

INFORMATION FOR PARENTS



YSGOL GYNRADD NEFYN

ADDRESS: Ysgol Gynradd Nefyn
Ffordd Dewi Sant
Nefyn
Pwllheli
Gwynedd
LL53 6EA

TEL: 01758 720765

E-MAIL: pennaeth@nefyn.gwynedd.sch.uk

HEADTEACHER: Mrs Glenys Williams

CHAIR OF GOVERNORS: Mr Gruffydd Wyn Morris

DESCRIPTION OF THE SCHOOL

This school is a County Primary School (Infants and Juniors).
It is a day, Welsh, co-educational school.

TEACHING HOURS

Infants	21.5	per week
Juniors	24	per week

Morning session

9.00 – 11.45
9.00 – 12.15

Afternoon session

1.00 – 3.15 (Infants, with a break)
1.00 – 3.15 (Juniors, with a break)

A Nursery Year session is held daily for two hours – one group in the morning (9:00 – 11:00).

THE SCHOOL'S ADMISSIONS POLICY

Full-time in September following their 4th birthday.
Part-time in September following their 3rd birthday.

SCHOOL STAFF:

HEADTEACHER: Mrs Glenys Williams

DEPUTY HEADTEACHER: Mrs Judith Owen

TEACHERS: Mrs Judith Owen (Nursery/Reception 1)
Mrs Gwawr Howel (2/3)
Miss Alison Thompson (4)
Mrs Sian Llewelyn Evans (5)
Mrs Meirwen Williams (6)
Miss Gwyneth Evans (Senior Assistant)
Miss Bethan Roberts Jones
(Classroom Assistant)
Karen Pritchard (Classroom Assistant)

ANCILLARY STAFF: Mrs Wilma Jones (Caretaker/Cleaner)
Mr Hefin Jones (Cleaner)
Mrs Eirian Davies (Cook)
Mrs Hannah Jones (Kitchen Assistant)
Mrs Haf Thomas (Dinner-time Supervisor)
Cheryl Dobson (Dinner-time Supervisor)
Gwyneth Evans (Dinner money Clerk)
Iorwen Adams (Lollipop lady)

ALN ASSISTANTS: Carys Williams
Ann Jones
Lowri Roberts
Wilma Jones

THE GOVERNING BODY

Members

Mr Gruffydd Wyn Morris, Garn Elidir, Nefyn (LEA)
Cllr Llinos Mêrks (LEA)
Mrs Ulla Weber Jones, Fron, Llithfaen (LEA)
Cllr Dafydd Hughes (Town Council)
Mr Elfed Roberts (Co-opted)
Mr Iwan ap Llyfnwy, Foel Gwynus, Llithfaen (Co-opted)
Mr Medwyn Williams, Clwyd, Morfa Nefyn (Co-opted)
Mr Stephen Williams, Llys Heli, Morfa Nefyn (Parents)
Mrs Ffion Hughes, Min-Y-Don, Nefyn (Parents)
Miss Karen Roberts-Jones, 1 Craig y Nos, Nefyn (Parents)
Mrs Carys Parry Jones, Penbryn Holborn, Nefyn (Parents)
Mrs Wilma Jones, Ty'r Ysgol, Nefyn (Ancillary Staff)
Mrs Glenys Williams (Headteacher)
Mrs Judith Owen (Teachers)
Miss Gwyneth Evans, 12 Ffordd Caernarfon, Pwllheli (Clerk)

Officers

Chair – Mr Gruff Morris
Vice-chair – Mrs Ffion Hughes
Clerk – Miss Gwyneth Evans

Parent/Teacher Association

Officers

Chair – Mrs Rhian Roberts
Secretary – Miss Karen Roberts-Jones
Treasurer – Mrs Gwenda Williams

We have an active Parent/Teacher Association. As well as organizing social evenings, the Association arranges activities to raise money for the School Fund, e.g. sponsored walk, pledges auction.

Please bear in mind that we depend on your support as parents.

The school will appreciate your willing assistance.

How to get further information

Any further information you may need is available at the school.

You can contact the school at any time to make arrangements to visit; alternatively, you can regularly visit the school's website.

THE SCHOOL'S VALUES, OBJECTIVES AND ETHOS

Preface

The purpose of an education system is to create situations and supply resources that enable every child to achieve his/her maximum potential and develop into a well-rounded individual. Before a child can fully utilize the situations created to his/her advantage, it is essential that he/she is happy in school. So as to achieve this objective, we make every effort to ensure that this school is a caring and welcoming school that places an emphasis on respect towards people and property. The pupils' moral values and attitudes are promoted through educating them about the needs of others and by encouraging a positive response from them to meet those requirements. We also strive to create a protective, non-oppressive, kind and disciplined ethos.

General Objectives

To provide the best possible education by:

- a) presenting the child with lively and dynamic information whilst fostering basic skills;
- b) fostering in the child healthy attitudes and an inquisitive mind;
- c) presenting ideas and concepts (observation, comparison, etc.);
- d) fostering a positive attitude towards both languages;
- e) generating an interest in various forms of literature;
- f) creating an awareness of the area's cultural background and seeking to foster a fondness in the child towards that heritage;
- g) seeking to foster moral values and social self-discipline in the child, as well as sensitivity towards others.

Contact with Parents

The aim is to:

1. create a happy, homely and attractive environment in which the child can work and play – an environment in which parents can take pride.
2. organize activities to bring parents and the area's residents together in the name of the school.
3. foster close links between the school and the area.

YSGOL GYNRADD NEFYN GENERAL RULES

- School starts at 8.50 a.m. Children are expected to be punctual.
- Responsibility will not be accepted for any child arriving at school before 8.40 a.m. – unless a prior arrangement has been made due to a particular reason, e.g. the school bus arriving early – unless the children wish to attend the Breakfast Club (between 8.00 - 8.40 a.m.)
- Any child arriving late without an adequate explanation will be marked as being 'late' on the register.
- School finishes at 3.15 p.m.
- A message or note of explanation should be provided to cover any absence. Unless a reason is given, the absence will be marked as 'unauthorized'.
- The dinner hour lasts from 11.45 a.m. until 1.00 p.m. for the Infants' Department and from 12:15 until 1.00 p.m. for the Junior Department. Children are not allowed to leave the school premises without permission, with the exception of those pupils who go home for lunch.
- Dinner money should be paid on Monday. It is appreciated if the exact amount due is brought, so as to facilitate the work of collecting the money. The cost at present is £1.80 a day - £9.00 a week. Your child is entitled to free school meals if you are receiving income support – the forms are available from the Headteacher. School dinners are prepared every day and arrangements are made for those children who bring their own packed lunch to eat with the other children.
- Children under seven years of age who wish to receive milk are entitled to it free of charge under the Welsh Assembly scheme. The school implements a scheme whereby the children receive a carton containing one-third of a pint of milk during the morning break-time.
- Sweets and sweet drinks are prohibited. Children are allowed water (non-sparkling) in plastic bottles or school water bottles. As we are a health-promoting school, the children are offered a fruit every day (an extra £1 per week is payable).
- Every reasonable step is taken to ensure the safety of the children while on school premises or when in a teacher's charge outside school. Children are the responsibility of parents or guardians once they are outside school gates at the start of or end of the school day.
- When an accident or illness occurs during school hours, every effort will be made to contact parents or guardians if necessary. In emergencies where the school has been unable to make contact, the Headteacher will take appropriate action.
- The school does not approve of the administering of medication to pupils at the school unless under exceptional circumstances and under the doctor's instruction. In exceptional circumstances, the Headteacher will provide a copy of the AM2 form to parents and they will then be responsible for ensuring that

their GP signs the form, approving the administering of the medication. We will complete a sheet specifying the child's name, name of the medication and the time when the child received the medication.

Asthma Inhalers

- ⊙ Due to the number of children bringing asthma inhalers to school, Form B signed by parents is sufficient. Forms A, signed by the doctor, are accepted if the parents wish to return them.
- The school cannot be held responsible for any loss of, or damage to, pupils' personal property.
- Parents are expected to ensure that the child's name is clearly labelled on every item of clothing and personal belongings.
- Every child is expected to change into appropriate clothing for physical education lessons.
- Pupils are not permitted to wear drop earrings whilst on school premises.
- Every child is expected to respect school property especially when borrowing equipment or books to take home.
- Every child is expected to behave courteously and helpfully, adhering to the school's rules and guidelines on behaviour.
- In cases of misbehaviour, the school will follow its own discipline procedure that could result in the parents being called in to discuss the matter, or the child being kept in during playtimes.

MILK AND FRUIT

The school operates a scheme whereby the children receive a plastic carton containing a third of a pint of whole milk during the morning break. According to Gwynedd Council's arrangements, each child under seven years of age receives free milk. We do not allow children to bring sweets to school and chewing gum is not permitted under any circumstances. As we are a 'Health-Promoting School' we give each child the opportunity to choose a fruit to be eaten daily. They will pay £1 per week for the fruit.

MORNING BUS ARRANGEMENTS

The bus leaves Llithfaen at 8.25 a.m. and picks children up at Pistyll at 8.30 a.m. and at Nant y Felin at 8.35 a.m. The bus reaches the school at 8.40 a.m. The bus goes on to Morfa Nefyn to pick up children in Cae Coch at 8.45 a.m. and then returns to Ysgol Nefyn. Breakfast is available for children who wish to take it when they arrive at school.

AFTERNOON BUS ARRANGEMENTS

The bus leaves the school with the Morfa Nefyn children at 3.15 p.m. It then returns to the school to pick up the Nant y Felin, Pistyll and Llithfaen children (between 3.25 and 3.30 p.m.) The fare for Morfa Nefyn children is 20p each way. Pistyll and Llithfaen children are not charged for travelling on the bus in accordance with Gwynedd Council guidelines.

If there are any changes to the usual end of day arrangements, would you be so kind as to inform the school **by letter or through a phone call** on that day. We

take our duty of care for children seriously, e.g. if a birthday party has been arranged, then please inform the school of the relevant transport information by letter so that we can make arrangements for the children to be safely transported home.

PHYSICAL EDUCATION AND GAMES AT YSGOL NEFYN

This school places a considerable emphasis on Physical Education and Games. The pupils enjoy a broad diversity of physical education activities. They receive opportunities that enable them to plan, participate in and evaluate a variety of activities appropriate to their age and needs. As well as improving our children's physical skills, health and fitness levels, it is our belief that it is essential to develop an appreciation of the concept of fair play and honest competition. We encourage everybody who is associated with the school to develop a lifelong commitment to a healthy, active and enjoyable lifestyle.

Every pupil is expected to participate in all physical education activities offered by the school. Pupils are excused from taking part only if their parents provide a note. By means of these activities, pupils are encouraged to respect their health and to give of their best at all times.

Infants are expected to wear shorts and a T-shirt with light shoes for these lessons. Parents are asked to keep the clothing at the school for the term. Junior pupils are required to wear shorts and a T-shirt with light shoes for the lessons and to take them home at the end of every week. Should a child, due to medical reasons, wish to be excused from taking part in a physical education lesson, parents must provide a note.

SWIMMING LESSONS

Key Stage 1 and Key Stage 2 children will have the opportunity to attend swimming lessons during the year. The parents are asked to contribute £1.80 towards the cost of the bus.

ADDITIONAL ACTIVITIES

It is the school's hope that parents will co-operate and support all the additional activities organized.

The school offers a range of activities for all school pupils who are, in the Headteacher's judgement, mature and ready to participate in them, e.g. walking club, football, etc.

The school holds no responsibility for supervising children at the end of the above-mentioned clubs/associations' sessions, and parents/guardians are asked to ensure that arrangements are made to take their children home.

MUSIC LESSONS

The school receives the peripatetic music service (Cynllun William Mathias) which means that instrumental lessons can be offered to the pupils. Lessons cost £20

per term, unless the parent is in receipt of income support. The lessons currently on offer are horn, harp and guitar.

SCHOOL UNIFORM

This school has an official uniform. We feel that a school uniform leads to a sense of pride in the school and a feeling of belonging. Yellow polo shirts and dark blue sweatshirts with the school logo embroidered on them and dark blue trousers or skirts are worn. The Governing Body has decided, following consultations with the parents, that pupils should wear the uniform in school at all times.

*Information on the prices of the jumpers and polo shirts may be obtained from the Headteacher or Senior Assistant.

PLEASE NOTE: It is essential so as to ensure that clothing does not get mixed up that your child/children's name is marked on each item of clothing!

Long dark blue trousers are worn by the boys and girls (or black trousers if dark blue ones are not available) – neat polyester trousers, not tracksuits. Jeans of any kind are not permitted. In the summer, if that is the wish, dark blue/black shorts or blue and white gingham dresses can be worn.

The children are encouraged to wear sensible black shoes (no high heels) and to have an extra pair of shoes to change into for sports.

Yellow polo shirts with the school logo and dark blue sweatshirts with the school logo can be worn. (These can be ordered at the school or the polo shirts can be bought from shops without the logo.)

Stud earrings are permitted but not on swimming lesson days, please. For reasons of safety and hygiene, the children are encouraged to tie back long hair.

ABSENCES FROM SCHOOL

National Assembly for Wales regulations on school absences state that parents must provide a school with an explanation when a child has been absent from school. Therefore, so as to comply with these guidelines, unless we directly receive an explanation from you, either verbally or through a note, when your child has been absent from school, that absence will be noted as 'unauthorized'. Even if you do provide an explanation, possibly the absence will be noted as 'unauthorized' unless it is an acceptable explanation.

Parents are reminded of their legal responsibility to ensure that their child attends school. The school can inform the LEA if a child is absent often or for a lengthy period.

Every absence must be accounted for verbally by the parent or by letter when the child returns to school.

If any parent wishes to collect their child before the end of a school day, a letter must be sent or a phone call made seeking consent.

Any parent who wishes to take his/her child on holiday during the school term should contact the school and send a letter prior to the holiday to explain the absence.

According to the Assembly's guidelines, 10 school days a year of absence are permitted for annual holidays (i.e. a fortnight), then after the tenth day the child will be denoted on the school register as an 'unauthorized absence'.

No child can return home during school hours without notice or permission unless there are exceptional circumstances.

If the child has a medical or dental appointment, the parent is asked to inform the school in advance.

ATTENDANCES FOR THE YEAR 2007 / 2008

	Infants	Year 3	Year 4	Year 5	Year 6
Attendances	93%	95.9%	94.4%	94.2%	94.8%
Absences	7%	4.1%	5.6%	5.8%	5.2%
Authorized					
Unauthorized	0	0	0	0	0

ATTENDANCES FOR THE YEAR 2008 / 2009

	Infants	Year 3	Year 4	Year 5	Year 6
Attendances	93.9%	95.1%	95.6%	94.9%	95.2%
Absences	6.1%	4.9%	4.4%	5.1%	4.8%
Authorized					
Unauthorized	0	0	0	0	0

SCHOOL'S PERFORMANCE

Results of Teacher Assessment 2008

Key Stage 1

Level	E	W	1	2	3	Percentage 2+
Welsh	0	0	17.6%	76.5%	5.9%	82.4%
Mathematics	0	0	0	76.5%	23.5%	100%
Science	0	0	0	100%	0	100%

Results of Teacher Assessment 2008

Key Stage 2

Level	E	W	1	2	3	4	5	Percentage 4+
English	0	0	0	0	14.8%	63%	22.2%	85.2%
Welsh	0	0	0	0	14.8%	51.9%	33.3%	85.2%
Mathematics	0	0	0	0	25.9%	59.3%	14.8%	74.1%
Science	0	0	0	0	14.8%	66.7%	18.5%	85.2%

Results of Teacher Assessment 2009

Key Stage 1

Level	E	W	1	2	3	Percentage 2+
Welsh	0	0	0	50%	50%	100%
Mathematics	0	0	0	91.7%	8.3%	100%
Science	0	0	0	100%	0	100%

Results of Teacher Assessment 2009

Key Stage 2

Level	E	W	1	2	3	4	5	Percentage 4+
English	0	0	0	0	14.2%	42.9%	42.9%	85.8%
Welsh	0	0	0	0	7.1%	67.9%	25%	92.9%
Mathematics	0	0	0	0	17.9%	67.8%	14.3%	82.1%
Science	0	0	0	0	17.9%	60.7%	21.4%	82.1%

BEHAVIOUR

Every child is expected to adhere to the following rules:

This is the type of behaviour that is encouraged:

- always listening attentively, not only to adults but also to fellow pupils
- behaving courteously at all times
- making an effort to say 'please' and 'thank you' at all times
- respecting and looking after equipment and property belonging to the school or to anyone else
- always walking when inside the school building
- endeavouring to respect and take care of fellow pupils at all times
- making an effort to keep the school tidy
- making as little noise as possible within the school building
- obeying an order or instruction with courtesy
- presenting work neatly at all times.
- working diligently without compulsion.

This is the type of behaviour that we do not tolerate:

- interrupting
- answering back or challenging authority
- refusing to own up
- telling lies, in any form
- mimicking or showing disrespect towards fellow pupils in any way
- leaving the classroom without permission
- showing disrespect towards equipment/property belonging to the school or to someone else
- using equipment without permission
- running within the school building
- striking/fighting with/challenging any other child in any way
- stealing/borrowing another child's belongings without permission.

HOMEWORK

Children are set formal homework. The work focuses on developing numeracy and literacy skills. There will also be opportunities for children to work on themes or individual projects and when this happens, it is hoped that the home will fully co-operate so as to promote the children's work. It is now possible to ascertain the school homework for the week by logging on to the school's website.

It would be of enormous benefit if every parent encouraged their child to read regularly and go over their multiplication tables.

Sometimes, a particular activity will require parents, relatives and neighbours to provide information, or will require the children to enquire and find out. The home is responsible for the child during this time, and it is in light of that responsibility that parents either consent or do not consent to co-operate.

Occasionally, a teacher may ask the child to undertake extra work so as to eradicate a particular weakness in an aspect of the work. At such times, it is hoped that the home's full co-operation will be forthcoming, and that the child will be encouraged to complete the task. On these occasions, it is hoped that the home will co-operate to promote the child's work.

READING

This school places great emphasis on reading and throughout their time at the school, children borrow books to take home. **It would be of great benefit if parents listened regularly to their children reading. The school operates a Reading Together scheme for all pupils, whether or not they experience difficulty with their reading.**

HOME READING SCHEME

Every Monday and Friday, pupils have an opportunity to select a book/books to read at home. They are given a suitable plastic bag to take the book/books home and safely return to school. They are expected to read the book/books, and return them to school the following Monday. Each child is given a booklet to keep a record of the books they have borrowed, where you can write a comment on their reading. The booklet also contains guidelines similar to those seen below as to how you can assist your child with his/her reading.

Guidelines to assist your child with his/her reading

1. Try to allocate time daily to read to your child and with your child. This reading period should be brief and enjoyable.
2. In the early days, you will realize that infants often remember words rather than read them. This is to be expected.
3. Let your child use the pictures to assist him/her to interpret the words.
4. Don't be too eager to intervene if your child experiences difficulty with a word but if it is an unfamiliar word, you can say that word. Be patient when your child has difficulties and be ready to praise every success.

5. Don't be disappointed if your child wishes to read the same stories over and over. Children soon establish a collection of favourite books.
6. Continue to read a story before your child goes to bed as long as he/she enjoys the experience.
7. Once you have finished reading a story to infants, you can play a simple game with them. Show them a word that appears several times on the page and then ask them to show you the rest.
8. A child finds it easier to concentrate on listening to a story or reading a story in a quiet environment. Therefore, if you have a TV, remember to switch it off before starting to read.

WORK PATTERN

An attempt is made to ensure that the education provided promotes the moral, cultural, intellectual and physical development of all pupils and that the nature of the whole curriculum is differentiated, expansive and well-balanced. To meet these requirements, the class organization will be flexible, work sometimes being provided according to children's age; at other times, children of an age range spanning more than one school year will be collaborating on the same task.

THE CURRICULUM

In accordance with the requirements of the Education Act 1986, the Education Authority has formed a written statement of its policy regarding the secular curriculum that it intends to review regularly. The requirements of the National Curriculum will be interpreted in the light of the Authority's philosophy and current policies.

Quoted below are the introduction and general objectives of the statement as contained in the Education Authority's document.

Introduction

The purpose of an education system is to create situations and provide resources that will enable each child to develop a well-rounded personality, to develop and exercise all of his/her abilities, to provide for the pupil in accordance with his/her age, ability and aptitude, so that he/she becomes a responsible member of a bilingual society, able to contribute to that society and benefit from it and to co-exist peacefully and in harmony with fellow men.

There are three inter-related aspects to this general statement:

- a) to enable each child to develop his/her full potential
- b) to ensure that each child is introduced to his/her Welsh heritage
- c) to provide each child with an opportunity to develop as a full member of a rapidly-changing society.

The Foundation Phase

The Foundation Phase is a statutory requirement since September 2008.
September 2008 Nursery and Reception
September 2009 Year 1
September 2010 Year 2

By 2010, the National Curriculum will not be studied by 3 to 7 year old children. They will be studying the Foundation Phase.

Implementing the Foundation Phase to its maximum potential involves the integration of several fields, ensuring that there is close and regular team co-operation.

The Foundation Phase can be divided into the five following fields. Children, Teacher, Assistants, Class and Parents.

Children – It is essential that children have opportunities to make choices and provide ideas for their personal education. This encourages independence that is as elementary as fetching and storing equipment. This develops the ability to work together and should be offered in a broad diversity of experiences. The children are encouraged to concentrate on and stay with a task within an area, while seeking to control the number learning independently at the same time in each area.

Teacher – During planning, evidence is expected to be shown that there is balance across the seven key areas of learning. Knowledge and Understanding of the World, Physical Development, Creative Development, Personal and Social Development, Well-being and Cultural Diversity, Language, Literacy and Communication, Mathematical Development and Welsh Language Development.

The various areas are designed to enrich the entire learning and teaching. In having a mixed class, it is important to ensure that there are high expectations of the children. Ensure, by preparing activities and challenges, that individuals and groups receive support. The class teacher has to ensure time to observe the children which will feed into their schemes of work and lead to a sound and appropriate assessment.

Assistants – As crucial members of the teaching team, Assistants and Volunteers should ensure that they are wholly aware of what is required from them. There should be a good relationship with the children and standardized language should be based on a pattern. The children need to see themselves as making a contribution and participating in practical activities such as drama and circle time.

Classroom – Within the teaching area, all the working areas must be clearly defined. The entire equipment should be labelled, adapting and altering areas to match themes. As regards equipment storage, it should be ensured that the children can collect their resources independently and comply with class rules so as to ensure a safe working area.

Parents – Parents have a key role in the teaching team and although weekly homework is not set, they are expected to discuss class work daily and explore links to the class theme with the children.

The class teacher will share information on themes and the children’s work as and when required, and the school website can be visited to obtain additional copies.

National Curriculum for Wales 2008

National Curriculum structure

The National Curriculum applies to pupils of compulsory school age in maintained schools. It is organized on the basis of three key stages.

	Pupils’ ages	Year groups
Key Stage 2	7-11	3-6

In Wales, the following subjects are included in the national curriculum at the key stage shown.

Key Stage 2: Welsh, English, mathematics, science, design and technology, information and communication technology, history, geography, art and design, music and physical education.

For each subject, in the key stage above, programmes of study set out what pupils should be taught and, for Key Stage 2, attainment targets set out the expected standards of pupils’ performance.

Including all learners

Responsibilities of schools

Under the United Nations Convention on the Rights of the Child and the Welsh Assembly Government’s overarching strategy document, ‘Rights to Action’, all children and young people must be provided with an education that develops their personality and talents to the full. The Education Act 2002 further strengthens schools’ duty to safeguard and promote the welfare of all children and young people.

The equal opportunities legislation which covers age, disability, gender, race, religion and belief and sexual orientation further places a duty on schools in Wales towards present and prospective learners to eliminate discrimination and harassment, to promote positive attitudes and equal opportunities, and encourage participation in all areas of school life.

Schools should develop in every learner a sense of personal and cultural identity that is receptive and respectful towards others. Schools should plan across the curriculum to develop the knowledge and understanding, skills, values and attitudes that will enable learners to participate in our multi-ethnic society in Wales. Schools should develop approaches that support the ethnic and cultural identities of all learners and reflect a range of perspectives, to engage learners and prepare them for life as global citizens.

School must work to reduce environmental and social barriers to inclusion and offer opportunities for all learners to achieve their full potential in preparation for

further learning and life. Where appropriate, schools will need to plan and work with specialist services to ensure relevant and accessible learning experiences. For learners with disabilities in particular, they should:

- improve access to the curriculum
- make physical improvements to increase participation in education
- provide information in appropriate formats.

Schools should seek advice regarding reasonable adjustments, alternative/adjusted activities and appropriate equipment and resources which may be used to support the full participation of all learners including those who use a means of communication other than speech.

For those learners whose first language is neither Welsh nor English, schools should take specific action to help them learn both Welsh and English through the curriculum. Schools should provide learners with material that is appropriate to their ability, previous education and experience, and which extends their language development. Schools should also encourage the use of learners' home languages for learning.

Learner entitlement

Schools in Wales should ensure that all learners are engaged as full members of their school communities, accessing the wider curriculum and all school activities and working wherever possible alongside their peers. Schools should teach all programmes of study and frameworks in ways appropriate to learners' developing maturities and abilities and ensure that learners are able to use fully their preferred method of communication to access the curriculum. In order to extend their learning, learners should experience a variety of learning and teaching styles.

To enable all learners to access relevant skills, knowledge and understanding at an appropriate level, schools may use content from earlier phases or key stages within the curriculum. Schools should use material in ways suitable for learners' age, experience, understanding and prior achievement to engage them in the learning process.

For learners working significantly below the expected levels at any key stage, schools should use the needs of the learner as a starting point and adapt the programmes of study accordingly. Sufficient flexibility exists within the curriculum to meet the needs of learners without the need for disapplication. In exceptional cases, individual learners may be disapplied, usually on a temporary basis, but group or large-scale disapplications should not be used.

Where it is not possible to cover the content of all of the programmes of study for each key stage, the statutory requirement to provide a broad, balanced curriculum can be met by selecting appropriate topics/themes from the curriculum as contexts for learning.

For more-able and talented learners working at higher levels, schools should provide greater challenge by using material in ways that extend breadth and depth of study and opportunities for independent learning. The level of demand may also be increased through the development and application of thinking, and communication, ICT and number skills across the curriculum.

Schools should choose material that will:

- provide a meaningful, relevant and motivating curriculum for their learners
- meet the specific needs of their learners and further their all-round development.

Learners of all abilities should have access to appropriate assessment and accreditation.

Skills across the curriculum

A non-statutory 'Skills framework for 3 to 9 year olds in Wales' has been developed in order to provide guidance about continuity and progression in developing thinking, communication, ICT and number for learners from 3-19. At Key Stage 2, learners should be given opportunities to build on skills they have started to acquire and develop during the Foundation Phase. Learners should continue to acquire, develop, practise, apply and refine these skills through group and individual tasks in a variety of contexts across the curriculum. Progress can be seen in terms of the refinement of these skills and by their application to tasks that move from: concrete to abstract; simple to complex; personal to the 'big picture'; familiar to unfamiliar; and supported to independent and interdependent.

Developing thinking

Learners develop their thinking across the curriculum through the processes of **planning, developing and reflecting**.

Developing communication

Learners develop their communication skills across the curriculum through the skills of **oracy, reading, writing and wider communication**.

Developing ICT

Learners develop their ICT skills across the curriculum by **finding, developing, creating and presenting information and ideas** and by using a wide range of equipment and software.

Developing number

Learners develop their number skills across the curriculum by **using mathematical information, calculating, and interpreting and presenting findings**.

Learning across the curriculum

At Key Stage 2, learners should be given opportunities to build on the experiences gained during the Foundation Phase, and to promote their knowledge and understanding of Wales, their personal and social development and well-being, and their awareness of the world of work.

Curriculum Cymreig (7-14) and Wales, Europe and the World (14-19)

Learners aged 7 – 14 should be given opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

Personal and social education

Learners should be given opportunities to promote their health and emotional well-being and moral and spiritual development; become active citizens and promote sustainable development and global citizenship; and to prepare for lifelong learning.

General Objectives

1. To develop oracy, literacy and numeracy skills in the context of inspiring the children's enthusiasm, imagination and interest.
2. To increase the child's knowledge and to develop his/her powers of reasoning in order to assist him/her to adapt to a rapidly-changing world which has increasingly sophisticated processes and technologies, in particular in relation to information technology.
3. To instil in each child the desire to seek further knowledge and experiences during his/her life and to develop his/her powers of intellect, and moral and spiritual awareness.
4. To assist the child to live and work with others and to develop attitudes which will enable him/her to become a responsible member of the community.
5. To develop the child's sensitivity, aesthetic appreciation and leisure skills.
6. To provide particular attention for each child with special needs, e.g. for the exceptionally able and for those with various disadvantages.
7. To present ideas and concepts by employing lively and dynamic methods which will motivate pupils' response.

It is necessary for every school to prepare and develop a comprehensive plan based on the LEA's document, and in accordance with National Curriculum requirements. This plan will include details of the syllabus and the way it is implemented in order to ensure that the education provided to the pupils fully meets the objectives contained in the document.

ACCESS TO DOCUMENTS RELATING TO YSGOL NEFYN'S CURRICULUM

Every parent is welcome to have access to documents relating to the Curriculum. **A list of all the policies is available at the school.**

COMPLAINTS PROCEDURE

The Local Education Authority, in accordance with the Secretary of State's requirements under Section 23 of the Education Reform Act 1980, has established a procedure to consider complaints concerning the way schools' governing bodies and the Education Authorities operate in relation to the school curriculum and other related matters. This procedure is outlined in a document in Welsh and English available at the school. A copy will be provided free of charge to any parents seeking to lodge a complaint under these arrangements, and the Authority can, if necessary, provide a copy in a language other than Welsh or English. It is emphasized, however, that many complaints can be dealt with quickly and effectively by informal consideration based on discussions with the Headteacher. This is the first logical step, and the Governing Body would expect this step to have been implemented before the complaint is formally submitted in exceptional cases.

An appointment should be made to discuss any complaint with the Headteacher by contacting the school.

A SUMMARY OF THE POLICY OF CHARGING FOR ACTIVITIES

1. Pupils' parents are charged in full for
 - i) the cost of food and lodging during residential activities organized by the school or LEA;
 - ii) travel to swimming lessons;
 - iii) for instrumental lessons with a reduction for those parents receiving Income Support.

CHARGING FOR EDUCATIONAL ACTIVITIES

1. Schools can no longer charge for activities such as school trips, theatre visits, etc. Therefore, parents' contributions towards the cost of such activities will be voluntary. It should, however, be emphasized that unless all the parents are supportive, it may prove impossible to organize such activities in future.
2. No charge will be made for the food and lodging of a pupil attending courses for National Curriculum purposes.
3. In the case of optional activities that are occasionally held during school hours, voluntary contributions will be requested from parents. (Parents will be notified at the beginning that any contributions are voluntary, however, the school reserves the right not to proceed with the arrangements unless sufficient contributions have been received.)

A letter will be sent to parents prior to a visit, excursion, performance, etc. announcing the school's intention and the cost involved.
The Headteacher is delegated the right to decide to what extent, if at all, money from the school fund or other source is used to pay a proportion of the costs of the activities.
The Headteacher is delegated the right to decide on cases arising whilst operating this policy.

CONCLUSION

This policy is a declaration of an important school stance. It is hoped that the financial burden will be eased whilst at the same time safeguarding opportunities for each child to benefit from all the school's activities, visits and arrangements.

PROVISION FOR CHILDREN WITH ADDITIONAL LEARNING NEEDS

This policy is based on the following legislation and documents:

1. The Education Act 1993
2. Code of Practice on the Identification and Assessment of Special Educational Needs
3. The Education Act 1993 Special Educational Needs File
4. The Education Authority's Language Policy
5. Special Educational Needs Regulations (Information) 1994
6. The Special Educational Needs Code of Practice for Wales
7. Assessing and Providing for Special Educational Needs (CRISP 'Asesu Da' [Good Assessment] Scheme).

At present there are four ALN Assistants at the school:

Mrs Ann Jones – full time
Mrs Carys Williams – full time
Mrs Wilma Jones – 4 days
Mrs Lowri Roberts – full time

PRINCIPLES

Our aim as a school is to act in compliance with the principles below that have been adopted by Gwynedd Education Committee:

- i) Secure an equal opportunity both curricularly and socially for pupils who have additional learning needs.
- ii) Co-operate effectively with other relevant statutory agencies involved in the field, such as the Health Authority and Social Services.
- iii) Establish a partnership with parents and the Voluntary Bodies who represent them.
- iv) Ensure a response from the entire Education Authority and from the whole school to additional learning needs and not confine responsibility to particular members of staff.

OBJECTIVES

Our aim at Ysgol Nefyn is to do our utmost to provide an equal opportunity both socially and educationally for each child across the ability range. We also hope to ensure that each individual receives the best possible opportunity to work to the best of his/her ability through written or practical work done bilingually. Hopefully, we will be able to ensure that each child fully realizes his/her potential and unique talent.

The aim is to:

- i) ensure that there is a system in place at the school to identify at an early stage the child who is experiencing difficulties that could be hindering his/her education;
- ii) gather information from teachers and others so as to ensure the best possible understanding as to the nature of the child's difficulties;
- iii) ensure that the necessary provision is made for a pupil who has additional learning needs;
- iv) secure the co-operation and support of parents and others as regards identifying and providing a service.

Additional Learning Needs Implementation Measures

The Special Educational Needs Code of Practice for Wales 2003 is in operation at the school. Individual Education Plans are drawn up every term for the pupils on the Additional Learning Needs Register. New targets are presented as soon as a child has reached the targets previously set for him/her. The child's contribution to the discussions, etc. is highly important.

The ALN Co-ordinator (Mrs Glenys Williams) will, given the parents' permission, consult with the Educational Psychologist (Elenid Glyn) regarding individuals' needs.

Parents and individuals are invited to attend discussions held at the school with the teacher and the ALN Co-ordinator. There is a close link between Ysgol Nefyn and Ysgol Pont y Gof and Ysgol Hafod Lon as the children who attend the school attend the two units as required. Support Periods for ALN children are held with the teachers at the beginning of each term. The Co-ordinator makes frequent visits to the classes to speak to the teachers. 'Asesu Da' (Good Assessment) Schemes are drawn up for 3* pupils and Statemented pupils.

Children's names are removed from and added to the Additional Learning Needs Register as and when required. The Language Therapist and Dyslexia Unit teacher will work with individuals.

Each child with Additional Learning Needs at Ysgol Nefyn is given frequent opportunity to discuss his/her development and success, etc.

Ysgol Nefyn's Additional Learning Needs Policy

(The full policy can be seen by contacting the Headteacher.)

Important ALN are an essential part of each School Development Plan.

At Ysgol Nefyn:

- . each ALN policy is drawn up by all the staff and Governors;
- . it is reviewed and monitored at least twice a year.

Defining Progress

- . Closing the attainment gap between the pupil and his/her peers.
- . Preventing the attainment gap from widening.
- . Ensuring that he/she is able to take part in the whole curriculum.
- . Showing an improvement in self-help, social or personal skills.
- . Displaying improvements in the pupil's behaviour.
- . Likelihood of leading to an opportunity to participate in further education, training and/or work.

- * To monitor the suitability of removing a child from the school's ALN register, the child is set a Glannau Menai reading test in Welsh and English (if that is appropriate).

PASTORAL CARE

Every child is placed in the care of a particular teacher, but the staff as a whole endeavour to take care of all pupils' well-being. This school urges children to be self-disciplined, to act responsibly and to respect others. We know that we can rely on the parents' support in this respect.

DISCIPLINE

Pupils at this school are disciplined in accordance with the policy laid down by Gwynedd Education Authority.

THE COMMUNITY

Our aim is to:-

- enable each individual to gain information, attitudes and skills that are relevant to a rapidly-changing world, to have access to continuous learning and to make creative use of leisure.
- encourage a link between this school and other schools, industry and trade so as to develop the child's understanding of the economic life of the area.
- encourage the school to promote links with the local community and society in general by taking part in voluntary and community activities.
- include an element of leisure activities in the educational experience of each child so that they can use their leisure hours creatively and for a purpose.

HOME/SCHOOL CONTACT

This school cannot succeed without the support of parents. We therefore urge you to take an interest in your children's education and to support the school in its work and its public activities.

Any parent wishing to discuss any aspect of their children's education can arrange to do so by contacting the Headteacher (by letter or telephone). Parents are also given the opportunity to discuss their child's educational progress during the autumn and summer terms. An annual report is presented at the end of the academic year.

Every attempt should be made to contact the school during the usual working hours, i.e. between 8:50 a.m. and 3:15 p.m. but, if you can, arrange to contact us during the breaks – between 10:30 and 10:45 a.m., between 11:45 a.m. and 1:00 p.m. and between 2:00 and 2:15 p.m. – when the staff are not teaching.

Please remember that the school always operates an open door policy for parents when required. The Headteacher is at the school between 8.00 a.m. and 5.00 p.m. if any parents need to contact or call at the school.

SEX EDUCATION

In accordance with the requirements of the Education Act 1986, the governing bodies of schools are expected to consider if sex education should form part of the secular curriculum.

The Governing Body has decided that sex education should form a part of the secular curriculum. This field will be dealt with through the science curriculum and personal and social education and any questions asked by the children will be dealt with sensitively and as openly as deemed appropriate taking into account the circumstances, context and the child's age and maturity.

DRUGS POLICY

Ysgol Nefyn's Governing Body acknowledges the importance of adopting a drugs policy so as to protect everyone in the school community from problems arising from the misuse of drugs, alcohol and tobacco in our society.

POLICY FOR THE PREVENTION OF BULLYING

The emphasis is on a happy, close-knit environment, with pupils co-existing within a homely community. The aim is to promote self-respect and equality of opportunity for every pupil in all aspects of school life.

POLICY STATEMENT – BULLYING

In accordance with Gwynedd Education Authority policy, Ysgol Gynradd Nefyn considers bullying to be an issue of concern that could directly affect the school's entire ethos and environment.

The school will not tolerate any type of bullying and firm measures are taken to try and ensure that no child in our care suffers the effects of bullying.

As a school we declare and recognize the following:

- That bullying exists and may find expression in several guises
 - 'physical' - striking, kicking, thieving, concealing belongings, sexual violence and harassment.
 - 'verbal' - name calling, derogatory remarks (insulting), belittling.
 - 'emotional' - starting unfounded rumours, ignoring, ostracizing from groups, sending malicious messages by e-mail or mobile phone.
- That any instances of bullying should be dealt with as soon as possible although some instances seem far less serious than others.
- That we follow specific procedures (see sheet).
- That there is a 'victim' and 'bully' in each case. Both sides of the story should be heard. The bully has as serious a problem as the victim.
- That it should be ensured that teachers, parents and governors are aware of the policy and guidelines on bullying.

GUIDELINES

1. This school is regarded as being a community or society of children and adults. A sense of co-operation and mutual care is promoted. In such a community, any instance of bullying is regarded as anti-social behaviour and contrary to the rules and ethos of that community.
2. School staff give high priority to establishing a healthy teacher-pupil relationship; a relationship that is sensitive and fosters and develops self-esteem. We would like to think that every staff member is in a position to be a sensitive 'listener' in whom every child can confide.
3. 'Bullying' should be one of the most important aspects when dealing with moral issues. Consequently, bullying should be regularly mentioned, not just when the problem arises. This should be done through formal and informal conversations in the classroom and at a school level. The children should have an opportunity to express their feelings and views on the issue and to reveal any problem without fear. Bullying is dealt with in PSE lessons, at the School Councils and at Services.
4. If matters have gone too far for us to handle the situation smoothly, then the children are named, and a chat takes place, either in the classroom or at the end of the service, about being friends and not quarrelling or bullying. If bullying persists, they will be kept in on the quiet chair and a further chat will be had with the children about the importance of being friends. The parents of both parties will be contacted if totally necessary. The parents will be invited to attend a meeting at the school. The recording sheet is completed if the children have been kept in on the quiet chair.
5. Getting a child to acknowledge that he/she is being bullied is a major step; getting a child to acknowledge that he/she is a bully is an even bigger step.
6. Good supervision is one of the most effective anti-bullying strategies. Staff's friendly and informal presence should therefore be ensured during playtimes or at any other time outside the confines of the classroom.
7. An effective partnership should be established with parents to identify, prevent and deal with bullying. Parents should be encouraged to contact the school to discuss any concerns.
8. In a case meriting further action, we follow the procedure outlined in the Behaviour Support Policy. In such a situation, the support of external agencies should be secured to jointly discuss cases of bullying that cause concern.
9. Council members will have an opportunity to provide input to our Policy.
10. We will hold days to raise awareness of bullying, at least once a term.
11. A box will be placed in each class, providing an opportunity for a child to express concern, in confidence with the teacher.
12. The mentors will be the Headteacher and Deputy Head.
13. A copy of the policy will be available for parents at the school.

We will ...

- Discover the pupils' views through the forums or School Council.
- Take care not to abuse the anti-bullying policy to deny a case of bullying.
- Introduce the policy to new members of staff and pupils at the school.
- Report specific incidents to a Governors' sub-committee, if they are serious incidents.
- We use the findings of the monitoring process when reviewing and updating the policy. This occurs at least once a year. We provide a report for the governors each term.

- We will not contact parents unless the cases are serious or the incidents persistently occur. (The Headteacher, Deputy and Governors' sub-committee will decide on the gravity of the incidents.) A letter will be sent to the parents in cases that occur within a specific period, where it has been decided that we should do so, e.g. where there is a disciplinary case against a child - (an incident still occurring after the child has received two warnings); we will contact a parent and offer them an opportunity to join in the process. (Parents are entitled to refuse but the school has shown fair play.)
- If a parent makes a phone call to the school to complain against staff and children, a record of the call will be kept – the time, name of parent and nature of the complaint - but the individual making the call will be asked to lodge the complaint in writing, dated and signed.
- When a meeting is held with a child, a class teacher or the deputy will be present.
- We will examine the school's 'bullying' policies.
- We will draw up a list of instances of bullying with the children's co-operation.
- We will draw up a list of undesirable conduct which constitutes bullying if it emerges into a pattern, with the children's co-operation.
- Like every other policy, the policy on Bullying will be available at the school for the parents to read.

RELIGION

This school has no direct or formal affiliation with any religious denomination.

The religious education provided is based on the Education Authority's agreed syllabus, and the content of the National Curriculum.

Arrangements can be made for children whose parents object to them attending religious services or receiving religious instruction.

COLLECTIVE WORSHIP

Collective worship takes place daily at the school as follows:

Monday	Infants/Junior Department (in their classrooms)
Tuesday	Whole school
Wednesday	Infants/Junior Department (in their classrooms)
Thursday	Infants/Junior Department (in their classrooms)
Friday	Whole school

These services are primarily Christian, with occasional reference to other religions. Rev. Robert Roberts, Anti Nia and Anti Susie are invited to school to conduct services.

LANGUAGE POLICY

GENERAL OBJECTIVES

Gwynedd Education Authority operates a bilingual policy in all its schools and is also developing a bilingual policy for further education establishments.

The objective is to develop the ability of pupils and students within the county to be confidently bilingual so as to enable them to become full members of the bilingual society of which they are a part.

All educational establishments within the county should reflect and reinforce the language policy in their administration, their social life and pastoral arrangements as well as in their academic provision.

SCHOOL'S VALUES, OBJECTIVES AND ETHOS

SPECIFIC OBJECTIVES

Nursery Education

To ensure, through purposeful and sensitive nursery provision and organization, that all children are given a firm grounding in Welsh so that they reach the goal of full bilingualism in due course.

Infants

To build on the foundations laid in Welsh by nursery education, to consolidate and develop the mother tongue of children and, in the case of children from Welsh-speaking homes, to extend their grasp of English.

Junior

To consolidate and develop each child's Welsh and English capabilities in all their passive and active aspects, in order to ensure that the children can speak, read

and write fluently and confidently in both languages when they transfer to the secondary school. (Special provision will be made for latecomers.)

The Headteacher, in consultation with staff, will prepare and regularly review a document which states how the school intends to implement the Education Authority's language policy as outlined above.

USE OF WELSH AND ENGLISH

We believe that all the school's children have the right to become bilingual citizens. We respect the mother tongue of all pupils and encourage them to develop their competency in their second language, be it Welsh or English.

This school's linguistic aims comply with the aims of the Education Authority's Bilingualism Policy.

The policy is implemented by:

- i) ensuring in the reception class, through purposeful and sensitive nursery provision and organization, that all children are given a firm grounding in Welsh so that they reach the goal of full bilingualism in due course.
- ii) in year 2, building on the foundations laid in Welsh by nursery education, reception and year 1, consolidating and developing the mother tongue of Welsh learners and extending the children's grasp of English.
- iii) in Key Stage 2, consolidating and developing each child's Welsh and English capabilities in all their passive and active and aspects, in order to ensure that the children can speak, read and write fluently and confidently in both languages when they transfer to the secondary school.

Welsh is the language of communication at this school.

It is used:

- in the school's day-to-day administration
- as the occasional language (outside teaching sessions)
- as the language of morning services and gatherings.

Welsh is the main language medium of teaching - to present and record - across the curriculum.

English is introduced in year 2 of Key Stage 1 and its use consistently increased throughout Key Stage 2 to present and record so that all children can be expected to use it confidently in various curricular fields by year 6, i.e. they will be bilingual.

YSGOL NEFYN'S EQUAL OPPORTUNITIES POLICY

AIM

Ysgol Nefyn's aims and objectives are to present each pupil with a full education and to prepare and promote his/her development so as to become a balanced individual with an open mind.

- . We consider every individual to be equal and we show respect to each according to his/her ability, attainment and particular skill.
- . Discrimination on the basis of gender, race, culture, colour, class, language, physical disability or educational ability is totally unacceptable.
- . Our objective is that each pupil, member of staff, governor and parent does their best to promote equal opportunities for all at the school by contributing personally towards creating a happy, caring atmosphere so as to encourage self-respect and a respect towards others.
- . We attempt to create an atmosphere where due respect is shown towards the backgrounds and experiences of pupils and staff at the school.
- . We aim to avoid any practice of discrimination where there is no equal opportunity in the school's administration, in the educational curriculum or socially.

STATEMENT

We acknowledge that our children grow up in a broad society characterized by differences, not only in race but also in religion, dress, food and language that reflect these modern changes.

We aim, therefore, to reflect these differences and extend the education of all pupils so as to enable them to understand and appreciate the multi-cultural nature of various societies.

In accordance with the Sex Discrimination Act 1975, the Equal Pay Act 1970 and the Race Relations Act 1977, Gwynedd Council has prepared a statement (available at the school) concerning eradicating differences in employment.

The Governing Body, in partnership with Gwynedd Council, intends to ensure good practices that will promote equal opportunities for all staff.

While implementing this policy, it is essential to safeguard against discrimination that assumes that gender, marital status or any other factor renders an individual unsuited to employment.

POLICY ON IMPROVING ACCESS FOR DISABLED PUPILS

Gwynedd Council's Primary Schools' Accessibility Strategy is based on developing designated schools across the County. The initial stage of the strategy is to ensure that there is at least one designated primary school in each Secondary catchment area. This enables the LEA to offer a place to every disabled child in a mainstream school within reasonable distance of his/her home if this is the parents' wish. Over time, further phases to the strategy will be introduced with the objective of increasing the number of designated schools but the strategy also notes that it is unlikely that a point can be reached where every school can ensure access for every disabled child.

This school is not a designated school under the first phase of the LEA's strategy. However we have a responsibility to plan to reduce obstacles to access for disabled children so that those children whose parents have expressed a wish that they be admitted to the school, can have the best opportunity to do so.

Following an audit of the situation, the school has identified the matters noted in the appended improved access scheme as matters to which reasonable focus can be given, and we aim to complete the tasks identified within the agreed timetable. The audit focused on the three fields noted in the Assembly guidelines namely:

Increase the extent to which disabled pupils can participate in the school curriculum.

Improve the school's physical environment.

Improve the manner in which the written information provided to pupils without disabilities is presented to disabled pupils.

The audit was conducted using the framework contained in the Assembly guidelines, 'Planning to Increase Access to Schools for Disabled Pupils'.

If the LEA was to allow access to a disabled child to the school, then the school, in co-operation with the LEA, will assess the child's needs and amend the action plan in accordance with assessment results.

Scheme for Improving Access at Ysgol Nefyn

This scheme was prepared after:

- conducting an inspection of the school premises as regards access;
- considering general methods to improve access bearing in mind that the school is not currently a designated school under the County's Accessibility Strategy;
- considering the needs of any disabled children who attend the school.

The school will monitor the scheme's implementation and will keep the school's access requirements under review.

	Targets	Strategies	Outcome	Timetable	Achieved Aims
Short Term	Physical Priority for improvement taking the needs of the public as well as those of prospective pupils into account.	Review the amount of resources available from the delegated budget and discuss funding from the schools' capital programme with the LEA.	A door ramp installed (access to nursery and reception year room and access to the cabin). A toilet for the disabled installed in the cabin. A special room allocated for a toilet for the disabled to be installed in the Infants' Department. Low-level light switches. (Increase the toilets/ ramps during the following years as and when required especially in the Junior Department).	Year 1, 2006/07	An improvement in physical access to the school.
	Curriculum Continue to train teachers and assistants on curriculum differentiation (this will continue from year to year). Continue to provide training for governors.	Teachers and assistants to receive specialist advice from Advisers and to take advantage of the training on offer. LEA	Teachers and assistants able to meet disabled children's requirements as regards curriculum access more fully. Updated information for the governors.		Improved access to the National Curriculum.

Medium Term	Vision Written material available in alternative formats.	Familiarize with the services available through the LEA to convert written information into alternative formats.	The school able to provide written information in alternative formats.	Year 2, 2007/08	An improvement to the method of presenting information for disabled pupils (when applicable).
	Hearing Ensure an effective school evacuation procedure.		Visible fire notice installed.		

Long Term	Vision Include appropriate colour plans when renovating, for the benefit of visually impaired children and install curtains/blinds where required. Secure permanent and regular routes/mobility within classrooms.	Seek the advice of the LEA's sensory support service and the RNIB (see the Exploring Access File).	Visually impaired children having improved access to several classes. Rooms appropriately lit. Suitable strips installed to indicate a slope/step/glass, etc.	Year 3, 2008/09	Improved physical access at the school.
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Important

Necessary immediate courses. Immediate expenditure when required – disabled pupils receiving their education at Ysgol Nefyn.

YSGOL NEFYN'S HEALTH AND SAFETY POLICY

The school's Health and Safety Co-ordinator is the Headteacher and the following list outlines the tasks carried out on behalf of the staff, children and property at the school.

1. Collate information and data from the Council and other sources about current health and safety procedures and practices and present this to the school's Health and Safety Sub-committee. Review the situation.
2. Conduct regular inspections in accordance with the school's policy. Prepare reports and recommendations for the Headteacher and the Health and Safety Sub-committee.
3. Be responsible for any designated health and safety budget, including preparing estimates for approval. Prepare orders, scrutinize and approve invoices and delivery notes, keep details, ensure control of the budget.
4. Establish a procedure whereby staff can report health and safety risks and inform the relevant departments, internal maintenance staff or the Council's Property Department, as necessary, to ensure the matter is dealt with.
5. Ensure an appropriate accident procedure and the recording of sufficient details in each department and independent parts of the school, receive and record forms reporting accidents from them, investigate incidents, inform the Council's Health and Safety Officer, recommending any action necessary to ensure that any dangers likely to cause further accidents are eradicated.
6. Ensure that all First Aid boxes are suitably located and equipped.
7. Ensure that there are sufficient staff trained in First Aid to meet the rules and guidelines approved by the Headteacher and governors.
8. Ensure that those trained in First Aid receive updates in training at appropriate times, to receive new certificates.
9. Ensure that fire-fighting equipment is in place and has been appropriately equipped; conduct regular fire drills, at least once a term.
10. Advise and support teachers and staff about all aspects of health and safety, distributing information to all relevant staff.
11. Encourage and arrange training and development of staff on all aspects of health and safety.
12. Supervise and report, if necessary, on putting into action the decisions of the Health and Safety Sub-committee.
13. Conduct a Health and Safety audit of all the school's property and present a report to the school's Health and Safety Sub-committee.
14. Ensure that the school's Health and Safety Sub-committee is familiar with the duties of care of current statutory responsibilities and new responsibilities.
15. Ensure that the school's safety procedure, supervising arrangements, occasional inspections or tests of safety systems do work and are effective.
16. Distribute and update relevant Health and Safety material, including mandatory and instructional signs and documents.
17. Attend Health and Safety seminars, meetings and workshops on behalf of the school.

For the attention of parents

Important!

Please read the following information carefully.

Thank you.

Policy of Safety on the School Yard and Outside Ysgol Nefyn

We take decisive steps so as to endeavour to ensure that we do everything possible to keep the children and everyone else safe on the yard and on the main road outside the school.

1. Drivers should not exceed 5 m.p.h. outside the school.
2. The taxi to Mynydd Nefyn should arrive at the school by 3.10 p.m. and park by the pavement with the access doors facing the pavement.
3. Every parent/guardian wishing to fetch their children from school should approach the small gate or come onto the school yard to fetch their children and ensure that the children walk with them to the cars. Parents of nursery children will remain outside the cabin fence.
4. Those children leaving the school without their parents should cross the road with Auntie Wilma and not on their own.
5. Those who park on the main road should park away from the crossing AND AWAY FROM THE ZIGZAG MARKINGS AS WELL AS AVOIDING PARKING OPPOSITE THE ZIGZAG MARKINGS, and should fetch their children through the small gate.
6. The school's large gate will be closed and locked from 8.30 a.m. until 3.15 p.m. Visitors should park outside during this time and walk through the small gate and across the yard to fetch their children or to visit the teachers, returning the same way.
(The main entrance door will be shut/locked; the buzzer should be sounded to gain entry.)

We hope that our safety regulations will protect our children and their parents/guardians.

Thank you for your co-operation.

Severe Weather

If the meteorological office warns that there is heavy snow on the way, we will notify you as soon as possible.

We will announce the message on Radio Cymru/Wales and Champion if Ysgol Nefyn is forced to close.

Parent/Teacher Association

Correspondence – Regular information is provided on the activities held during the term through sending letters. All correspondence will be bilingual.

YSGOL NEFYN'S COMPLAINTS POLICY

This policy was adopted by the Governing Body at its meeting

Should any parent or guardian have a complaint against the school, be it a complaint against one of the teachers, how school activities are held or any other relevant matter, the following guidelines must be followed when making a complaint:

- 1 The parent/guardian can contact the Headteacher directly to discuss the matter.

or

- 2 Send a written complaint to the Governing Body. The Chair of the Governors shall have the right to convene an emergency meeting of the Body if he/she deems the complaint a matter for immediate discussion. Following discussion by the Body the complainant shall receive a written decision within seven days of the Body's meeting.

TRANSFERRAL TO THE SECONDARY SCHOOL

The pupils move to Ysgol Botwnnog or Ysgol Glan y Môr, Pwllheli at the end of the sixth year. During their last term they are visited by the two Headteachers and get to visit the Secondary Schools so as to familiarize themselves with lessons. An informal discussion is held to prepare them for a new step in their education. An invitation is extended to parents and children to attend open evenings at the Secondary Schools to introduce them to their class teacher and be shown around the school. A written report including test results will be sent to the Secondary School before they transfer so as to prepare for their arrival.

TEACHERS' PPA TIME

From September 2005, every teacher in Wales and England receives PPA time – time to plan, prepare, assess and mark – equivalent to 10% of their scheduled teaching time at the school. This means, for example, that each full-time teacher will receive one non-contact session (morning or afternoon) every week (or it can be arranged differently, e.g. one day in every fortnight, etc.).

Each part-time teacher will also receive 10% PPA. The 10% PPA will be located in the school. The children will be taught by the Senior Assistant during PPA time.

CONCLUSION

The information in the document is correct at the time of writing but it should not be taken for granted that changes will not affect the relevant arrangements before the start of, or during, the school year or in relation to any consequent year.

SCHOOL HOLIDAYS 2010 - 2011

TERM:

Autumn 2010	1 September 2010 - 20 December 2010
Spring 2011	4 January 2011 - 15 April 2011
Summer 2011	3 May 2011 - 20 July 2011

Pupils will return to school on Thursday, 2nd September 2010.

HOLIDAYS:

25 - 29 October 2010	(Half Term)
21 December 2010 - 3 January 2011	(Christmas Holidays)
21 - 25 February 2011	(Half Term)
18 - 29 April 2011	(Easter Holidays)
2 May 2011	(May Day)
30 May - 3 June 2011	(Half Term)
21 July - 31 August 2011	(Summer Holidays)

Schools will re-open on Thursday, 1st September 2011 for teachers, and on Friday, 2nd September for pupils.

Number of days on which schools will be open every month :

SEPTEMBER 2010	22
OCTOBER 2010	16
NOVEMBER 2010	22
DECEMBER 2010	14
JANUARY 2011	20
FEBRUARY 2011	15
MARCH 2011	23
APRIL 2011	11
MAY 2011	19
JUNE 2011	19
JULY 2011	14

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1st September 2010 – School Management Day
6 Inset Days

Schools will be open for pupils for 188 days

Schools which are closed due to elections being held will open for the equivalent number of days at the end of the Summer Term.