# Prospectus 2024

# Oaklands Primary School
# Ysgol Maes-y-Deri






Caroline Briley, Headteacher

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## LETTER FROM THE HEADTEACHER

Oaklands Primary School
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Aberdare
CF44 6AJ
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E-mail: admin@oaklandsprimary.rctcbc.cymru
Head teacher: Mrs Caroline Briley

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Pennaeth: Mrs Caroline Briley

Dear Parents/Carers,

Choosing the right school for your child is vitally important. Most parents want a good education for their children but they also want them to be happy and to feel safe and secure. Oaklands Primary School offers a diverse range of opportunities for its pupils, both as part of the curriculum and as extra-curricular activities. We aim to provide children with the necessary skills, attitude and knowledge to equip them as learners for the 21st century, able to understand and adapt to the rapidly changing world around them.

We pride ourselves on the broad, balanced and full education we provide and the high standards of teaching and learning are a credit to the hard work of both staff and pupils. Equally we are also proud of the atmosphere of friendliness and co-operation, which is always evident.

Oaklands is a Community School that places a strong emphasis on working with its many partners to develop exciting futures for the children in its care. We see education as a partnership between home and school and recognise that developing effective working relationships with parents and carers is essential in order to meet the schools' aims.

We welcome parental involvement and if you have a talent, skill or simply a desire to help out then please contact us.

Yours sincerely,

C Briley

Headteacher.

# USEFUL CONTACTS

| SCHOOL | ADDRESS | TEL/FAX/EMAIL |
|---|---|---|
| Oaklands Primary School<br>**Headteacher:**<br>Ms Caroline Briley | Maes- y- deri<br>Aberaman<br>ABERDARE<br>CF44 6TF | Tel: 01685 882577<br>Fax: 01685 886010<br>Email:<br>admin@oaklandsprimary.rctcbc.cymru |
| **Chair of Governors**<br>Mrs Meryl Plummer | 6 Hawthorn Rise<br>Cwmdare<br>ABERDARE<br>CF44 8sA | Tel: 01685 884539 |
| **Director of Education**<br>Mrs Gaynor Davies | Ty Trevithick<br>Abercynon,<br>Mountain Ash<br>CF45 4UQ | Tel: 01443 744000 |
| **School Support Officer**<br>Mrs J Jenkins | Ty Trevithick<br>Abercynon,<br>Mountain Ash<br>CF45 4UQ | Tel: 01443 744000 |



# SCHOOL'S AIMS AND OBJECTIVES

In a fast changing world, we believe children need to 'learn how to learn', to develop a positive attitude towards learning and to acquire the various skills needed to seek information independently. In this way, they are more likely to attain a degree of flexibility which should help them adapt intellectually and emotionally to our changing society, to meet new situations confidently, and to work and use leisure time effectively.

While children often enjoy competitive activities organised in school - as with the 'House' system, where success attracts team points -the negative aspects of comparison and competition between pupils is avoided. We are always delighted to give praise to pupils who endeavour to show their talents and successes.

❖ To create a happy, safe and secure school environment, where confidence and success can be achieved.

❖To provide an attractive, challenging and stimulating setting where learning can be enjoyed, giving the best possible education and ensuring equal opportunities for all.

❖To encourage pupils to develop their thinking, investigative and ICT skills, enabling them to form a considered opinion and become independent, life-long learners who are curious and eager to learn.

❖To encourage an enjoyment of language by developing skills in speaking, listening, reading and writing which can be applied creatively across the curriculum.

❖To provide opportunities for pupils to gain an understanding and knowledge of mathematics and apply these skills in a range of contexts and everyday situations.

❖To teach the children the importance of looking after the world in which they live, and the impact their actions have on it.

❖To actively promote a working partnership with all parents and members of the community to encourage wider involvement in all aspects of the school, fostering a sense of belonging and mutual advantage.

❖ To promote positive attitudes towards school and each other, by providing consistent, clear rules and guidelines and developing a sense of responsibility for each individual's actions.

❖To help the children understand and respect the many forms of religious beliefs in the world.

❖To promote and develop Welsh culture through bilingualism and Cwricwlwm Cymreig, as well as an understanding of other cultures around the world.

❖To encourage children to participate and appreciate creative arts (Drama, Dance, Art, Music and Poetry)

❖To provide opportunities for children to participate in various physical education activities and realise the benefits of healthy eating and regular exercise.

# TERM DATES FOR THE ACADEMIC YEAR 2021-22

| | Terms Begins | Half Term Starts | Half Term Ends | Term Ends |
|---|---|---|---|---|
| Autumn 2023 | **Monday, September 2 2024** | **Monday, October 28 2024** | **Friday, November 1 2024** | **Friday, December 20 2024** |
| Spring 2024 | **Monday, January 6 2025** | **Monday, February 24 2025** | **Friday, February 28, 2025** | **Friday, April 11 2025** |
| Summer 2024 | **Monday, April 28 2025** | **Monday, May 26 2025** | **Friday, May 30, 2025** | **Monday, July 21, 2025** |
| | TOTAL 195 days | | | |

**Schools will also be closed on Monday 2 September 2024 and Monday 21 July 2025 as these are designated INSET days for all schools. ; All schools will be closed on Monday 5th May 2025 for the May Day Bank Holiday.**

# THE SCHOOL DAY

For their safety and well-being, children must not be on the school premises before 8.50 a.m. at which time they may be supervised in classes during inclement weather. Children who have lunch at home must not return before 12.55 p.m.

| Foundation Phase/ Key Stage 1 | | Number of teaching hours | Key Stage 2 | | Number of teaching hours |
|---|---|---|---|---|---|
| 9.00 – 9.10 | **Registration** | | 9.00 – 9.05 | **Registration** | |
| 9.10 – 10.15 | **Session 1** | **1 hour 5 min** | 9.05 – 10.15 | **Session 1** | **1 hour 10 min** |
| 10.15 – 10.30 | **Assembly** | | 10.15 – 10.30 | **Assembly** | |
| 10.30 - 10.45 | **Break** | | 10.30 – 10.45 | **Break** | |
| 10.45 – 12.15 | **Session 2** | **1 hour 30 min** | 10.45 – 12.00 | **Session 2** | **1 hour 30 min** |
| 12.15 – 1.15 | **Lunch** | | 12.15 – 1.00 | **Lunch** | |
| 1.15 – 1.20 | **Registration** | | 1.00 – 1.05 | **Registration** | |
| 1.20 – 2.15 | **Session 3** | **55 minutes** | 105 – 2.10 | **Session 3** | **1 hour 5minutes** |
| 2.15 – 3.10 | **Session 4** | **55 minutes** | 2.10 – 3.10 | **Session 4** | **1 hour** |
| TOTAL TEACHING HOURS per day in Foundation Phase | | **4 hour 25 minutes** | TOTAL TEACHING HOURS per day in KS2 | | **4 hours 45 minutes** |
| TOTAL TEACHING HOURS per week in Foundation Phase | | **21 hours 40 minutes** | TOTAL TEACHING HOURS per week in KS2 | | **23 hours 45 min** |

# CHARGING AND REMISSIONS POLICY

During the year, children will have the opportunity to go on educational visits to support their schoolwork. The law demands that no charge can be made and all pupils must go. However, since no money is provided for these visits, parents are asked to make a contribution to cover the cost. We are very mindful of the difficulties of families living on low incomes, and no child would be barred because

parents were unable to afford the cost but, unless enough voluntary contributions are received, school visits will have to be cancelled.
The adult to child ratio will depend on the pupil ages and the risk assessment of the visit.
With our youngest pupils, each child will need an adult to supervise her/him on visits. Older children need fewer adults, and we are always grateful to parents who offer to help with supervision on school visits.



# ADMISSIONS AND TRANSFERS

The entry of children into schools is controlled and administered by an 'Admissions Authority' which in the case of Oaklands Primary is Rhondda Cynon Taf County Borough Council. Each parent is asked to complete a form to apply for a place at school. The form needs to be accompanied by a proof of address. It is important to register an interest with the Head teacher prior to your child starting school so that we can ensure that you get the appropriate forms at the correct time. Applications to school for admission need to be made at the following stages of your child's education:

- Prenursery
- Nursery
- Reception
- Primary/Secondary school transfer

If the number of preferences received for a school is above the school's Admission Number the following over subscription criteria will be applied, in the priority order listed, to determine the allocation of available places:

**Priority Category 1**
Children in public care (looked after children).

**Priority Category 2**
Children who live inside the school's catchment area who have an older sibling attending the school from the same address, at the date of application, who will continue to attend that school in September.

**Priority Category 3**
Children who live inside the school's catchment area who do not have an older sibling attending the school.

**Priority Category 4**
Children who live outside the school's catchment area who have an older sibling attending from the same address, at the date of application, who will continue to attend that school in September.

**Priority Category 5**
Children who live outside the school's catchment area who do not have an older sibling attending the school.

Further details about school admission and transfers can be found in the Starting School booklet on the link below
http://www.rctcbc.gov.uk/en/educationlearning/schoolscolleges/schoolplaces-admissions/schooladmissionsinformationandadvice.aspx

### Transfer to Secondary Schools.

At the end of year 6, pupils may apply to enter any secondary school. The majority of our pupils transfer to Aberdare Community School. This transition is eased by frequent visits from Community School staff and pupils attend a series of induction days. The children also attend sporting activities arranged by the secondary school with children from other schools in the cluster.

# MEMBERS OF STAFF

| | |
|---|---|
| **Headteacher** | Mrs C Briley |
| **Deputy Headteacher** | Mrs N Thomas |
| **Dosbarth Bedwen Bach ( Nursery)** | Mrs C Griffiths<br>Miss C Smith / Mrs A Jones/ Mr K Driscoll/ Miss E Weekes |
| **Dosbarth Bedwen (Reception)** | Mrs E Hughes<br>Miss E Morgan<br>Miss J Newman |
| **Dosbarth Onnen (Year 1)** | Mrs L Bird<br>Mrs C Davies |
| **Dosbarth Gwern (Year 2/3)** | Mrs V Moseley<br>Miss A Hutchison |
| **Dosbarth Llwyfen (Year 3/4)** | Mrs C Morgan/ Miss C Davies<br>Mr K Driscoll ( P/T) |
| **Dosbarth Helyg (Year4/5)** | Miss E Whitney |
| **Dosbarth Derw (Year 6)** | Mrs N Thomas |
| **Dosbarth Afal**<br>**Learning Support Class** | Mrs R Cook<br>Mrs L Collier<br>Miss J Comben<br>Mrs A Hutchison |
| **Intervention/PPA** | Miss C Phillips |
| **Office Manager** | Mrs S McFadden |
| **Site Manager** | Mr R Jones |
| **Cook** | Mr R Bromwell |
| **Assistant Cook** | Mrs S Smith |
| **Lunchtime Supervisors** | Mrs J Hollidge<br>Mrs A Morgan<br>Mrs M Pearson<br>Miss C Smith<br>Miss A Hutchison<br>Mrs L Toombs<br>Miss E Morgan |



## MEMBERS OF THE GOVERNING BODY

| | |
|---|---|
| **CHAIR:** | Mrs Meryl Plummer |
| **VICE CHAIR:** | Mr Derek Williams |
| **LA GOVERNORS:** | Cllr S Evans |
| **PARENT GOVERNORS:** | Mr M Camilleri |
| | Mrs K Prosser |
| | Mr A Prosser |
| | Mrs A Samudrala |
| | Mr J Williams |
| **COMMUNITY:** | Mrs Helen Wagner |
| | Mr Jeff Lacey |
| **CO OPTED:** | |
| **TEACHER GOVERNORS:** | Miss E Whitney |
| | Mrs E Hughes |
| **STAFF GOVERNORS:** | Ms Jenny Comben |
| **HEADTEACHER:** | Mrs Caroline Briley |

The governors at Oaklands Primary are individuals who accept responsibility for the actions of the school. They are parents, staff or representatives of the local community who care about

teaching, learning and children. Governors act as a link between parents, the local community and the school. They play the role of a critical friend, who support the school, but monitor how the school works and the standards that it achieves.

The governors at Oaklands are hardworking and committed to the future of the school. They take an active part in school life and are happy to be approached by parents with ideas, suggestions and concerns.

## COMPLAINTS PROCEDURES

We hope that you will be happy with the education that your child receives in Oaklands Primary School. However, if you are dissatisfied in any way, you should first discuss the matter with the class teacher or the head teacher. If you are still not satisfied, the head teacher or chair of governors will give you details of the School complaints procedures. It is inappropriate to discuss complaints with individual governors as they are the final arbiters on complaints.

## CURRICULUM STATEMENT

### Foundation Phase



The nursery phase begins those vital 'early years' where the structured play/learning environment provides the pre-reading and pre-numeracy skills, which are essential for future learning. A happy or unhappy start to school can impact upon a child's development for many years. The Early Years curriculum is based around the “Non Maintained Early Years Framework”

We begin to teach reading as soon as the teacher judges a child to be ready - usually between 4 and 5 years of age - but each child will begin reading at a different time and progress at his/her own pace. The timetable is flexible and based mainly on group work after teacher explanations. The work is covered through themes, topics and individual subjects.

<u>Parents should not compare one child against another.</u>

## CURRICULUM FOR WALES

Curriculum for Wales is being introduced throughout Wales and will become statutory from September 2022. Presently teachers are embedding the new changes into their termly plans.

Key elements include:

The Four core purposes

The four purposes of the curriculum are the shared vision and aspiration for every child and young person. They guide and direct everything we do at Oaklands Primary School. In

supporting the development of the four purposes, we set high expectations for all – to raise standards, tackle the attainment gap, and ensures our curriculum supports lifelong learning. The four purposes are at the heart of our new curriculum. They are the starting point for all decisions on the content and experiences developed as part of the curriculum to support our children and young people to become:

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

The new curriculum will include:

- 6 Areas of Learning and Experience from 3 to 16
- 3 Cross curriculum responsibilities: literacy, numeracy and digital competence
- Progression reference points at ages 5, 8, 11, 14 and 16
- Achievement outcomes which describe expected achievements at each progression reference point.

The curriculum will be organised into 6 Areas of Learning and Experience:

- Expressive arts
- Health and well-being
- Humanities (including RE which should remain compulsory to age 16)
- Languages, literacy and communication (including Welsh, which should remain compulsory to age 16, and modern foreign languages)
- Mathematics and numeracy
- Science and technology (including computer science).

In addition, Religious Education is provided in accordance with the requirements of the LA's Agreed Syllabus.



## CLASS ORGANISATION

With an increasingly 'mobile' population, pupil numbers and age ranges can fluctuate from year to year and even within terms. We presently have 8 classes from 3 to 11 years of age, this includes a Learning Resource base for autistic pupils which in centrally funded by the Local Authority. In common with other schools, this means having mixed ability groups and often placing more than one age group in each class. Class teachers use their professional judgement to ascertain the most effective methods of teaching, depending on the needs of the pupils, the subject matter and resources.

Consequently, pupils may work as a class, a group or individually. They may be grouped in various ways - ability, interest, friends - depending on the subject and the circumstances. Pupils may join other classes for some work and be taught some subjects by other teachers. We aim to organise work so that pupils in a class should either be held back or presented with unrealistic expectations.

## HOMEWORK

At Oaklands, we feel that properly designed homework can play a valuable part in a child's education, and follows the objectives set out by the Department for Education: -

1. To encourage pupils to develop the practice of independent study.
2. To develop perseverance and self-discipline.
3. To allow practice, where it is needed, of skills learned in the classroom.
4. To permit more ground to be covered and more rapid progress to be made.
5. To enable class work to concentrate on those activities requiring the teacher's presence.
6. To open up areas of study and to make possible the use of materials and sources of information not accessible in the classroom.
7. To involve parents - and other adults - in pupils' work.
8. To prepare older pupils for secondary education.



Homework will vary according to the age of the pupils, the professional judgement of the teacher, and the curriculum areas being studied at any particular time. Some homework will be regular, such as the spelling list each Monday for a test on Friday, or the home reading book. Other homework may vary from term to term and week to week. Please contact the school if you ever have concerns over homework.

## ADDITIONAL LEARNING NEEDS

All children and young people learn in different ways and at different rates. In every class in every school there will be some pupils who progress at a slower rate than other children and have been identified as having an additional learning need.
Children with additional learning needs may require additional support in one or more areas, including:

- **schoolwork – reading, writing, numeracy or understanding information**
- **expressing themselves or understanding what others are saying**
- **making friends or relating to adults**
- **behaving appropriately in school**
- **medical, physical or sensory needs, which may affect their progress at school.**

These needs may be long or short term.

**Mrs Hughes is the ALNCo for Oaklands Primary School**. Her role is to ensure that the needs of pupils identified as having additional learning needs are met through effective systems and processes being implemented by all teachers. If you have any questions or concerns regarding the progress of your child, the first point of contact is their class teacher. Class teachers track learner progress regularly and are able to discuss the range of support already in place or create new support plans with you. Class teachers work closely with our Additional Learning Needs Co-ordinator

who is responsible for co-ordinating the provision for learners with additional needs. The ALNCo is able to provide advice and support to both class teachers and parents on a range of support strategies and external partners to help learners.

At Oaklands Primary School we aim to provide both a broad and balanced curriculum whilst meeting the needs of all our learners. All classes provide differentiated work to cater for the needs and abilities of all children, most able and talented children being encouraged to extend their skills and knowledge and the less able children being given work to enable them to fulfil their potential. However, a learner may experience more complex barriers to learning that means their specific need is additional to and substantially different from their peers. In this instance we will work closely with you to develop an appropriate support pathway, possibly in conjunction with our external support partners.

Parents are always informed if their child needs extra help. All children on the ALN Register will have their needs regularly reviewed by the class teacher, ALNCO and the head teacher. Parents are kept informed of their child's progress and are welcome to discuss their child with the ALNCO at any time via an appointment.

On occasions, children are referred to other professionals for advice, e.g. a speech therapist, the teacher for the hearing impaired, educational psychologist etc. Parents are always asked for their permission for these referrals to take place and are kept informed of the outcomes.

Parents who have concerns about their child's progress in school should contact the class teacher in the first instance, but are welcome to speak to Mrs Hughes who is the Additional Learning Needs Co-ordinator.

Oaklands Primary School also hosts a LA funded Special Needs Unit. This caters for pupils aged from 3 to 7 years old with Communication disorders. Mrs R Thomas manages this class.

The governor responsible for Additional Learning Needs is : Mrs H Wagner

## RELATIONSHIP AND SEX EDUCATION

## DAILY COLLECTIVE WORSHIP

Pupils will be involved in an act of collective worship each day in our assemblies, which are sometimes led by various clergy or other visitors. Parents wishing to withdraw their children from assemblies should write to the Headteacher.

## EXTRA CURRICULAR ACTIVITIES

A number of extra-curricular activities are available to the children. These vary from term to term and are often based upon what is most suitable at a particular time of year. At various times we are able to offer the children:

- COPs Recycling club
- Dance
- Rugby
- Football
- Multi skills club
- Art and craft
- Music Clubs
- Coding Club

- ❖ Cooking Club

Cycling proficiency is organised for children in Year 6.

## SCHOOL COUNCIL and Pupil Voice Groups

The school council is a committee of pupils who have been elected by their peers. It gives the pupils at Oaklands Primary a 'voice' and platform to make changes to our school. Some of the items that have been discussed by the school council are Healthy Eating and improving Play and equipment on the Yard. Other pupil voice groups are:

- ❖ Criw Cymraeg who work promoting the Welsh language and culture of the school
- ❖ Committee of Planet Savers (COPs) who work on environmental issues on behalf of the school
- ❖ Digital Leaders who support safety and digital literacy

## HEALTHY SCHOOLS

Oaklands Primary School is part of the Welsh Network of Healthy Schools. We aim to promote attitudes towards a healthy lifestyle amongst the children. This includes encouraging:

- Fruit tuck shop for older pupils
- Fruit only snacks and milk for younger pupils
- Playground buddies
- Daily mile
- Access to water throughout the day
- Energy saving actions
- Recycling
- Tooth brushing in the Foundation Phase
- Opportunities for promoting healthy living as part of the curriculum e.g. balanced diet as part of Science; the impact of exercise on the body as part of PE.

## PASTORAL CARE



### Discipline and a Positive Learning Environment

At Oaklands School we aim to develop a sense of responsibility and mutual respect amongst the children where hard work, perseverance and regard for others are recognised and rewarded. We believe that this leads to the creation of an environment that is conducive to the children achieving their best.

The achievement of children is rewarded through praise, encouragement and a system of merits. A particularly good piece of work, the demonstration of concerted effort to achieve an objective or showing concern for the needs of a fellow pupil results in the child receiving a 'Seren yr Wythnos ' Award ( Star of the week) which is presented during our Friday's Celebration Assembly.

Children are encouraged to reflect upon how their actions affect others, particular when the effect is negative. Each class has a set of simple rules. Children are made aware that for every

act of unacceptable behaviour there is a consequence, ranging from a simple verbal message to being kept in at playtime or, as a result of a more serious incident, being sent to see the Head Teacher. The school operates a comprehensive behaviour chart system to record incidents of poor behaviour.

We believe that we have a duty to parents to inform them if persistent unacceptable behaviour occurs and will arrange a meeting with parents to discuss the way forward if the issue arises.

### Bullying

Incidents of bullying at Oaklands School are few, but in any community where children are growing up and coming to terms with dealing with other people, they do occasionally occur. It is really important that parents notify the school as soon as they think that their child is being bullied as these situations are always easier to deal with at an early stage. NSPCC definition of bullying is, " Acts that can physically and /or emotionally hurt usually over a period of time."

Once a parent or member of staff is concerned about a child the Head Teacher will ensure that all staff are informed and asked to keep their eye on that child. The children involved are spoken to and the victim is given strategies about letting adults know whenever they are worried by a situation without making themselves a target for further bullying. Most incidents are cleared up in that way. However, if the victim is still worried it is important that parents keep in touch with the school even if they feel that they don't want to bother the teachers. We want all children to be happy in our school and bullying is not acceptable. Regular assemblies stress the importance of tolerance and kindness to others and set the standards of behaviour that we hope the children will adhere to.
The community police officer is a regular visitor to the school, supporting in the classrooms with lessons covering many topics including bullying and how to deal with concerns.

## SCHOOL UNIFORM



Parents who choose Oaklands School for their children agree to support the policy of wearing a school uniform. The Welsh Government strongly encourages governing bodies to have a school uniform policy as it can:

- Provide a sense of identity, community and cohesion in the school
- Support positive behaviour and school discipline
- Ensure pupils dress appropriately for a learning activity
- Enable pupils of all backgrounds to share a common identity
- Help reduce inequalities between pupil and some triggers for bullying
- Benefit safeguarding and attendance policy through identifying truants
- Assist identification of strangers on school premises; and
- Support and promote the ethos of the school

Uniform consists of:
Navy sweatshirt with school logo
Red polo shirt
Navy/Black skirt, trousers or jogging pants
Red gingham checked summer dress

Children should also have their shoulders covered in warmer weather to avoid incidences of sun burn. Sandals should not be worn as they prove to be a significant tripping hazard. We also request that children sport sensible haircuts and avoid dying or colouring their hair and having elaborate patterns cut into their hair etc. The School Uniform Policy is on the school website

## PE KIT

Children will be required to wear T-shirts and shorts, with trainers for outdoor PE. They will participate in Indoor PE lessons barefooted. Football boots may be worn for football or rugby lessons. Children are expected to have a change of clothes for PE for reasons of hygiene.

Please label all items of clothing with your child's name as an aid to identification. We discourage the wearing of jewellery in school on health and safety grounds, but stud type earrings may be permitted on parental request. These should not be worn for PE or swimming.

## SCHOOL MEALS

School Meals are provided by Catering Direct and are cooked on the premises by Mr R Bromwell.

Seasonal menus are given to the children, which offer hot meals with sandwiches or salad as alternatives. Special diets can be catered for by arrangement with Mr Bromwell. Children may bring in a packed lunch to eat in the dining hall if they prefer.

We ask that dinner money for the week is paid online and in advance via www.rctcbc.gov.uk/payit . The school office will provide you with a reference code.
Some children may be eligible for free school meals, details of eligibility and relevant forms are available from the Office Manager, Mrs MacFadden.

At Oaklands we run a free breakfast club as part of the Welsh Assembly Government Initiative. Children can attend between 8.00am – 8.30am. The children will be supervised until the school day starts. Online applications are made to attend breakfast club.



## ABSENCES and ILLNESS

Wherever possible, parents are asked to inform the school in advance of any absences by pupils e.g. for hospital appointments. Otherwise a message must be left on the school's answerphone to explain the child's absence. Please note that without an acceptable reason for non-attendance, all absences will be recorded as unauthorised.

Children who are more than 15 minutes late for school will also be classed as an unauthorised absence for that session.
Regular absences will be investigated by the Education Welfare Officer.

**Absences on holiday**
In line with the all local authorities across Wales, holidays in term time will not be authorised. However the Headteacher may authorise holidays in extreme circumstances. Should parents wish to take their child on holiday during school time, they should be aware that may result in unauthorised marks being issued. In some cases parents may be issued with a fixed penalty notice. Any parent wishing to take their child on holiday should speak to the Headteacher.

**Illness**
Should your child become ill during the school day, we will need to get in touch with you and ask that you provide us with your home and work telephone numbers and an emergency number for someone nearby who may be contacted. Minor accidents will be treated by members of staff who are qualified First Aiders. All accidents are recorded in an accident book. In the event of more serious accidents, parents will be contacted.

## MEDICINE IN SCHOOL

The teachers are not legally obliged to administer any medication to children during the school day. However, in exceptional circumstances where prescribed medication is essential and where it is difficult for parents to come into school to administer the medication to their child, the Headteacher may agree to do so. Parents will be required to sign a form absolving the Headteacher of responsibility in such a case.

Asthmatic children who need to carry inhalers to be used in school will also need their parents to sign a form to allow them to do so.

Any medication brought into school should be clearly marked with the child's name and handed to the Office on arrival at school. Forms will need to be completed detailing the type of medication and dosage.

## HOME/SCHOOL AGREEMENT




Every school is required to produce a home/school agreement which outlines the commitment that both parties make to each other in ensuring a quality education for the children, in other words…
The school's responsibility to its pupils
The responsibility of the pupil's parents
What the school expects of its pupils
A copy of the home –school agreement will be provided for parents to sign when they first admit their child to school.

## EQUAL OPPORTUNITIES

At Oaklands School…

- We do not discriminate against anyone, be they staff or pupil, on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins. This is in line with the 1976 Race Relations Act and covers both direct and indirect discrimination.
- We promote the principles of fairness and justice for all through the education that we provide in our school.
- We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- We challenge stereotyping and prejudice whenever it occurs.
- We celebrate the cultural diversity of Wales and the UK and show respect for all minority groups.
- We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

## PUPILS WITH DISABILITIES

Pupils who have disabilities at Oaklands Primary School enjoy full access to all aspects of school life. The school site has full physical access and has made adaptations to comply with the Disability Discrimination Act of 1995.

The governing body is mindful of the requirements of the Disability Discrimination Act (DDA) 1995 and The Special Needs and Disability Act (SENDA) 2005 and as of 1 October 2010, the Equality Act which replaced most of the Disability Discrimination Act (DDA) in the day to day operation of the school site.

Mrs R Thomas, the head of the Learning Resource base, works effectively with the relevant LA agencies to ensure that pupils with disabilities have the necessary support and resources to enable their full access to the curriculum.

## CHILD PROTECTION

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

A school policy states our approach to the duty of the Governing Body to ensure that appropriate procedures are in place for the protection of children from abuse. Ms Caroline Briley, Headteacher, is the designated person for undertaking this responsibility. Mrs N Thomas and Mrs V Moseley deputises in Ms Briley's absence. The Chair of Governors, Mrs Plummer is the delegated Governor.

## SCHOOL SECURITY

Oaklands Primary has three main entrances to the school grounds. The access gates from Cwmaman Road and Cardiff Road are closed each day at 9.15am and reopened before the end of the school day. Nursery classes access their classroom through the nursery gates. Dosbarth Bedwen, Onnen, Gwern, Llwyfen and Afal enter the building through their own class doors.

Dosbarth Helyg and Derw use the Junior entrance. All latecomers should access the building through the main entrance and parents must sign their children in. Parents are strongly reminded that they should not bring vehicles onto the site on grounds of health and safety.

## ATTENDANCE

The percentage attendance figure for statutory aged pupils in the academic year 2023-24 was 92.3% with an absence figure of 7.9%. 2.6% of these are unauthorised.