the human condition. As such, studying human experiences in the past and present, at local, national and global levels, will help learners answer those questions, encouraging them to contribute to their communities, imagine possible futures and benefit from a sense of belonging.

Humanities encompasses geography, history, religious education, business studies and social studies. These disciplines share many common themes, concepts and transferable skills, while also having their own body of knowledge and skills.

Humanities will provide opportunities for all learners to learn about their heritage and sense of place through a study of their *cynefin* and of Wales. It will promote an understanding of how the people of Wales, its communities, culture, landscape, resources and industries interrelate with the rest of the world. Promoting an understanding of the ethnic and cultural diversity within Wales will also help learners appreciate the extent to which it is part of a wider international community. Consequently, Humanities will help learners see how their personal story is part of a wider picture of the past and present.

In the Humanities Area of Learning and Experience, learners will enquire and investigate; evaluate diverse views of the world and form their own interpretations; engage with issues including sustainability and social change; and be invited to take social action in response to their learning. This will help develop learners' resilience, build independence, and raise levels of self-confidence and self-esteem. Experiences in Humanities, both in and out of the classroom, will encourage learners to be ambitious and to solve problems confidently, while considering always the ethical implications of their choices.







HEALTH and WELLBEING

The Health and Well-being Area of Learning and Experience is about the physical, psychological, emotional and social aspects of our lives.

It recognises good health and well-being as a key enabler of successful learning. This area of learning and experience will support learners to develop and maintain not only their physical health and well-being, but also their mental health and emotional well-being, as well as developing positive relationships in a range of contexts. To enable this, it will build learners' capacity to make informed decisions about their health and well-being and also to engage critically with a range of social influences which may impact on their values and behaviours.

This area of learning and experience supports learners to develop an understanding and appreciation of how these aspects are interconnected, and how they can all contribute to a positive state of well-being. This understanding in turn will enable learners to develop the behaviours, habits and dispositions which will support their health and well-being in a rapidly changing world.

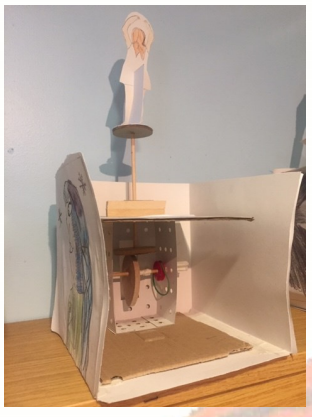
Physical activity as well as opportunities to develop relationships will provide learners with contexts for playing a range of collaborative roles. From this, the development of social and team-working skills will enable them to become ambitious, capable learners, ready to learn throughout their lives.

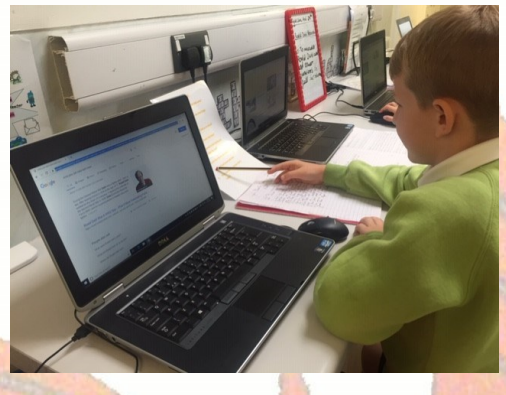
They will learn how to become ethical, informed citizens of Wales and the World through a range of experiences, including opportunities to:

- make positive choices, and to learn how these affect their own and others' health and well-being
- interact with others within different social situations
- engage with different *social influences* and to appreciate the importance of respecting others
- consider the social and ethical issues that impact on the health and well-being of others.

They will also develop skills and dispositions that enable them to become healthy, confident individuals, ready to lead fulfilling lives as valued members of society, by learning:

- what influences their health and well-being, including a healthy diet, physical activity and misuse of substances
- how to make decisions which support their health and well-being
- the importance of resilience and self-regulation
- how to seek support
- how to develop safe and healthy relationships.







SCIENCE and TECHNOLOGY

Science and Technology draws on the disciplines of biology, chemistry, computer science, design and technology, and physics to enhance our knowledge and understanding of the world.

Developments in both Science and Technology have always been drivers of change in society, underpinning innovation and impacting on everyone's lives, materially, economically and culturally. As such, this area of learning and experience will be consistently relevant in the opportunities young people encounter and the life choices that they make.

The importance of scientific and technological literacy in our modern world cannot be understated. It is not sufficient that learners can simply 'do' Science and Technology. Ready access to vast amounts of information requires all learners to be able to assess inputs critically, understand the basis of information presented as fact, and make informed judgements that impact their own behaviours and values. They need to develop the ability to meaningfully ask the question, 'Just because we can, does that mean we should?'.

Science and Technology gives learners an abundance of opportunities to develop and apply digital skills appropriately. It is important to recognise, however, that this area of learning and experience is not the sole home of digital competence, nor the only opportunity to develop these skills.

Learners should critically evaluate the science and technology they use and develop so that they are prepared to encounter the positive and negative aspects of being a digital citizen. For example, as they source information and understand how to store data appropriately on different systems, they will become more mindful of the implications of data laws. They should also explore methods of electronic communication and identify which are the most effective for given situations.

As learners work, both independently and collaboratively, they should access opportunities to participate in the iterative process of planning, creating, evaluating and improving digital content. Inquiry, problem-solving and thinking skills can all be developed, allowing learners to understand problems with increasing complexity and, importantly, when to use technology appropriately to solve them.



MATHEMATICS and NUMERACY

Mathematics is an international discipline, and numeracy, the application of mathematics, plays a critical part in our private, social and civic lives, and in the economic health of the nation.

It is imperative that mathematics and numeracy experiences are as engaging, exciting and accessible as possible for learners, and that they ensure that learners develop mathematical resilience (the ability to embrace challenge as a positive aspect of learning). Developing mathematical resilience contributes to the development of ambitious and capable learners.

In the early years, play forms an important part in the development of mathematics and numeracy, enabling learners to solve problems, explore ideas, establish connections and collaborate with others. In later years, learners need to have opportunities to work both independently and collaboratively to build on the foundations established in the early years.

For learners of all ages, real-life examples drawn from the local, national and international environment help them make connections between the concrete and the abstract. Real-life contexts can be used to introduce and explore mathematical concepts, as well as to consolidate them. Indeed, teaching that introduces a reasoning and problem-solving approach to all mathematics and numeracy experiences supports the development both of positive dispositions and of the four purposes of the curriculum, as well as the development of the mathematical proficiencies.



LANGUAGE, LITERACY and COMMUNICATION

Languages, Literacy and Communication enable us to analyse and understand the world around us.

By being supported to become successful in this area of learning and experience, learners are therefore also supported to succeed across the whole curriculum.

The Languages, Literacy and Communication Area of Learning and Experience (AoLE) will enable all learners to gain knowledge and skills in Welsh, English and *international languages* as well as in *literature*. Where applicable, its provision will include opportunities to learn Welsh and English as additional languages (WAL/EAL) and to learn other home or community languages too. In all cases, it will encourage learners to be aware of the links between languages as they develop an appreciation of the origins of words and an interest in language patterns. They will be encouraged to transfer what they have learned about how languages work in, for example, Welsh and English to learning and using international languages. This multilingual approach will ignite learners' enthusiasm and provide them with a firm foundation for a lifelong interest in learning subsequent languages and in literature from Wales and the world.

Linguistic Categorisation of Schools is changing.

Category 1 - English Medium School

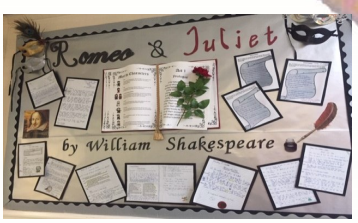
English is the main language for internal communication in the school as well as communication with parents and carers. It recognises that creating a Welsh ethos within the school will support and encourage positive attitudes towards the use of Welsh. A learner in a school of this category will be able to read, write, speak and listen in English according to their age and ability, and will have some understanding of the Welsh language. The Welsh language is taught and assessed as part of the Area of Learning and Experience for languages, literacy and communication. At least 15% of learners' school activities (curricular and extra-curricular) will be in Welsh.

Category 2 –Dual language School

Welsh and English are used for internal communication as well as communication with parents and carers. There is a clear understanding that maintaining a Welsh ethos within the school will support positive attitudes towards the use of Welsh. A learner in a school of this category will be able to speak, read, write and listen in English and Welsh according to their age and ability. Welsh language skills will be further strengthened by increasing the learning opportunities (curricular and extra-curricular) offered through the medium of Welsh. Where Welsh is used as a medium of learning, English is occasionally used to reinforce learners' understanding. With the right support, learners could progress to a Category 3 Welsh-medium secondary school. At least 50% of learners' school activities (curricular and extra-curricular) will be in Welsh. This could be achieved in different ways depending on the school context. It could be by using full Welsh-medium immersion up to the age of 7 with choice offered in the other year groups, or, that 50% of the school's activities are in Welsh as a whole.

Category 3 - Welsh Medium School

Welsh is the main language for internal communication in the school. It communicates with parents and carers in either Welsh, English or bilingually as required. This is a school with a strong Welsh ethos, supporting and enabling learners to use Welsh in all social contexts within and outside the school. In an immersion setting all learners are fully taught in Welsh, with English used at times to ensure understanding during the early immersion period. From the age of 7 onwards at least 80% of the learner's school activities (curricular and extra-curricular) will be in Welsh.











Assessment and Reporting to Parents

The staff continuously assesses the progress of each child throughout the school year using a variety of methods, including Assessment for Learning, Marking and Feedback, Observations and personalised assessments. On entry to the Nursery and Reception Class children will be assessed using a Base-line Assessment. National Numeracy and Literacy tests are taken twice a year from pupils in Y2-6.

The school uses Assessment for Learning principles and our pupils are encouraged to assess their own progress and learning, especially the older children, who are involved in setting their own targets. Parents will always be informed of their children's progress and achievements.

Any parent wanting more information about any aspect of the curriculum is welcome to see the class teacher or Head Teacher.

A detailed report on each pupil's progress will be sent home annually in July.

Consultative Parents Evenings provide opportunity for parents to see their child's work and discuss progress with teachers. These are held in the Autumn and Spring Terms.

Additional learning needs (ALN)

Our school is proud to be a fully inclusive school and successfully caters for children with a wide range of individual needs. The school's policy meets demands set in the Government's ALNET (2022) programme. Children are identified at an early stage and are given timely and effective interventions (Universal Provision) which are monitored and adapted to ensure they deliver the desired outcomes . The school has an ALN co-ordinator who work with the class teachers and pre-school settings to assess individual needs and plan the necessary provision. If a pupil requires support in addition to Universal Provision, then they will have ALN (Additional Learning Needs) and an Individual Development Plan (IDP) will be made with all parties being included in the process. Parents are invited to participate in regular review meetings. If a child has particular difficulty we may seek advice from an expert outside of school.
In this instance, parents are informed and arrangements made for discussion between all parties. The policy is available on request at the school office.

Able and talented

Our School also caters for the more able and talented child by creating individual targets in appropriate curriculum areas and planning more challenging activities to extend individual children in order to meet their needs.

Breakfast Club

We run a free Breakfast Club which is open to all pupils. The first breakfast is served in the Canteen at 0815hrs and the last 0850hrs. Breakfast consists of a choice of: toast, cereal, baked beans, fruit juice, milk, water.





Emergency School Closure

Occasionally, usually due to extremely poor weather conditions, it becomes necessary to close the school at short notice. In the event of this happening:

- A message will be placed on the homepage of the school website: www.stebonheathschool.co.uk
- Local media outlets will be informed: Scarlet FM; The Wave
- The school will use our SchoolApp messaging service to alert every Parent/Guardian/family member

Holidays

Pupils will be granted 10 school days holiday time during the academic year provided they have attendance above 95%.

School Meals

We have exceptionally good meals at Stebonheath Primary School which are prepared and cooked on the premises by Mrs Laura Anderson and her team.

Seasonal menus are given to the children which follow a three week cycle. Special diets can be catered for by arrangement with Laura. Children may bring in a packed lunch to eat in the dining hall if they prefer.

We encourage parents to pack healthy lunches for their children. We ask that dinner money for the week is paid online via ParentPay. Some children may be eligible for free school meals, details of eligibility and relevant forms are available from the Admin Office. Healthy snacks are available for children to buy during the morning break and water is freely available. Pupils are asked to provide a named water bottle for use in school. Children up to the age of 7 years receive free milk daily.

Uniform

Children are proud to wear school uniform and proud to identify themselves with Stebonheath Primary School. We would ask that parents make every effort to ensure that items of clothing are clearly and indelibly marked with the child's name. The wearing of jewellery is not encouraged. If your child has pierced ears please be aware that plasters should cover these for PE/games if it is not possible to remove them for any length of time.







Eco Council

We have an Eco Council in the school comprising of two children from each class (Y2-Y6) which promotes an environmentally friendly approach to the world around us in all our actions. Children are encouraged to recycle, not waste energy and to care for their environment. We run after-school gardening clubs/eco clubs at certain times of the year and grow our own vegetables which we then harvest and sell or use to cook in lessons.

School Council

The School Council has two representatives from each class (Y2-Y6). They are involved in many important issues such as Attendance, Road Safety and parking and healthy eating. The School council is also involved in the interviews of new members of staff. They work closely with the School's Governing body and make reports to them in their meetings. They also visit the Welsh Assembly Government to see how it works.

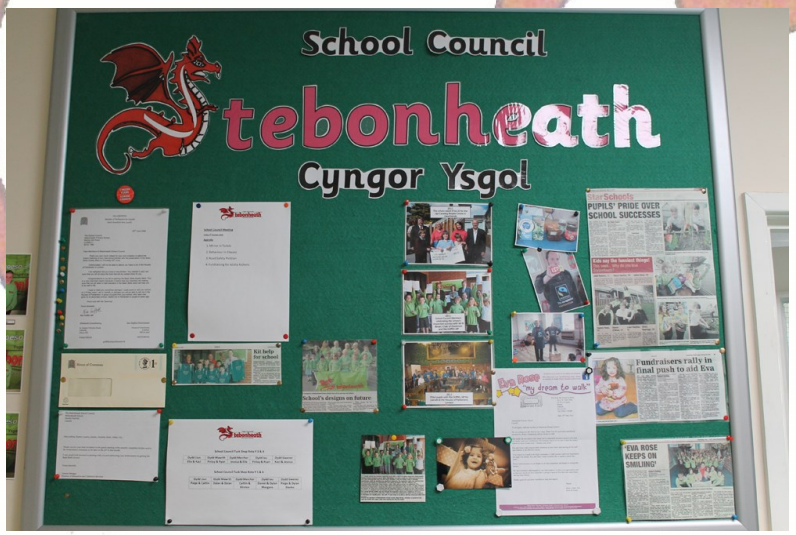
Homework

Please encourage your child to develop a positive approach to homework by setting aside a time in the day when they can complete their tasks.

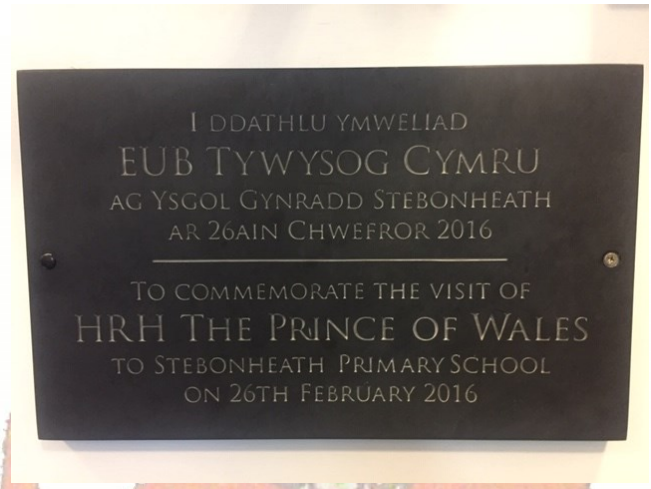
All pupils are encouraged to read in their own time, every day. From any early age they bring home their reading books and we hope you will share the excitement of reading books together. Encourage your child to read things around them, e.g. labels, street names etc. as well as writing letters, stories, notes.

Equal Opportunities

At Stebonheath Primary School we believe very strongly that all children are equal, irrelevant of race or sex. We do not accept any negative stereotyping and positive attitudes are promoted through PSE and during Assemblies. The school has a policy in place which is available for any parent on request.







Security

The security of our pupils is our priority. A responsible adult supervises pupils at all times and every exit/ entrance is monitored by CCTV at all times. At school, children are encouraged to use computers from an early age. Part of their learning involves using the internet. Our computer systems are managed by the LEA technical service, which ensure that safety checks are put in place. However, children are always supervised by an adult when using the 'world wide web' and the school policy is available on request. All children are given regular Internet Safety lessons by the school's Leader for IT, Class Teachers and Police.

Complaints Procedure

We are sure that your child will be happy at Stebonheath Primary School. However, we would ask any parent who has a problem about school to tell us and we will try our best to resolve any difficulty. If, together, we can't solve the problem, the Head Teacher will explain the complaints procedure to you. At any time you are welcome to contact Mr Nigel Bevan, Chair of our Governing Body. He can be contacted through the school.

Educational Visits and Charges

The education we provide for children is free. We do not charge for any visits and activities that enrich the curriculum. However, when we arrange educational visits to complement and enhance the curriculum in school we may ask for a voluntary contribution. These trips are an integral part of the work in school and are recommended for all children regardless of financial concerns. Any parent struggling to meet any costs should see the Head Teacher, Mr Littler.

The following is a list of additional activities organized by the school which require voluntary contributions from parents.

- visits to museums;
- sporting activities which require transport expenses;
- outdoor adventure activities;
- visits to the theatre;
- theatre/music groups in school
- musical events
- after school clubs that are run by paid coaches

Residential Visits

During Year 5&6 children are offered the opportunity to go on a residential visit to an Outdoor Education Centre. This can develop children's confidence and provide opportunities for curriculum enrichment. We need permission to take your child out of school so consent slips will have to be signed and returned to school before any child can be taken on a visit. All educational visits are risk-assessed by the school. The risk assessments are available for parents to see.







Clubs

We offer a range of extracurricular activities for pupils after school. These include the following:

- Fitness
- Activity
- Sewing
- Choir
- Football
- Rugby
- Cricket
- Gardening
- Netball
- Hockey
- Welsh



Pupils with Disabilities

The ethos of the school is firmly based on equality. Pupils are taught that those within the school are a family and that we take care of each other, whether adult or child. They are also made aware that each of us is different and that we should respect differences in people. Whatever the need; physical, learning or emotional, it is regarded with respect and help given as and when required. We have excellent disabled facilities in the school and will strive to meet the needs of all of our pupils whatever they may be.

Safeguarding and Child Protection

As a caring school with direct responsibility for children, our first concern is the welfare of the child. The school has a legal obligation to contact other agencies where there are Child Protection concerns.

Our school policy ensures that appropriate procedures are in place for the protection of children from abuse. All our staff and voluntary helpers have compulsory DBS checks. Mr Littler, the Head Teacher is the Child Protection Officer for the school. The Chair of Governors is the delegated Governor.

Home/School Agreement

Every school is required to produce a home-school agreement which outlines the commitment that both parties make to each other in ensuring a quality education for the children, in other words… The school's responsibility to its pupils, the responsibility of the pupil's parents, what the school expects of it pupils. A copy of the home-school agreement will be provided for parents to sign.

Medicine

Medication should normally be administered outside of school hours. e.g. asthma maintenance drugs, anti-convulsants, antibiotics, and antirheumatic drugs. Parents are encouraged to request the child's doctor to prescribe in this way. Medicines that are prescribed '3 times a day' are not administered during school hours as this dosage can be administered before and after school. If you wish the school to administer medication than a request form must be completed in the school office by the parent/guardian of the child concerned.





Illness

Please inform the school of your child's illness by letter, phone or email. Recent recommendations from the LEA state that children who have had diarrhoea or sickness should stay at home until two days after the symptoms have cleared.

If the absence is likely to be longer than 3 days please telephone the School's Admin Officer, Mrs Davies to let us know the nature of the illness.

If a pupil has an infection that may be dangerous to others (e.g. Rubella/Measles) please contact the school immediately. If a child becomes ill during the school day it will be dealt with by their class Teacher. If a child has a bump to the head or a head injury of any kind, we will phone parents immediately.

External Agencies

The Attendance and Safeguarding service exists to bring home and school closer together. The Attendance and Safeguarding Officer visits the school on a regular basis to discuss attendance or other problems causing concern, with the Head Teacher. They will make home visits at the request of the Head Teacher, and will follow up pupils with low attendance.

Other agencies include Behaviour Support Team around the Family (TAF), Home Start, Social Services, Area 43 Counselling Service and 2 school-based Emotional Literacy Support Assistants (ELSA).

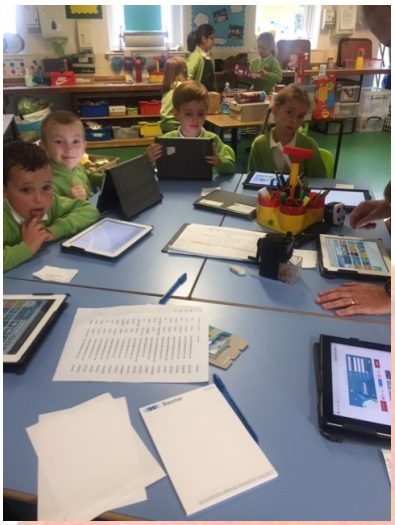
Regular discussions with the school nurse and dentist ensure that the school is aware of any medical problems.

The nurse carries out hearing and vision. Examinations never occur without the consent of the parents. Professionals such as speech therapists and occupational therapists may be asked to give advice and / or support for individual children with specific needs. The school also has an attached Educational Psychologist.

Attendance

It cannot be stated enough how important attendance is to a child's educational progress. . If your child is absent for any reason please try to inform school as soon as possible. This can be done by telephone or by letter when your child returns to school.









Parent – Teacher Association (PTA)

This is our home-school association and any parent/guardian is welcome to join. Also involved are members of the teaching and support staff. The association provides the opportunity for you to get involved with school activities.

The principle objectives of the PTA are:

- to provide a vital link between home and school enabling you to work along side the staff at the school to the bene fit of your child;
- to be involved in organising activities and fund-raising events, which in turn support the community of the school and provide much-needed extra facili ties or equipment .
- to inject energy, enthusiasm and under standing of the school in the organisa tion of fetes, book fairs, social functions and countless other occasions when home and school are brought together.

We are all here to work together to advance the education of our children in our school. Informal meetings are held to arrange fund-raising events. We need everyone to get involved in anyway they can. Energy, enthusiasm and new ideas are welcome from all our members.

Our Partners in the Community

We work very closely with the following companies and community groups:

- Coedcae School
- Bryngwyn School
- Coleg Sir Gar
- Welsh Rugby Union
- The Scarlets
- Myrtle House Nursery
- Llanelli Town Council
- Picton Sports
- Tesco
- Asda
- Social Services
- Morgan & Morgan Office Supplies
- New Directions teaching agency
- Hafan Y Coed Nursing Home
- The Elli Centre
- Llys Caradog Residential Home for dis abled children
- Llanelli Football Club
- Sport Actif Wales
- Tripps Trophies
- Comcen Computers
- National Botanic Gardens
- Cwm Environmental Recycling
- Dyfed Powys Police
- Welsh Assembly Government
- Welsh Water/Dwr Cymru
- T&M Landscaping





Teachers	Class
Mr Julian Littler B.Ed (Hons) NPQH	Head Teacher Lead Child Protection Officer
Mrs Elizabeth Jones	Assistant Head Teacher – School Leadership Team, Senior Child Protection Officer, Y6
Mrs Victoria Rees	School Leadership Team, Senior Child Protection Officer, Y4
Mrs Kathryn Williams	School Leadership Team, Senior Child Protection Officer, (Maternity)
Mrs Jessica Finselbach	Nursery, ALNCo (Maternity)
Mrs Emma Jenkins	Nursery
Mrs Ffion Beckett	Reception/Y1
Mrs Jade Morgans	Y1, ALNCo
Miss Katherine Morgans	Y2
Mrs Lucinda Taffetsauffer	Y3
Ms Elaine Dickin	Y5/6
Mrs Elizabeth Thompson	Y4/5



Support Staff	
Name	**Role**
Mrs Sharon Davies	Administration Officer
Mr Steven Noble	PPA Teaching Assistant
Miss Dawn Thomas	Teaching Assistant
Mrs Sharon Colarusso	Teaching Assistant
Mrs Nicola Grant	Teaching Assistant
Miss Lisa Rees	Teaching Assistant
Mrs Debbie Jones	Teaching Assistant
Mrs Andrea Witty	Teaching Assistant
Mrs Sian Bradbourn	Teaching Assistant
Miss Ellen Black	Teaching Assistant
Mr Nigel Reed	Site Manager/Caretaker
Mrs Rhian Davies	Admin Assistant
Mrs Laura Anderson	Head Cook/Clerical/Breakfast club
Mrs Lisa Frater	Catering Assistant/Breakfast club
Mrs Janet Jones	Catering Assistant/Breakfast club
Mrs Julie Dawson	Mid-Day Supervisor
Mrs Cath Hill	Mid-Day Supervisor
Miss Christina Hanford	Mid-Day Supervisor & Cleaner
Mrs Susan Hanford	Mid-Day Supervisor & Cleaner





Governors	Role
Mr Julian Littler	Head Teacher
Mr Nigel Bevan	Chair Child Protection Governor
Mrs Lianna Davies	Community Rep (Vice-Chair) ALN Governor
Mrs P Frugone	Community Rep
Gareth Lloyd	Community Rep (additional)
Mrs L Trinkwon	LA Representative
Mrs K Marson	LA Representative
Mrs R DeFilippo	LA Representative
Mr Mike Cranham JP	Community Representative
Mrs R Munson	Parent Representative
Mrs Danica Dickson	Parent Representative
Mrs Rebecca Gape	Parent Representative
Mrs Nicola Grant	Teacher Representative
Mrs Lisa Price	Parent Representative
Mrs Sharon Davies	Clerk to the Governors

