



# Clase Primary School

## Prospectus 2025/26

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Welcome to Clase Primary School. I hope this prospectus will tell you about our facilities, our curriculum and generally help you get to know "who's who". I hope too that you will learn something about our school ethos, because we are dedicated to providing a warm, welcoming, reassuring and caring atmosphere for your children.

Clase Primary School is situated three miles north of the city of Swansea and 1 mile from Morriston.

The school was originally built in 1954/5 as separate infant and junior schools. These schools were amalgamated in September 1998 to form the new Clase Primary School. The school is pleasantly situated in its own grounds and is located in a large housing estate. We cater for children from 3-11 years.

Headteacher:

Mr. Daniel Jones



### Aims

At Clase Primary Governors and staff aim to:-

- provide a warm welcoming secure environment for all children.
- encourage, value and extend every child's contribution to the school.
- recognise and celebrate success in everyone.
- provide a broad, balanced, carefully planned curriculum.
- build strong collaborative partnerships with families and the local community.
- encourage self-respect, a respect for others and the environment in which we live and work.
- provide effective teaching and learning to support children to aspire to be the best they can be and to encourage a sense of achievement.
- to develop an awareness and pride in their culture and environment.
- to foster strong links with parents and others in the community so that learning becomes a shared experience.



## Mission Statement

We aspire for all our children to become healthy, confident, secure, caring individuals who strive to be the best they can be.

They are given every opportunity to achieve their potential, develop a love of learning, foster a sense of belonging, acquire skills to become life-long learners and have the ability to make informed choices.

## School Vision

To create a happy, healthy learning community where everyone can achieve and succeed.

## School Motto

*Reaching High, Learning Together, Having Fun.*



## United Nation's Convention on the Rights of the Child (UNCRC)

Clase Primary School believes that everyone has rights. We uphold all the articles of the UNCRC, which outlines children's rights. Underpinning this is

the belief that these rights and each other must be respected. Each year every class develops a class charter deciding what the children need to learn effectively and what we must all do to ensure this is effective. Each class develops a six-word class motto. The school currently holds a level 1 of the UNCRC's Rights Respecting Schools Award.

The school has a charter based on rights respecting articles, which has been developed by all staff and



children. We ask all children who come to our school to sign up to this charter.

### Our rights respecting actions

- To listen to others and respect their ideas.
- To treat others as we would like to be treated.
- To come to school every day and always try to do our best.
- To help all children in our school and ensure they are included and supported.
- To respect and support other children who may use or speak a different language.

- To concentrate and try hard at all times and to take advantage of all opportunities given to us.
- To learn our rights, respect the rights of others and to inform others of children's rights.

## Our Aim as a Governing Body

Our main aim is to establish a happy stimulating environment where young children can develop socially, intellectually, physically and enjoy being responsible members of our school community.

Every pupil is treated as an individual, and the school day is structured so that all pupils can learn according to their needs, ability and maturity and therefore, discover satisfaction and pleasure in school life and learning.

It is of fundamental importance that children acquire the basic skills of learning, especially literacy and numeracy, and in so doing develop qualities of independence, confidence and an awareness of our social values and needs of other people.

Our Chair of Governors

Steve Avo





## Our School Staff

### Teaching Staff

**Daniel Jones** - Headteacher

**Amanda Jones** - Deputy Headteacher, Y3/4 Teacher, NQT Mentor, MAT Intervention

**Claire Reynolds** – ALNCo, Pastoral care and support

**Carl Fisher** – Senior Leader of Assessment and Progression, Year 5/6, Maths & Numeracy Lead

**Hannah Humphreys** -Senior Leader Teaching, Learning and Curriculum, Year 3/4, Schools as Learning Organisations Lead

**Jo Whitehouse** – Buds and Blossoms, Foundation Learning Lead, Family Engagement

**Kelly Bennett** – Y1/2, Language, Literacy, and Communication Team.

**Wallis Ford** – Reception, Expressive Arts Lead.

**Luisa Rees** –Welsh Lead, LLC AoLE Team.

**Richard Lewis** – Welsh Sabbatical (September – April)

**Rhian Manchipp** – Lead teacher of Language, Literacy and communication, Year 5/6

**Ffion Morgan** – Year 3/4, EAL lead, Humanities Team

**Lea Lloyd** – Y1/2, Interim EAL Lead, Health and Wellbeing Team

**Sophie Holloway** – STF (MLD/SLD), Phase 3

**Sophie Sterling** – STF (MLD/SLD) Phase 1 and 2

**Amy Evans** – STF, Phase 3

**Emily Webster** – Y1/2 Teacher, Pupil Voice Lead, Expressive Arts Team

**Matthew Brooks** – STF, Science and Technology Team

**Rebecca Tobin** – Buds and Blossoms. Reception, Science & Technology Lead

**Meg Browne** – Y3/4 Teacher, Pupil Voice Group Lead, Maths & Numeracy Team

**Shaneigh Jackson** – Unqualified teacher, ALP Intervention and Support, Y3/4

**Emily Taylor** – Unqualified Teacher, Y3/4, MAT Support

### Teaching Assistants

**Buds and Blossoms** - Michelle Messer, Jodie Preece, Rachel Davies, Chloe Jones, Christine Parry, Jane McCarthy, Holly Griffiths, Devon Abbott, Yasmin Buller, Meg Driscoll

**Apprentices:** Asma Irfan, Kath Foster, Kim Thomas, Natalia Ifrim, Kacie Fyfield

**Year 1/2** – Clara Fisher, Michelle Messer, Sophie John, Jane McCarthy

**Year 3/4** - Rebecca Harry, Hannah Garmey, Kim Juson

**Year 5/6** - Kat Williams, Jo Smith, Mel Daniels

**Literacy intervention (reading)** – Claire Riches.

### Specialist Teaching Facility

#### Teaching Assistants

**STF Phase 1 and 2** -Jessica Reid, Helen Sharpe

**STF Phase 3** - Louise Lewis, Kath Froom, Ryleigh Walsh

**STF (Autism) Phase**  
Rhianydd Jenkins, Kasey Salisbury, Diana Botto, Crystal Hart, Teigan Simmons, Suzanne Ward

#### Catch-up, Intervention and Extension Groups

Claire Riches - Reading support.  
Amanda Jones – MAT

#### ALN Support

Claire Reynolds - ALN Support teacher  
Michelle Messer – ALN Support, Ellie Rabaiotti – ALN Support

### Nurture and Pastoral Support

Donna Abbott, Nicola Logan - The Cwtch

Jason Day - Attendance Support  
Emma North – Outdoor Learning, Forest School

### Support and Administration

Kelly Williams - Office Manager  
Catherine Powell - Administration Assistant, Attendance Support  
Jay Day - Administration Assistant and Attendance project worker.  
Jane Gimblett – Finance & Administration Assistant  
Tom Young - Caretaker

### Lunchtime Supervision

Asma Irfan, Danielle Cairney, Diana Botto, Natalie Boyce - lunchtime supervisors

Jason Day, Claire Riches - Play Development Worker





## Admission Arrangements 2025/2026

The Local Authority is the admissions body and decides on admissions to schools. Details of procedures are available from the school or the Local Authority.

Nursery admissions are decided by the school. Children can enter the nursery on a part-time basis following their third birthday, providing there is a vacancy. All the Nursery and Reception staff work closely together to create a safe, warm, welcoming and caring environment, where your child will feel secure and happy.

You and your child will be invited to visit us before starting Nursery to meet our Nursery Staff. We have developed a 'Welcome to our nursery' booklet, which will provide you with more useful information.

### The morning session for Nursery is 8.50 am - 11.20 am

In the Reception class, the children start school in a staggered way at the beginning of the year.

Gradually we extend their time in school, firstly to include lunch only and then full days.

We provide Wrap Around sessions for children in the nursery environment. Sessions run from 11.35 am - 1.00 pm. There is a small charge for this provision. If you require more

information, please speak to the nursery staff.

### School Organisation

#### School Hours

##### Nursery

8.50 am – 11.20 am

Parents/Carers & children arrive  
Play and learning session

##### Reception – Year 2

8:50 am

Children arrive at School – staff on duty  
Registration

8.55

Session 1

9:05 - 10:20

Assembly

10:10 – 10:30

Morning Break

10:30 – 10:50

Session 2

10:50 – 11.55

Lunch

11.55 – 12.55

Registration

12.55

Session 3

13:00 – 14:30

Afternoon Break

14.30 – 14.40

Session 4

14.40 – 3.20

##### Year 3 – Year 6

8:50 am

Children arrive at School – staff on duty

8.55

Registration

9:05 - 10:20

Session 1

10:10 – 10:30

Assembly

10:30 – 10.50

Morning Break

10.50 – 11.55

Session 2

11.55 – 12.55

Lunch

12.55

Registration

13:00 – 15:20

Session 3 / Session 4

Full time pupils from year 1 – year 6 are currently organised into mixed ability classes according to age:

- Buds and Blossoms:  
Nursery/Reception and year 1
- Daisies and Dandelions:  
Year 1 and 2
- Year 3 and 4
- Year 5 and 6

Our Enhanced Inclusion Provision provides for intervention for pupils in Buds and Blossoms, and Daisies and Dandelions.

The Specialist Provisions currently provide for children aged 3 – 11 years.





## School Equality and Accessibility Plans

As a Rights Respecting School, we recognise the importance of understanding and respecting all people.

Our school makes appropriate arrangements for the admission and access of pupils with disabilities in accordance with legislation.

We ensure that pupils with disabilities are not treated less favourably than other pupils. We will seek to make reasonable adjustments. Our school access plan and our disability equality policy are available on request.

If a pupil has a disability, we will arrange a meeting prior to admission to discuss the child's needs.

The school would put an access plan into place to allow the pupil to access all areas of the curriculum. This plan is part of our School Equality Plan (SEP).

All pupils are welcomed and are treated equally by staff and pupils.

## Equal Opportunity

The school has an equal opportunity policy. A full copy is available to all parents on request.

We do not discriminate against anyone, be they staff or pupil, on the grounds of their gender, race, religion, nationality or ethnic 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 are committed to combating racist discrimination. All staff have attended PREVENT training.

## Pupil Leadership Team

Every year we establish a Pupil Leadership Team (PLT) made up of representatives from each year group. Members of the PLT are elected by their peers and are given positions within the team. They meet on a regular basis and discuss issues brought to their attention by other pupils.

## Meet the governors

The governing body includes members of the local community, parents, the local authority (LA), teachers and non-teaching members of staff.

We are no longer required to hold an annual governors and parents meeting.

### Name of Governor, Category of Governor, Term of Office Expires

Daniel Jones	Headteacher	
John Davies	Community	1/09/2026
Kevin Davies	Community	11/04/2027
Steve Avo	LA	8/12/2027
Lesley Evans	LA	25/01/2027
Laura Barnes	Parent	01/10/28
Rebecca Edwards	Parent	07/07/2026
Jane Gimblett	Staff (non-teaching)	22/09/2025
John Williams.	Community	04/04/2027
Claire Reynolds	Staff (Teaching)	27/03/2027



Should you have any questions or queries for the Governing Body please contact the

Clerk to the Governors, Kelly Williams, in the school office.



## Links with the community

The school has close links with the local community. The school has strong partnerships with Sarah Dawkins, the local area coordinator, local churches that support the moral and spiritual development of our children, ClaseFor All, Community Police Officers and EVOLVE youth workers, who regularly engage in activities with pupils.

The Flying Start setting provides key opportunities for children between the ages of 2-3 years, childcare to ensure smooth transition into the Foundation Phase and provides support for families in the area. The childcare manager, Julie Ace, works with a committed team of childcare staff who provide excellent

opportunities for early development in learning and play.

The school recognises that it has a significant role to play within the community of Clase and seeks to support local charities and engages in charity events with the Signing and Singing Choirs.



## Law yn Llaw (parent partnership)

Law yn Llaw extend a warm welcome to new families joining the school. They are keen to involve families, friends and members of the local community both in a traditional fund-raising role, and in creating opportunities for parents, staff and friends to get together - just as important as fund-raising! This is a great way for new parents to meet and make new friends. Please ask at the school office for more details.



We offer termly informal meetings with class teachers and we hold workshops and meetings to share information about the school and its curriculum.

## Helping in School



We welcome parents, grandparents and carers to support the children's learning in school. This can be done in a number of ways such as: -

- Volunteering to listen to reading
  - Helping with the Sports and Gardening Clubs
  - Helping on school trips
  - Making resources and costumes
  - Helping in the library and repairing books
  - Fund raising
  - Being a school governor
- Should you feel you could help in any way, please contact your child's teacher. Your support would be greatly appreciated.

## First steps into our school....

At Clase Primary, we recognise that the early years is where children begin their learning journey and we ensure that the child is at the heart of our practice.

We recognise that for some children, their first experience of being away



from their home environment will be when they enter our nursery to begin their journey into education.

For others, they will already be familiar with the sights, sounds and routines of life in a setting through their experience in our Seahorses Flying Start.

We acknowledge the experiences each child brings with them in their first steps into our school. In partnership with parents/carers, we support children as they enter this new and exciting chapter in their development.

In the Early Years, we place an emphasis on play and play-based learning both indoors and outdoors. We encourage authentic and purposeful contexts for learning influenced by the children themselves.



We support our youngest learners to become ready for learning and, through observation, use child-influenced, magical moments to support and enhance their learning and development.

## Moving on....

We encourage children to develop reading, communication and

mathematical skills from the very beginning. Much of this learning is achieved through first hand experiences and carefully structured play. We encourage children to develop an enquiring mind and take increasing responsibility for their own learning.

We take a holistic approach to the



children's development by ensuring opportunities to develop healthy choices, independence in learning and a love of learning.

The outdoor environment is a very important part of our curriculum. We make extensive use of our covered areas and school grounds

We teach children to read, write and speak, including phonics, as they move on through the school using multi-sensory approaches. These include Letters and Sounds, Jolly Phonics and through Physical Literacy activities. This provides a solid foundation for successful progress in reading and writing appropriate to individual children.

The teacher and teaching assistants keep ongoing records of children's experiences and assessment of their learning needs will be ongoing throughout the school year. Wherever possible we encourage children to think about what has been learned and what is the next step they need to take to help them learn more

## The Curriculum

English is the medium in which all curriculum subjects are taught. Welsh is taught as a second language and is known as Welsh Second Language (Welsh SL).

Our children receive a broad and balanced curriculum with the emphasis placed on how children learn. The school ethos is core to how we teach. We plan the curriculum so that there is continuity, progression and challenge whilst ensuring creativity and the inclusion of every child.

In response to the publication of 'Journey to the Curriculum' in 2020



Clase Primary is working towards the development of the Curriculum for Wales. We have been through the



process of adapting our provision in accordance with the recommendations within. The main points of this report stated that:

The purposes of the curriculum in Wales should be that children and young people develop as:

- 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 Curriculum for Wales has six Areas of Learning and Experience: Expressive arts; Health and well-being; Humanities; Languages, Literacy and communication; Mathematics and numeracy; and Science and technology. Having common Areas of Learning and Experience from 3 to 16 aims to promote and underpin continuity and progression.

Weaving across the six Areas of Learning and Experience will be the three Cross Curriculum Responsibilities; literacy, numeracy and digital competence.

In Clase we organise our curriculum into 'Big Questions', through which children study all the Areas of Learning and Experience and will apply their literacy, numeracy and digital competence skills. This approach is used across the whole

school and aims to develop the 'whole person' so pupils embody the Four Purposes (listed above).

To ensure that our learners have a broad and balanced curriculum we have come up with '100 essential experiences' for our learners at Clase Primary. We are committed to ensuring that our children have the opportunity to engage with all 100 experiences in their time at Clase



Primary as well as hundreds of other purposeful learning experiences.

Should you like to see any of our school curriculum policies, please call at the school office.

## Welsh

We want our children to understand and to be proud of their own culture, language and heritage. Welsh is taught as a second language with the emphasis on conversational fluency in preparation for further development in the secondary school. Planned use

of the Welsh language ensures Welsh is used throughout the day.



An interest in Welsh culture is developed throughout the school through the learning of Welsh songs, poems and hymns.

Pupils are given opportunities where appropriate, to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

## Religious Education

An act of collective worship takes place daily. Pupils, teachers, Headteacher, clergy and friends of the school lead the worship. 'Awrw Dosbarth' assemblies are held regularly to celebrate pupil's achievements.

We believe that children, whatever their background, ability or religion, will find themselves able to benefit from the experience of Religious Education. We believe that RE encourages a reflective approach to living, knowledge and understanding



of religious beliefs and practices and a development of personal skills in forming reasoned opinions, based on evidence and argument.

Religious Education makes a strong contribution to the spiritual, moral, social and cultural development of the pupils. Through the teaching of RE we hope to give the children a sound basis of Christianity and other faiths.



## Health and Well-being

Personal and social development of the children is an area that has become an increasingly important part of children's education. In order to allow individuals, friendship groups, and classes to react to, and cope with, the pressures of the world around them, we allow time for talk, discussion and reflection so that everyone knows that they are important and that their opinions are valued. Circle Time allows children to participate as partners in the process of developing responsibility for their own behaviour and learning. It aims to encourage the development of self-esteem, interpersonal skills and strengthen relationships, whilst at the same time allows all involved to have fun together.



This forms an integral part of our 'respecting others' approaches and pastoral support for the children.

Children learn about themselves as developing individuals with their own experiences and ideas, and as members of their communities. Younger children learn the basic rules and skills for keeping themselves healthy and safe and become aware of the views, needs and rights of other children and older people. Our older children learn how to make more confident and informed choices, to take more responsibility, individually and as a group, for their own learning.

## Relationship and Sex Education

The Relationship and Sexuality Education (RSE) Code has recently been rolled out across all schools in Wales. The RSE Code aims to help empower children with the understanding and skills they need to make informed choices to be happy, healthy and safe.

Teachers will teach RSE through three main strands: relationships and identity, sexual health and well-being as well as empowerment, safety and respect.

Through the New Curriculum for Wales, pupils will learn RSE in a way that is appropriate for them. For example, younger pupils will learn about acting with kindness, empathy and compassion, while older pupils will learn about the positive and negative characteristics of a range of relationships.

A wide range of resources are available in school and staff also access support from professional Health Carers.

Teachers will answer children's questions in an open and factual way with honesty and sensitivity. Teachers will not enter into discussions about personal issues and lifestyle. For further information regarding the teaching of RSE in schools across Wales, please visit 'Hwb'.



## Sport

We aim to help children develop a positive attitude towards physical activity, encouraging enjoyment as well as a development of skills in planning, performing and evaluating their own work through a range of practical activities.



Each class usually has two lessons of physical education each week. These include the use of indoor and outdoor games.

Children with special needs have access to a specially established playroom and outside play area. The school usually holds an annual sports day to which parents are invited.

Pupils in Year 5, and 6 have opportunity to swim in the Morriston pool. Currently the school is involved in football, rugby, athletics, gymnastics, netball, rounders and short tennis. There are several training sessions during the lunch break or after school.



## Lunch at School

Our menus take into account up to date nutritional advice and place emphasis on providing a balanced tasty meal. A vegetarian dish is made available each day (to order) and other dietary needs are catered for.

All pupils from Reception – Year 6 are now entitled to a universal free school meal.

## Refreshments at Playtimes

Children should not bring sweets, chocolates, fizzy drinks, biscuits or crisps to school. We have a fruit tuck shop where the children can purchase fresh fruit. Fruit is available for children to buy each day.

## Pastoral Care Arrangements



If your child becomes ill in school, we will make every effort to contact parents. First aid treatment is available for minor accidents and the emergency services are contacted, as well as parents, for cases of a more serious nature.

If a pupil needs medicine during the school day parents are usually asked to return to the school to administer it.

## Thrive & Nurture



Our pastoral provision includes our nurture provision 'The Cwtsh' where trained staff can help children to develop their social and communication skills through a range of everyday activities including sharing a meal and turn taking in games.

For older children we use a THRIVE approach to meeting needs.

The Thrive approach helps us to assess and support children's emotional and social development and to offer activities that will build confidence and resilience.

Alongside our nurture and Thrive provision, we have a Forest School project worker who encourages children to play, learn and build confidence in the outdoor environment.



## Support for attendance

We give high priority to encouraging children to come to school every day.

If children miss school or are late, they miss their learning and can fall behind.

We also worry that they may not be safe.

If your child is ill or not able to come to school, we need to know as soon as possible. You should ring the school office in the morning between 8.30 and 8.50 before school starts

Children should arrive at 8:50. If they are late, they should come to the main entrance where you will be asked to sign in your child. This is so we know who is in school so that they can be marked on the register. All other gates and entrances are usually locked by 9.00. Please help your child by getting them to school and on time.

We check and follow up any patterns of absence and lateness. We also like to reward children who have good attendance.

Mr Day and Mrs Powell, our attendance project workers, are available to support and help parents and children in getting to school. Please ask at the office if you would like help or advice.

## Partnership with Parents and Carers



Our partnership with you is vital to your child's and the school's successes. You will always be welcome in the school and if you would like to know more about us, you are free to visit the school at any time.

The best time to meet and talk with a class teacher is before or after school, (if before the school day, starts please ensure you arrive with sufficient time, as just before the bell goes may well leave insufficient time).

During the day although you will be warmly welcomed, please do not expect a class teacher to stop teaching in order to talk to you. All our teachers share information and communicate using class dojo.

Formal parent/teacher consultation interviews are held during the spring terms.

Parents are kept fully informed by newsletters that highlight forthcoming events and other items of interest. Each class holds a termly coffee morning where parents and carers are given the opportunity to find out more about how pupils learn.

You are welcome to discuss your child at any time but we ask that where possible you make an appointment with the class teacher, ALNCo, Deputy Headteacher or Headteacher beforehand. Please contact the school office if you need to make an appointment.

Parents, family and friends are invited to a wide variety of school activities and celebrations throughout the year. These include special assemblies, sports day and concerts.

## Promoting Positive Behaviour



We aim to provide an environment where children are kind, polite, respectful and caring. Our consistent expectation of good behaviour and moral awareness will form the basis for the development of a sense of responsibility and self-discipline.

We encourage the children to use restorative questions and practice to resolve disputes and issues through respect. All staff are trained to use restorative practice.



As a UNICEF Rights Respecting School, we believe that children should understand their own rights and respectfully take responsibility for actions and behaviours that will ensure well-being, happiness and safety of others in our school. The School Charter outlines these rights and expectations. If pupils persist in anti-social or disruptive behaviour parents will be informed and consulted and we will try to work together to find a solution.



## Anti-Bullying

The school has an Anti-Bullying Policy, which is in line with Welsh Assembly Government guidelines. It is a fundamental aim that every child should feel safe, secure and happy at school. No child should feel threatened whether it be physically, verbally or emotionally.

Where children are unable to solve their own problems because of difficult behaviour, taunting or aggressive action being directed at them they should ask one of the adults in school to help them with the

situation. All requests for help will be dealt with sympathetically. The school uses restorative practice to encourage children to resolve problems.

All children are encouraged to discuss any threats of bullying, including those through mobile technology, immediately with an adult. Should it be necessary, parents will be contacted and a course of action will be agreed with parents.

The Headteacher, in discussion with the Chairman of Governors, has the right to exclude any child.

## Charging and Remissions Policy

The school's policy is in line with the requirements of the Education Reform Act, 1988. Parental contributions may be requested to support activities organised by the school, e.g. theatre and museum visits etc. However, no child will be excluded from such activities simply on the basis of non-contribution, but at the same time visits/activities may be cancelled for the entire group/class if insufficient contributions to cover costs.



## Home Learning Activities

Home learning activities are set by individual teachers to support learning in class. Activities may include reading, writing, research and maths. Parents are also encouraged to practise times tables at home.

Parents and children are able to share books to read at home on the understanding that books are returned to school daily.

Home learning activities are shared on 'homework grids' on the school website. We ask parents to support children in these activities.

Please ensure that any activity completed at home in enjoyable and fun!

If you have any questions please speak to the class teacher.

## Meeting the needs of pupils with additional needs (ALN)

The school is committed to an inclusive ethos and gives high priority to meeting the additional individual needs of all children, including those considered to be vulnerable such as Looked After Children, those considered to be more able and talented and those with severe and complex ALN. Pupils with ALN in mainstream classes are supported in ways that best meet their individual needs. This may include working in groups (6-8 pupils) with a teaching assistant, working in smaller groups (2-3 pupils) with a support teacher or working in class with support from a



teaching assistant. Intervention support is given to pupils for reading, numeracy, phonics, spelling, speech and language and behaviour.



The school has four specialist teaching facilities (STFs), which are four classes catering for children aged between 3-11 years of age. There are two STFs for children with Autism and two for children with moderate learning difficulties (MLD) such as sensory impairments, co-ordination difficulties and speech and language difficulties. In the light of ALN reform in Wales the school is currently working towards processes and guidance in the new code.

The school will seek advice from other agencies such as Educational Psychologists, School Medical Officer, Educational Welfare Officer, Speech Therapists, Social Services and advisory teachers to support pupils with ALN and to ensure there are addressed. Any parent who requires a copy of the Additional Learning Needs policy can request a copy from the school office.

We have a number of staff at school who have accredited training in working with pupils with ALN. Mrs Reynolds our ALNCo is available should you have any questions.

## Extra - Curricular Activities

We are committed to enriching, extending and enhancing the curriculum for all pupils. The commitment and dedication of our staff and parents means that the school offers a wide range of clubs and activities. At present we are providing lunch time and after school clubs for a wide range of activities including Football, , Art, IT, Music, Lego, Eco, Sign Language, Choir, Cooking, Coding, Multi-Sports, Homework, Outdoor Adventures and Literacy.

There are two choirs for singing and BSL signing.



## Breakfast and After School Clubs

The school provides a Free Breakfast Club for all pupils between 8.00 am and 8:30am.

Afterschool provision is available in school from Monday – Friday. The sessions run from 3:20pm – 4:50pm. Places need to be booked and paid for a week in advance. Further details are available from the school office.

## School Uniform

School uniform is not compulsory, but we believe that the wearing of school uniform contributes to a sense of belonging to the school community and helps develop a healthy sense of pride in the school. Some families on lower income could qualify for the school essentials grant to help with the costs of uniform. Applications for this are made through the Local Authority website.



School uniform bearing the school logo are available to buy from Bergoni, Swansea. The website details are [www.bergoni.co.uk](http://www.bergoni.co.uk).

PLEASE keep your child's property safe by carefully labelling all belongings.

The school uniform is a bright blue tracksuit or sweatshirt with the school logo. This is teamed with a yellow polo shirt or tee shirt. This is worn with grey/ black trousers or skirt as appropriate.

Children should not wear necklaces or bracelets to school but may wear one pair of stud earrings. This is to avoid accidents and losses. Where religious jewellery is required, please discuss



this with the class teacher as an exception can be made. We would appreciate your co-operation in this area.

No jewellery may be worn for P.E. lessons as a consequence of Health and Safety requirements.

Children will usually wear shorts and tee shirts for P.E. activities.



## Keeping safe

Traffic is not permitted through the main school entrance between 8.40 and 9.00 a.m.

All gates are locked at 8.55 a.m. to ensure the safety of all the children. Access to and from the school grounds is then through the main entrance. If you are walking, please use the path.

The Nursery gates will be unlocked for parents to collect their children from the nursery at 11.15am. Gates will be locked at 11.45am and reopen at 12.45pm when all children are back in class.

All taxis have a separate controlled entrance to the school grounds.

## School Term Dates 2025- 2026

School term and holiday dates 2025 / 2026

Term	Term begins	Mid-term holiday begins	Mid-term holiday ends	Terms ends
Autumn 2025	Monday 1 September 2025	Monday 27 October 2025	Friday 31 October 2025	Friday 19 December 2025
Spring 2026	Monday 5 January 2026	Monday 16 February 2026	Friday 20 February 2026	Friday 27 March 2026
Summer 2026	Monday 13 April 2026	Monday 25 May 2026	Friday 29 May 2026	Monday 20 July 2026

Pupils who are late will need to enter through the main automated gates and report to the office.

## Access to Information

If you wish to read any documentation as stated in Schedule 2 of the Education (School Curriculum and Related Information) (Wales) Regulation 1991 and Welsh Office Circular 33/91 they are available in school and can be viewed by arrangement with the School Officer.

Even in an excellent school, there are times when you may want to discuss a sensitive issue with a member of staff or the Headteacher. We are happy to make ourselves available at any time but it is sensible to make an appointment unless you have time to wait. Remember, if anything is worrying you - it is not trivial. In the unlikely event that your worries are not resolved, you may write to the Governing Body.

### Bank holidays

3rd April 2025 - Good Friday

6th April 2025 - Easter Monday

4<sup>th</sup> May 2025 - May Day

25<sup>th</sup> May 2025 - Spring Bank Holiday

Please note that this calendar is subject to any changes that may arise as a result of Welsh Government issuing a direction on term dates.

## Concerns and Complaints





## Clase Primary School Home School Agreement

This is a partnership agreement between the school, parents and children. It describes how we will work together to ensure that every child does as well as they can at our school – reaching high, learning together, having fun!

### School

#### The school will do its best to: -

Provide a safe and happy learning environment.

Help each child to feel a valued member of the school community and encourage them to reach their full potential.

Provide good teaching, make learning interesting and enjoyable to meet the needs of all children.

Respect the contribution of parents and tell them what their children are learning.

Communicate with parents about developments in the school and the progress your child is making through annual report and meetings with class teacher.

Tell parents if their child has a problem and help sort out any concerns regarding their child.

Celebrate success and provide opportunities for every child to be able to experience success.

Prepare children to be ethical and informed citizens now and in the future.

### The Pupils

#### As a pupil I will:

Do my best to listen and to learn.

Come to school regularly and wear school uniform whenever possible.

Be friendly, respectful, polite and helpful to others.

Let my teacher know if I have any worries.

Return my homework and bring all the things needed every day.

Contribute to the wider community and represent the school positively to other people.

Work with others to ensure that all children enjoy their time at school.

Tell my parents what I am learning and involve them in my homework

Enjoy myself, have fun, become independent in my learning and make good friends.

### Family

#### As a parents/carers I will do my best to: -

Make sure my child attends school regularly, on time and dressed in school uniform.

Take an active interest in community life in the school and support school activities.

Attend meetings to discuss my child's development and progress.

Make the school aware of any issues which may affect my child's school life.

Support my child with homework, reading and other learning activities.

Support the school policies and aims.

Help my child to enjoy learning and to see school in a positive light.

Work with the school to address problems and collaborate on approaches to deal with them.

Name of Pupil

Signed by the pupil:

Signed by the Parent:

Signed by the school:

Date: ..... / ..... / .....