

**Cyngor Sir y Fflint**

**FLINTSHIRE COUNTY COUNCIL**

**YSGOL BRO CARMEL**

**Prospectus**



**“Ysgol Bro Carmel is a happy, caring and inclusive community with a clear focus on promoting outstanding standards of pupil wellbeing. A very strong feature of the provision is the way in which pupils' voice is fully involved in making decisions about what happens in school. As a result, nearly all pupils' attitudes to learning are outstanding and they show pride in their school. They challenge themselves to become ambitious and capable learners and most make good progress as they move through the school.”**

**Estyn Oct 2019**

**Mr M Martell**  
**Headteacher**  
*Pennaeth*

**Claire Homard**  
**Director of Education**  
*Cyfarwyddwr Addysg*

INTRODUCTION .....	
SESSION TIMES AND TERM DATES .....	7
CHARGING AND REMISSIONS POLICY .....	7
CURRICULUM STATEMENT.....	8
Bilingualism .....	11
Religious Education .....	11
Information and Communications Technology (ICT).....	11
Physical Education and Swimming .....	12
Sex Education .....	12
Homework .....	12
Extra-curricular activities .....	12
OUT OF SCHOOL VISITS .....	13
SPECIAL EDUCATIONAL NEEDS POLICY (SUMMARY) .....	13
COMPLAINTS ABOUT THE CURRICULUM .....	14
EQUAL OPPORTUNITIES POLICY .....	14
PUPILS WITH DISABILITIES .....	14
SCHOOL SECURITY .....	14
ADMISSIONS .....	15
“Discover and Do ” .....	15
“Playgroup Plus” .....	15
ATTENDANCE DATA.....	15

SCHOOL UNIFORM.....	16
Jewellery .....	17
SCHOOL MEALS .....	17
MEDICALS .....	17
Administering Medicines to Children in School .....	18
COMMUNITY LINKS .....	19
TRANSFER TO SECONDARY SCHOOL .....	20
HOME – SCHOOL AGREEMENT .....	20

## **Welcome Croeso**

Dear parent/carer,

I am pleased to issue our school prospectus.

The purpose of this booklet is to give parents and carers a better understanding of what the headteacher, staff and governors are endeavouring to do for your child.

I trust that you will find it useful as a general guide to the organisation and curriculum of Ysgol Bro Carmel and to the school's work, activities and way of life.

Our aim is to provide a stimulating, happy and secure environment in which children are encouraged to develop as individuals whilst being sensitive to the needs of others. We hope that you will join with us in working to achieve these aims.

We live in a complex and ever-changing world. It is more important than ever before for parents, teachers and governors to work as a team in mutual understanding.

I hope that this booklet will support this partnership and enable your child to benefit from all that Ysgol Bro Carmel has to offer.

Yours sincerely,

Mr M Martell  
Headteacher

## School Details:

Ysgol Bro Carmel  
Carmel  
Holywell  
Flintshire  
CH8 8NU

Phone 01352 712234  
Fax 01352 715780  
E-mail [ycmail@hwbcymru.net](mailto:ycmail@hwbcymru.net)

Headteacher: Mr M Martell

Chair of the Governing Body: Mrs K Hardcastle

School Improvement Adviser: Mr P Davies, GWe office, Mold.

Ysgol Bro Carmel is a County Community School catering for children aged between 3 and 11 years of age. The school, built in 1952, is set in a spacious and elevated position in the village of Carmel (1 mile from the town of Holywell) overlooking the Dee Estuary and Wirral peninsula.

The well-maintained building comprises of an infant wing and a junior wing. Additionally, there is a large, well-equipped hall in which assemblies, P E, music and drama lessons are held, and a separate dining room and kitchen. There is one school library. There is a large sports field and two hard-surface play areas.

The school's attractive grounds provide a valuable learning resource; we have established a conservation/wildlife area, Pirate Garden and Adventure trail.

Classes are mixed-age. We have a maximum capacity of 30 in the infant classes. The school organisation is reviewed annually and may be modified to accommodate changes in pupil numbers. The admission number for the school is 25.



“Discover & Do” is a club which provides before and after school care. In addition, they run a holiday club for 11 weeks of the year for the whole community, for pupils aged 3-14 years. Staffed by qualified adults, the scheme provides a secure and friendly environment at a very reasonable cost.

In the following pages we hope to set out the main points about our school. Please note that we can give only brief details in the space available; should you require clarification or further information please do not hesitate to ask.

**Discovering, Learning and Growing Together**



## Mission Statement and Ethos

Our commitment is to:

### Statement of Values

- We recognise the value and potential of every member of the school and its wider community.
- We support and encourage all areas of development in an atmosphere of warmth, care, trust, security and respect. This allows every individual to become confident, happy, tolerant citizens, whose academic, spiritual, moral, cultural and physical developments are celebrated.
- Our school environment promotes quality. High quality teaching stimulates effective and appropriate learning that enables pupils to be successful learners.
- The environment and the curriculum reflect our common purpose of providing a high quality, broad and rich education for all.

This will be achieved through:

- A partnership between staff, parents and governors, providing for the highest quality education for our pupils
- Setting high standards of achievement and behaviour
- Managing the provision of spacious accommodation and resources
- Continuing professional development of all staff
- Deployment of resources to achieve maximum benefit for all pupils.



## Session Times and Term Dates

<b>Session times:</b>	
Morning session	Nursery 8.45 – 11.15
	Rec – Y2 8:45 – 12:00
	Y3 – Y6 8:45 – 12:00
Afternoon session	Rec – Y2 12.50 – 3:00
	Y3 – 6 12.50 – 3:10
“Discover & Do”	From 7:45 a.m. and until 5.30 p.m.

## Summary of Charging and Remissions Policy

Where possible educational activities in the school are provided free of charge; under the Education reform Act (1988) the Governing Body must have a policy with regard to additional costs.


Under the Act, schools cannot charge for activities such as visits wholly within school hours. These costs have to be met from the school's budget or private fund. We are, however, permitted to ask for voluntary contributions from parents to enable these visits to continue. Obviously, without voluntary contributions these visits could not take place. The governors have adopted the following policy:

**Governors will authorise the Headteacher to request voluntary contributions from parents. For activities taking place wholly or mainly in school time children will not be excluded if no contribution can be made.**

**The governors reserve the right to make a charge in the following circumstances for activities organised by the school:**


- 1. The board and lodging element of those residential activities deemed to take place within school hours e.g. PGL etc.**
- 2. The full cost to each pupil of activities deemed to be optional extras taking place outside the times of school sessions.**
- 3. The cost to the pupil of providing individual instrumental tuition (above that provided by the LEA).**
- 4. The nominal cost of materials and ingredients used in certain cookery and design activities. These charges may be in cash or kind.**
- 5. The cost of making good or replacing equipment, furniture or fittings damaged as the result of a pupil's misbehaviour or negligence.**

# Curriculum



## Ysgol Bro Carmel Curriculum Rationale

*Celebrating the Welsh language, culture and heritage is an important feature of our curriculum.*



### Our Vision

Working in partnership with our school community, we aim to motivate and inspire our pupils to be the best that they can be. We aim to do this by creating a safe, welcoming and nurturing environment for all. At Ysgol Bro Carmel, learning is fun, positive, challenging, engaging and inclusive.

### Developing, Learning and Growing Together

#### Our Values

- Be respectful and kind
- Be confident
- Be curious and inquisitive
- Be happy
- Be ambitious
- Be healthy
- Be creative
- Be enthusiastic and motivated

#### Pupil Voice

Staff listen to the ideas views and needs of the children to design exciting, challenging, progressive learning experiences throughout their school lives. Children are provided with opportunities to influence whole school development in groups for example Fundraising Forum, Digital Leaders

#### Wellbeing


Wellbeing is at the heart of YBC and its community. Through our nurturing environment we strive to support and develop resilience, emotional awareness and a healthy, positive outlook.

#### Learning Environment

YBC utilise the learning environment to enhance independence, risk taking and collaboration. We offer a range of opportunities to explore learning in a variety of situations locally, regionally and nationally e.g. Carmel Woods, Talacre Beach, Cardiff

#### Language of choice

We encourage children to take ownership of their decisions and to be responsible, considerate and respectful individuals through the language of choice.



## Ysgol Bro Carmel- Steps to Success Designing our Curriculum



**Step 1: Principles and Purpose – Determining the intent of our curriculum**  
We established the curriculum principles that reflect Ysgol Bro Carmel's values, context, pedagogical approaches and needs. We discussed and defined our curriculum principles, vision and intentions with all stakeholders.

**Step 2: Entitlement and Enhancement – Developing our learning provision**  
After clarifying our principles and purpose, we set out our learning provision. We considered our non negotiables and how we broaden our curriculum with rich, authentic learning experiences and other curriculum enhancements. In addition to this, we considered what learners will experience as they move through school.

**Step 3: Breadth and Balance – Determining the content of our curriculum**  
We use the descriptions of learning to collate a broad range of experiences, knowledge and skills. They are explored through a range of contexts, topics and activities. We embrace the opportunity to provide cross curricular learning where appropriate. A range and depth of skills are taught which allow child-led learning to be facilitated. Opportunities are provided for pupils to reflect on their learning in a variety of ways, provoking deep thinking, discussion and inquiry. Learning is embedded by allowing pupils to apply their skills to a range of different contexts.

**Step 4: Planning the delivery of our curriculum**  
The rationale, design and planning of our curriculum is underpinned by effective teaching and learning experiences. Our vision recognises the integral role of the learning environment in supporting effective learning.

**Step 5: Progression and Assessment – Planning for Progression**  
Pupil's progression along a continuum of learning is central to the Curriculum for Wales. We will utilise various assessment strategies which will enable each individual learner to make progress at an appropriate pace, ensuring they are supported and challenged accordingly.


**Step 6: Review and Evaluate – Decide what works well and what areas need development**  
After establishing our curriculum, we will regularly review its impact on teaching and learning and make any adaptations if necessary. We will continue to develop professionally as staff to develop our knowledge and understanding of the new curriculum.

### Step 1: Principles and Purpose

## Ysgol Bro Carmel- Our Vision and Values

Working in partnership with our school community, we aim to motivate and inspire our pupils to be the best that they can be. We aim to do this by creating a safe, welcoming and nurturing environment for all. At Ysgol Bro Carmel, learning is fun, positive, challenging, engaging and inclusive.

Our Values	Our Behaviours
Be enthusiastic and motivated	We place learners at the heart of their learning by creating real world, authentic experiences designed to inspire, engage and challenge.
Be respectful and kind	In our nurturing environment we treat everyone with respect, kindness and understanding.
Be confident	We develop confidence by celebrating effort and recognising that mistakes are key to the learning journey.
Be curious and inquisitive	We inspire children to engage in their own learning, ask questions and develop skills within a challenging yet supportive learning environment.
Be happy	We promote wellbeing by ensuring our children are supported, listened to and feel safe everyday.
Be ambitious	We provide a positive environment in which children can challenge themselves to be the best that they can be.
Be healthy	Our children are equipped with a toolkit to help them recognise, understand and make positive choices for their physical and mental health.
Be creative	Our children are encouraged and empowered to be brave, adventurous and imaginative in their learning.



Ysgol Bro Carmel is located in the heart of the beautiful village of Carmel, Holywell. We can walk across the road to the woods and lovely sandy beaches are only a short drive away. We want to help our pupils realise that there is a world of opportunities available to them, locally and in the exciting world beyond.

Our educational philosophy has inclusion and wellbeing at the centre.



## Step 2 - Entitlement and Enhancement

### What do we mean by 'Curriculum'?

#### What do we mean by curriculum?

The knowledge, skills and experiences that are taught in a range of ways to enable all children to reach their full potential in a developing world.

#### What should we teach?

We will teach children a breadth of skills and knowledge that is relevant to our local context, with the four purposes at its centre.

#### Why do we teach it?

We want to give our children opportunities to learn important skills that will help them to:

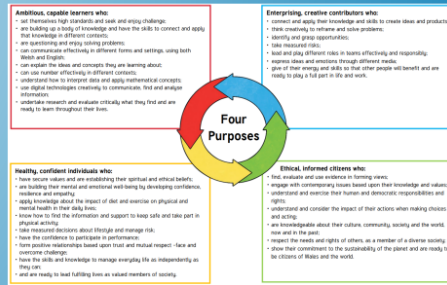
- appreciate and respect the world around them
- ask questions, look at evidence, take risks, make decisions and solve problems
- explore, communicate, create plans and find solutions
- build resilience and manage their well-being
- cooperate and collaborate with others and
- learn how to challenge themselves, set goals and be responsible, reflective learners.

#### How do we teach it?

Our curriculum will be taught through a range of cross-curricular, rich, authentic learning experiences. It will be accessible and progressive so children will move forward in their learning. It will encompass the key skills and encourage growth mindset throughout.



YBC Four Purpose Squad



The Four Purposes of our curriculum are to develop:

- ambitious, capable learners
- enterprising, creative contributors
- healthy, confident individuals
- ethical, informed citizens

Our Curriculum contains the 6 Areas of Learning and Experience. It encompasses the Statements of What Matters and reflects the Principles of Progression. It includes the required curriculum elements and cross-curricular skills

## Step 2: Entitlement and Enhancement

### Ysgol Bro Carmel's 'Non Negotiables'

At Ysgol Bro Carmel our priorities are:

- **Our Whole School** - We create a positive, nurturing and stimulating learning environment that inspires our learners to be the best they can be. Children take responsibility and make reasoned choices for themselves, and the world around them. Our school is a kind and respectful place.
- **Teaching and Learning** – High quality teaching is at the centre of our practice. Great importance is placed on teaching the foundations of literacy and numeracy. Opportunities are provided to apply these skills in a variety of contexts.
- **Health & Well-being** – Pupil well-being is at the heart of what we do. Learners must feel safe and happy in order to achieve their best. Our children are equipped with a developing toolkit. This enables them to manage their own well-being, physical and mental health with increasing maturity.
- **Inclusion** – We see our children as individuals and nurture their strengths and areas for development. Our pupils are taught to accept, celebrate and respect diversity in the world around them.
- **Pupil Voice** – Pupils contribute to whole-school development by taking on roles of responsibility which develop their leadership skills. Children are listened to and understand that their ideas are valued in shaping their curriculum and our school. By working with their learning partner, pupils are able to support and challenge one another in a positive, beneficial context.
- **Authentic Learning** – Our curriculum enables real-life, authentic learning experiences developing life-long skills relevant to our local context. This includes visitors and excursions to bring learning to life. Participation and collaboration is encouraged locally and globally through sports events and extra-curricular activities.

## Step 3: Breadth and Balance

### Statements of What Matters

Areas of Learning and Experience (AoLEs)					
Expressive Arts	Health and Well-Being	Humanities	Language, Literacy and Communication	Mathematics and Numeracy	Science and Technology
<b>WMS1</b> - Exploration through and of the Expressive Arts deepens our artistic knowledge and contributes to our understanding of identities, cultures and societies. <b>WMS2</b> - Responding and reflecting both as artists and audiences, is a fundamental part of learning about and through the Expressive Arts. <b>WMS3</b> - Creative work combines knowledge and skills using the senses, inspiration and imagination.	<b>WMS1</b> - Developing physical health and well-being has lifelong benefits. <b>WMS2</b> - How we process and respond to our experiences affects our mental health and emotional well-being. <b>WMS3</b> - Our decision-making impacts on the quality of our lives and the lives of others.	<b>WMS1</b> - Events, exploration and investigation inspire curiosity about the world, its past, present and future. <b>WMS2</b> - Events and human experiences are complex, and are perceived, interpreted and represented in different ways. <b>WMS3</b> - Our natural world is diverse and dynamic, influenced by processes and human actions.	<b>WMS1</b> - Languages connect us. <b>WMS2</b> - Understanding language is key to understanding the world around us. <b>WMS3</b> - Expressing ourselves through language is key to communication.	<b>WMS1</b> - The number system is used to represent and compare relationships between numbers and quantities. <b>WMS2</b> - Algebra uses symbol systems to express the structure of mathematical relationships. <b>WMS3</b> - Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.	<b>WMS1</b> - Being curious and searching for answers is essential for understanding and predicting phenomena. <b>WMS2</b> - Design thinking and engineering offer technical and creative ways to meet society's needs and wants. <b>WMS3</b> - The world around us is full of living things, which depend on each other for survival.
<b>WMS4</b> - How we engage with social influences shapes who we are and affects our health and well-being. <b>WMS5</b> - Healthy relationships are fundamental to our well-being.	<b>WMS4</b> - Human societies are complex and diverse, and shaped by human actions and beliefs. <b>WMS5</b> - Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.	<b>WMS4</b> - Literature fires imagination and inspires creativity. <b>WMS5</b> - Statistics represent data, probability models chance, and both support informed interests and decisions.	<b>WMS4</b> - Literature fires imagination and inspires creativity. <b>WMS5</b> - Statistics represent data, probability models chance, and both support informed interests and decisions.	<b>WMS4</b> - Matter and the way it behaves defines our universe and shapes our lives. <b>WMS5</b> - Forces and energy provide a foundation for understanding our universe.	<b>WMS4</b> - Matter and the way it behaves defines our universe and shapes our lives. <b>WMS5</b> - Computation is the foundation for our digital world.

The four purposes will be taught through six Areas of Learning and Experience (AoLEs). These are Expressive Arts, Health and Well-Being, Humanities, Language, Literacy and Communication, Mathematics and Numeracy and Science and Technology. Each area contains Statements of What Matters (WSM) which shape learning for children of all ages. These statements support your child's progression as they develop their understanding and skills. Links between learning and real life are made explicit.

#### Step 4: Pedagogy

### Planning the delivery of our curriculum

At Ysgol Bro Carmel we provide our learners with effective teaching and learning experiences. We recognise the integral role of the learning environment and experiences in supporting effective progress.

#### Child-led learning

We encourage children to take ownership of their decisions and to be responsible, considerate and respectful individuals through the language of choice. Children's ideas are incorporated into the planning.

#### Real life learning

We enhance learning by facilitating visitors, excursions and extra curricular activities. Children develop real life skills by planning, delivering and organising different events e.g. school trips and Autumn Fair.

#### Collaboration

Through collaboration, teachers share, discuss and plan the curriculum. This ensures consistent, high quality teaching and learning provision in every class. The 12 Pedagogical Principles inform the nature and breadth of curriculum planning.

#### 12 Pedagogical Principles (teaching theories)



#### Step 5: Progression and Assessment

### Progression Steps

Progression in learning is a process of developing and improving in skills and knowledge over time. A successful curriculum, supported by effective teaching and learning enables learners to make meaningful progress.

Progression focuses on how learners should deepen and broaden their knowledge and skills. This is key to them embodying the four purposes and to progressing into different pathways beyond school.

Learning will be a different journey for all. Learning isn't always linked to age. It won't happen in the same way, or at the same time for everyone.

#### Our role in pupil's progression

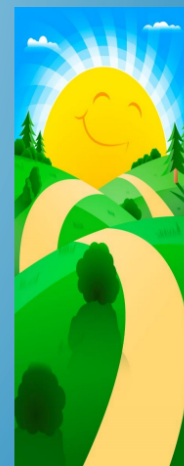
We support all pupils along the learning continuum, as they move between different groups, classes, years and settings. We ensure that the well-being of all learners is an important and integral part of our processes. We recognise the needs of individuals, whilst also supporting both continuity and progression in their learning. Using our own assessment strategies, we will understand where each individual pupil is on their learning journey.

#### Principles of progression

Deepening understanding of the AoLEs

Making connections and transferring learning into new contexts

Increasing effectiveness of learning



Increasing breadth and depth of knowledge

Growing confidence in application of skills

#### Step 5: Progression and Assessment

### Assessment

#### The purpose of assessment

We use a range of summative and formative assessments to ensure every child meets their potential to become the best that they can be.

Assessment is used to inform the next steps in a child's educational journey and assess whether they are on track, need challenging further or need additional support. We take a holistic approach and look at each individual's strengths and areas for development including their pastoral needs. Both formative and summative assessment inform learning and teaching.

Our formative assessments support individual learner progression on a daily basis. Verbal and written feedback enable the learner to identify their success and what their next steps are. Pupils are taught to use success criteria to effectively peer and self assess their learning.

Our summative assessments, i.e. tests, provide a snapshot of a learner's understanding, knowledge and skills. This information contributes to the teacher's overall understanding of the pupil's attainment.

#### Communicating and engaging with parents and carers

We strive to work effectively in partnership with parents and carers so that every child feels supported and achieves their potential.

We have developed and implemented processes which support effective two-way communication and engagement with parents and carers. When developing these processes, consideration has been given to using a wide variety of different means, e.g. check-in appointments, face-to-face meetings, texting service, ourschoolsapp, email and phonecalls.

Information on any support, interventions or additional needs required for the learner's development is shared with parents and carers.

## **Curriculum for Wales 3-19**

Our curriculum is evolving in line with the requirements of the Curriculum for Wales.

Skills in literacy, numeracy, Welsh, RSE and ICT are integrated and applied across the curriculum.

Our school offers far more than the bare minimum of the National Curriculum. In many aspects of our school life our curriculum serves to enrich the lives of our pupils in the arts, in sports and in cultural activities. Opportunities are provided which allow pupils to act both co-operatively and competitively.

Extensive use is made of the school's superb location. In addition many visits are undertaken each year so that the children may benefit from a variety of learning experiences that are simply not possible within the classroom.

Year 5 pupils are given the opportunity to visit PGL Boreatton Park for their residential and Year 6 visit Cardiff.

## **Bilingualism**

Welsh is taught as a second language and our aim is to develop the ability to communicate at various levels through the medium of Welsh and to foster an appreciation of Welsh language, history and culture. Our schemes of work are planned with due regard to the requirements of the "*Cwricwlwm Cymreig*".

## **Religious Education**

All pupils are expected to attend school assemblies and to participate in RE lessons and activities. Under the provisions of the Education Act parents may withdraw their children from these activities if they so wish. Parents considering this option are asked to inform the Headteacher in writing.

## **Information and Communications Technology (ICT)**

Ysgol Bro Carmel is well equipped, with Interactive Whiteboards in each classroom. In addition we have 60 laptops and 20 iPads which are networked wirelessly and can be used within all classrooms. There is an extensive range of software and hardware peripherals, including multimedia, which allow pupils to use ICT as a powerful tool to extend their learning across the curriculum. Every pupil has access to the Internet and electronic mail, though it is mainly the older pupils who make most use of this facility.



Although every precaution is taken to protect pupils from the undesirable aspects of the Internet, parents are asked to sign an authorisation form before Internet access is granted to their child.

## **Physical Education and Swimming**

At least two PE sessions per week are timetabled for each class. Pupils are expected to wear appropriate clothing for PE, Games, Swimming etc.

In line with the document “Young People and Sport in Wales” all 5 – 7 year olds will be taught the skills of competitive games and how to play them. All 7 – 11 year olds have the opportunity to play mini versions of recognised team and individual games. The games will include football, rugby, netball, rounders, cricket, short tennis, badminton and hockey.

Pumps will be required for indoor work. For outdoor activities trainers or football boots may be required. Kit should consist of a white T-shirt and blue shorts or joggers.

On PE days, pupils come into school in their PE kit.

**Please ensure that your child has PE kit on the right day. In the event of his/her being medically unfit for PE or Swimming would you send a brief explanatory note. Earrings, jewellery or watches are not permitted during PE sessions.**

## **Sex Education**

The school’s policy on sex education stresses that sex education is not just a topic for adolescence or for formal “crisis intervention”. Sex education is integrated into the curriculum under the umbrella of Personal and Social Education (PSE). Parents have the right to withdraw their child from sex education should they so wish.

## **Homework**

Pupils are encouraged to extend, practise and broaden their reading at home and at times reading diaries are sent home. Homework, when set, will be mainly related to Language and Mathematics or may require children to investigate aspects of a topic.

All these tasks are designed to reinforce and support children’s learning in the classroom. We seek parents’ support in ensuring that homework, when set, is done. It will help if a quiet room or quiet time can be set aside for homework.

## **Extra-curricular activities**

Activities involving children outside their classrooms are planned within an annual programme. These include:

- Harvest Festival
- Christmas services and concerts
- School sports
- Inter-school sports matches and tournaments
- St David's Day celebrations
- Children may also take part in one or more of the many "clubs" we operate, including Football clubs, Gardening, Tag Rugby

We are indebted to members of staff for giving so generously of their time to enable children to participate in these activities.

## Out of School Visits



Educational visits are arranged to support and extend the various topics studied throughout the year. All off-site activities are well organised and fully supervised. Parents are always given advance details of planned visits and asked to sign a consent form. Pupils and helpers are covered by insurance when involved in off-site activities.

## Additional Learning Needs (ALN) Policy Summary

At Ysgol Bro Carmel we have always aimed to ensure that the tasks we set our pupils match their abilities. Also within this policy document we acknowledge the following specific objectives:

- The Governing Body and teaching staff will set clear procedures for identifying and assessing pupils in order to determine which have a special educational need requiring special educational provision.
- The Governing Body and teaching staff will use their best endeavours to provide support for pupils with ALN.
- The Governing Body and teaching staff will regularly monitor/review identification procedures, resources and the individual progress of children with ALN.

## Duties of the Governing Body with regard to ALN

The Governing Body must:

- do their best to secure that the necessary provision is made for any pupil who has special educational needs
- secure that, where the "responsible person" - the Headteacher or the appropriate governor - has been informed by the LEA that a pupil has special educational needs, those needs are to be made known to all who are likely to teach him or her
- secure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs

- consult the LEA and the governing bodies of other schools, when it seems to them necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- report annually to parents on the school's policy for pupils with special educational needs
- ensure that the pupil joins in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources
- have regard to the Code of Practice when carrying out their duties toward all pupils with special educational needs.
- deal with complaints received in accordance with their policy on complaints.
- Governors will receive an annual report on AEN in school.
- The success of the ALN policy will be reported to the Governing Body.

## **Complaints**

The Education (Schools) Act requires me to inform parents that a copy of the school's complaints procedure is available from the school.

There may be times when you as parents and we as teachers have different views. The important thing to remember is that we encourage open communication between home and school. Please feel free to speak in confidence to the Headteacher about anything that is causing concern.

## **Equality and Diversity Policy Summary**

The school believes that all people are of equal value. With this in mind, the school will endeavour to provide equality of opportunity for pupils and staff, thus enabling them to fulfil their maximum potential. We celebrate Cultural Diversity through service and by celebrating special occasions and our Personal and Social Education programme.

## **Pupils with disabilities**

Arrangements may be made for pupils with disabilities to receive additional support, for example by the employment of an Ancillary Support Worker (ASW). Unfortunately, the school does not have full disability access as we have many sets of stairs.

## **School security**

This important area has led to the school putting in place a number of precautions and procedures. Among these are:

- Locking of all external doors during school hours
- Issuing a remote security alarm to staff on playground duty etc.
- Equipping visit leaders with a mobile telephone
- Regular fire drills
- Termly inspections of the premises with specific regard to Health and Safety matters
- Attendance of all staff on First Aid courses.

## Admissions



The school provides education for Nursery-aged pupils. It is open to registered 3-year-olds *who will have their fourth birthday before 1<sup>st</sup> September*. Normally, Nursery children are admitted only to the school closest to their home.

We have a morning Nursery session.

Four year-olds who will attain age 5 before 1<sup>st</sup> September will be admitted full-time into school. We have a Reception class.

The school operates a policy of open enrolment subject only to there being sufficient vacancies within the appropriate age-range.

As there are several flights of steps within school, parents of pupils who have mobility difficulties will wish to discuss the matter with the Headteacher.

The LEA is responsible for placing children with Statements of AEN to the school best able to meet their special needs.

*Parents who wish their children to be admitted to our school and who wish to visit in order to obtain further information are welcome to do so by arrangement with the Headteacher. All necessary admission and transfer forms are available from the school office.*

### **“Discover & Do”**

“Discover & Do” is well equipped and staffed by qualified carers and is available from 7:45 a.m. and closes at 5.30 p.m. on school days. Discover & Do also offer child care for children during school holidays between 8am – 5pm. For details, including the tariff, contact the school office.

### **“Playgroup Plus”**

This is a scheme that allows a limited number of Nursery pupils to remain on the school site over the midday period until the Pre-School Playgroup. This is run by Carmel Playgroup. There is a small charge for this facility.

## **Attendance data**

Attending school regularly and punctually is important. Late arrival can be upsetting for your child and will certainly disrupt his/her class. Missed schooling is difficult to make up. Please note that the law requires you to make sure that your child attends school unless there are compelling reasons why he or she cannot. Ill health or visits to the dentist are good examples of absences, which can be authorised by the school. Shopping trips or visits to the seaside cannot be authorised, even when parents send a note to the



school; it is the Headteacher who can authorise an absence, not you as parents.

Therefore it is essential that a letter or telephone message is sent to school, as soon as possible, in the event of:

- A child's absence from school,
- A child needing to leave school premises during the day in order to go, for example, to the dentist, optician, etc.

**Although children are allowed up to 2 weeks "leave of absence" during their parents' annual holiday, this is discouraged. However, should you need to request a holiday during term time please email [ychead@hwbcymru.net](mailto:ychead@hwbcymru.net). Parents/carers are required to meet with the Headteacher prior to any holiday exceeding 1 day. The Headteacher will then make the decision regarding whether or not the holiday is authorised,**

### **Behaviour Policy**

Our Behaviour policy emphasises self-discipline and self-esteem together with the virtues of honesty, mutual respect and courtesy. We encourage children to take responsibility for their behaviour by using "the language of choice" Misbehaviour can result in the loss of privileges, loss of playtime or referral to the Headteacher. Where there is serious concern about a child's conduct, parents are invited into to discuss the problem and appropriate action.

**We recognise the harm that can arise from bullying. There is a whole-school approach intended to ensure that bullying does not become a problem at Ysgol Bro Carmel.**

We have a "partnership agreement" which we expect every parent to support. It sets out what we will do and what we expect in return. A copy of the agreement can be found at the end of this prospectus.

### **School Uniform**

The wearing of school uniform is strongly encouraged at Ysgol Bro Carmel; it helps children to feel that they are part of a team and fosters a sense of identity and pride in themselves and in our school.

From a parent's point of view there are many reasons why your child should wear school uniform, not the least being the fact that, over the years, it is much less expensive to equip children with sensible, hard-wearing items of uniform than to attempt to keep up with changing fashions.

We recognise, however, that there is scope for a degree of individuality even in the wearing of uniform and therefore we suggest that pupils wear items selected from the following mix/match list:



Grey trousers, gold/yellow polo shirt, school sweatshirt with logo. Black shoes (not trainers).

Grey skirt or pinafore, gold/yellow polo shirt, school sweatshirt or cardigan with logo. Black shoes.

All items of uniform are available through school or directly from 1<sup>st</sup> Class Clothes, Prestatyn.

I would be grateful if all items of clothing could be clearly marked with your child's name.

### **Extreme Haircuts**

The school does not permit children to have 'extreme' haircuts that could serve as a distraction to other children.

### **Jewellery**

Rings, bracelets, necklaces and, especially, earrings are a source of danger during PE and at playtime. We therefore ask parents to support us by not sending children to school wearing jewellery of any kind.

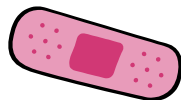
### **School Meals**

Meals are cooked in our own kitchen and are eaten in the dining room. There is usually a choice of meal. The LA offers free meals to children whose parents are receiving Income Support. Application is via the Flintshire County Council website. .

Facilities are available for children who wish to bring packed lunches to school (please do not send drinks in cans or glass bottles).

Support staff supervise the children during the lunch break.

### **Medicals**



Flintshire has a comprehensive School Health Service provided by North East Wales NHS Trust.

The aim of this service is to promote the health of your child in the widest sense and to identify any health problems that may develop.

The primary contact with the School Health Service is through the School Sister and/or the School Doctor, both of whom have specialised training in educational medicine, community paediatrics and child health. These specialists are able to liaise directly with all other areas of Flintshire's Health Services and other agencies should the need arise.

Your child will not be examined by the School Doctor without your permission, except in a medical emergency.

All Health interviews are strictly confidential and your consent will be sought before discussing any issue with the school teaching staff. Obviously it would be in your child's best interest for the teaching staff to be aware of any medical condition that may affect his/her progress in the classroom.

Parents' attendance at school health interviews is highly valued, especially at primary age. You will receive, in advance, a written invitation and a consent form to sign.

When your child is in Reception the School Nurse will check his/her vision, hearing and growth.

In Year 2, your child's vision, height and weight will again be checked.

Thereafter, the School Nurse visits regularly to check the children's general health, to promote healthy lifestyles and to liaise with the school staff regarding any health problems.

If you have any concerns with any of your older children, do feel free to approach the School Sister to discuss them.

The school nurse can be contacted through Flint Clinic.

There is a regular dental inspection of all pupils. Parents will be informed by letter of any visits by the School Medical or Dental Officers.

### **Administering Medicines to Children in School Summary**

Children who are unwell should not be in school. This is for their own welfare and to prevent infection. There may be occasions, when a child is recovering and is no longer infectious, that he or she may return to school whilst taking medication. In these circumstances:

1. We would ask you to administer the medicine yourself around the school day e.g. if the dosage is 3 times a day your child could have it before school, at the end of the day and before bed or you could come into school to administer the medicine yourself (or give permission to a friend/relative and inform the school)
2. A member of staff will only be able to **supervise** the taking of medication under the following circumstances:
  - If a child is on long term medication such as Ritolin(in these circumstances an identified member of staff would have to be given training by a qualified medical professional e.g. school nurse
  - if a child has a long term/terminal illness
  - if a child requires an EPIPEN for the emergency treatment of anaphylactic shock Community Links
  - if a care plan has been agreed and signed by the parent and school.
  - if your child has asthma a member of staff may **supervise** them administering it themselves and make a note of the time
3. If a child is on medication that requires administration four times a day, parents must complete and sign the appropriate paperwork, before the identified member of staff will administer it. Only 3 members of staff are able

to administer or supervise administration: Headteacher, Deputy Headteacher and Fully Qualified First Aider. If paperwork is not completed, the school will not administer medication.

In all instances, it is parent/carers responsibility to ensure medicine is in date and to inform the school of any changes to their child's health.

### **Safeguarding & Child Protection**

In school, there are very clear procedures for us to follow to ensure that we keep your child safe. We have a Child Protection Policy and Safeguarding policy, both of which are available on request.

Our duty of care means that on occasions we may need to involve other agencies such as social services if there is a concern about your child. This is to ensure your child's safety and wellbeing both inside and outside school. Leaflets are available in the Reception Area which explain the Child Protection procedures.

### **Looked After Children (LAC)**

Looked After children are children who are in the care of the authority, for example in foster care, being adopted or are in care. The Headteacher is the Looked After Children Officer. Her role is to promote the educational achievement. This role involves liaising with agencies such as Social Services to ensure that the duty of care is fulfilled. The monitoring of the provision and learning of is the responsibility of the LAC officer.

The Child protection policy and Safeguarding policy are available from the school office.

### **Community Links**

The many and varied activities which take place in the school provide parents, relatives and friends of the school with opportunities to join with the children and the school. On other occasions, members of the community who visit the school contribute to the children's learning. We greatly value opportunities to strengthen the links that have been forged with the community of which we are a part. We are also proud to support a number of local, national and international charities.

### **Fundraising**

We are indebted to the pupils, parents and community of the school for their tremendous generosity and enthusiasm in supporting our fundraising activities throughout the year. The funds raised provide valuable extra resources and equipment for the benefit of all pupils. We have different streams of fundraising:

#### **School-Led:**

These activities are organised by the teachers and children to raise money for

our “School Fund” for example Autumn Fair/Summer Fair/Sleepover

### **Discover & Do and Carmel Playgroup**

Both organisations are independent of the school but raise funds with our school population. The money they raise is kept by them for the children in their care.

## **Transfer to Secondary School**

The children transfer to a variety of High Schools, Holywell, Flint, Mold Alun and Richard Gwyn. The schools liaise closely to ensure that the progression to secondary education is as seamless as possible.

Parents may also choose to express a preference for the Welsh-medium High Schools at Mold or St Asaph.

## **Home – School Agreement**

At Ysgol Bro Carmel we value and rely on the support of parents. The Staff and Governors are very conscious of the importance of the partnership into which we enter when your child is admitted to our school.

What we promise is:

- To do our best to provide a safe, caring environment for your child
- To use the resources available to us to create a stimulating and challenging learning environment
- To use our expertise and experience to deliver a curriculum which meets and extends the requirements of the National Curriculum
- To enrich the children’s experience by the provision of musical, sporting and cultural activities whenever possible.

What we ask in return is that all pupils:

- Attend school regularly and punctually
- Are courteous, co-operative and well-behaved
- Share responsibility for their own progress by working diligently and without distracting others
- Show care for other pupils and their belongings

What we ask of parents is that they:

- Ensure that absence and lateness is kept to a minimum
- Send pupils in school uniform
- Support the school in maintaining standards of good behaviour
- Co-operate with arrangements for delivering and collecting pupils at the beginning and end of the school day.

The school has a detailed policy on behaviour and anti-bullying, which sets out what is required of pupils and lists a range of sanctions available us, for a simple reprimand to the last resort which is permanent exclusion from the school.

Parents are welcome to see the policy document and may request their own copy (for which the cost of photocopying may be charged).

The policy stresses the importance of the co-operation between staff, pupils and parents in ensuring that our school runs smoothly and efficiently and is able to provide your children with all the things they deserve from their time at Ysgol Bro Carmel.

I would be grateful if you would indicate your support for this partnership by filling in and returning the attached slip.

.....

I have read the above “contract” and agree to support the Home – School Partnership.

Signed .....

Parent of .....

**Planned Changes to Prospectus**

There are no planned changes to take place regarding details in the prospectus after 1<sup>st</sup> September 2024.