

YSGOL PENDALAR

BROCHURE

INFORMATION FOR PARENTS

2009-2010

(Draft)

YSGOL PENDALAR

CHAIRMAN OF GOVERNORS

Mr. John Clifford Jones

HEADTEACHER

Mr. Ieuan Roberts

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INTRODUCTION

The intention of this brochure is to provide a view of the philosophy, ethos and work of this school. It was chiefly formulated for parents, but can be useful for others who are interested and need information. It is not published as a full document and therefore, questions will probably arise from it. If you would like to know more, contact the Headteacher. It is also fair to say that we cannot ensure that the contents are always correct, since situations change from time to time.

I would like to emphasize that a good relationship between parents and school is essential for the success of the work and the children's welfare. Occasionally, formal invitations will be issued for you to come to school to look at your child's work and to discuss the work programme, in addition to various other activities. You are also welcome to come to the school at any other convenient time to discuss any matter relevant to the children, as long as you arrange an appointment beforehand.

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DESCRIPTION OF THE SCHOOL

A day special school for children with special educational needs. Some have severe learning difficulties and some have profound and multiple learning difficulties. The children's ages range from 2 to 19 years.

School Hours

Morning session - 8.45.a.m. - 12.10.p.m.

Afternoon session - 1.10.p.m. - 3.00. p.m.

ADMISSION TO SCHOOL

Children are admitted to the school through the Local Education Authority's reference and assessment system according to the guidelines laid down in the 1981 Education Act. A statement of special educational needs is drawn up by the Education Authority which includes educational, psychological and health information, together with comments by the parents and any other agency dealing with the child.

The head teacher will be involved in this procedure by invitation from a specific officer of the Education Department. This officer will arrange all provision until the child is admitted into school.

Before admitting the child, parents will be formally invited to visit the school and to discuss any relevant matter. When the child is admitted, parents will be asked to complete an information form and to sign a consent form for their child to participate in school activities, on site or outside.

It should be noted that parents are welcome to make their own arrangements to visit the school when considering a suitable placement for their child. But then, the statutory procedure must be followed by way of the relevant county officers.

STAFF- September 2009

Assistant Headteacher (Primary)

Mrs Wendy Evans.

Assistant Headteacher (Secondary)

Miss Sian Catherine Evans.

Teachers

Ms Pauline Loftus.(On secondment)

Miss Bethan Owen

Mr Geraint Roberts.

Mrs Lois Shaw Evans.

Mrs Bethan Hughes.

Mr Deiniol Harries.

Miss Awen Davies Jones.

Miss Emma Louise Owen.

Mrs Iola Jones

Classroom Assistants

Miss Colette Thomas.

Mrs Iona Parry.

Mrs Gwenlli Pierce Jones.

Mrs Enid Jones.

Mrs Susan E. Taylor.

Miss Ceri Owen.

Mrs Bethan Morgan.

Miss Alwen Davies.

Miss Sara Lois Parry.(maternity leave)

Mrs Sharon Jones.

Mrs Ann Saynor.

Miss Jennifer Ann Morgan.
Mrs Lisa Clare Jones.
Miss Sian Rees Roberts. (maternity leave)
Miss Sheila Wyn Williams.
Mrs Meryl Slater Parry.
Miss Margaret Ann Jones.
Miss Helga Pritchard.
Miss Deborah Roberts.
Mrs Myfanwy Brierley Edwards.
Mr Daniel Hornby.
Miss Lynwen Griffith
Mr Hefin Daniels
Mrs Alison Binfield
Mrs Julie Hughes
Mr Eilir Jones
Miss Gwyneth Thomas

Staff working for Gwynedd Council Schools Services- Unlocking Potential

Mrs Carys Wynne
Mrs Rhian Price Roberts
Mrs Nia Wyn Evans

Secretary

Mrs. Margaret Iris Owen.

Administrative Assistant

Mrs. Gwenfair Jones.

School Nurse

Mrs. Eluned Jones

School Caretaker (Site Manager)

Mr Richard Jones

Cleaning Staff

Mrs Carol Parry;(Cleaner in charge); Mrs. Linda Williams. Mrs Heather Owen. Mrs Tereza Williams; Mrs Karen Elizabeth Hughes; Mrs Karen Wyn Jones

Kitchen Staff

Mrs Karen Drummond (Cook in charge)
Mrs Sandra Owen
Mrs Sorrell Burford

School Governors

Mr John Clifford Jones (Chairman)
Dr Helen Roberts (Vice-Chairman)
Mr. Richard Morris Jones
Mr Ieuan Roberts
Mrs Wendi Evans
Mrs Enid Jones
Mrs. Ceri Davies
Mr Iestyn Garlick
Mrs Margaret Jones

Clerk to the Governors; Mrs. Margaret Iris Owen.

SCHOOL OBJECTIVES

The "School Objectives" set out the basis and guidelines for the school's work, image and development. These are the main objectives;

1. To educate each child in such a manner that he/she reaches his/her full potential in all aspects of development; educationally, intellectually, physically, emotionally, culturally and socially.
2. To encourage and educate how to enjoy a meaningful contribution to life within society.
3. To assist the transition from childhood to adulthood and from school life to adult life in the community, which is relevant to the individual in terms of personal and social maturity.

MEANS OF ACHIEVING THE OBJECTIVES

1. Through a curricular scheme which offers a wide and balanced range of experiences and which is relevant to the individual's specific needs.
2. By ensuring a happy and secure environment which supports and encourages the individual.

3. By ensuring, co-ordinating and developing co-operation with outside agencies which have the expertise to aid the child's development.

4. Through encouraging the parents to take a practical part in all this.

5. By developing a good relationship between the school and the local community and to formulate a practical relationship on several levels with the local main-stream schools.

SCHOOL ETHOS

The aim is to create an atmosphere which reflects the school's attempt to reach high standards in terms of values, attitudes and educational experiences. The aim is to offer an education which is wide-ranging and balanced, and also challenging in its nature. Ideally, the best situation will be created where the individual can fully develop his/her ability, so as to take his/her place as a complete member of society.

In order to achieve the above, the aim is to create a homely atmosphere where the individual feels safe, certain of his/her place in the society of the school and recognizes boundaries within which he/she can act. By receiving respect, the pupils learn how to show respect and at the same time generate self-confidence. All successes, however small, earn praise and by generating the individual's interest, imagination and curiosity, this in turn leads to more success. The aim is to offer educational experiences which are relevant to the individual's needs and maturity. Experiences and interests of the staff are used, in addition to outside expertise to ensure wide-ranging and balanced experiences, which also challenge the pupil.

SCHOOL CURRICULUM

1. Objectives

A complete list of the objectives may be seen in the document "School Curriculum Policy", but these are the main features:

- ❖ To enable the individual to develop to his/her full potential by offering a curriculum characterized by its breadth, balance, relevance, differentiation, continuity and consistency. This will be a means of developing knowledge, skills, attitudes and concepts.

- ❖ To give each pupil the opportunity to follow an educational course including the National Curriculum, which offers a variety of experiences and learning areas.
- ❖ To secure equal opportunity of access to all aspects of the curriculum without consideration of nature and extent of disability, sex, race, culture or individual handicaps.

A wide range of educational experiences is ensured by combining a curriculum which is relevant to the individual in terms of his/her personal, social and self-supporting development and the educational areas within the National Curriculum. This is presented chiefly through a thematic timetable which circulates over a two-year period. Within this, there is a weekly timetable which reflects a regular time for core subjects and specific tasks which are relevant to the individual. Other experiences are offered on a modular basis, i.e. a time cycle which lasts for a specific period, such as half term, perhaps. Once again, other experiences are occasionally offered which depend on the individual's age, ability and maturity.

The school is an accredited centre for the National Records of achievement. It has also been awarded the Quality Mark (3 times) by the Basic Skills Agency and is registered by ASDAN's Award Scheme for Development and Accreditation Network.

3. Philosophy and Departmental Content

There are ten classes in the school (1 based at Bontnewydd Junior school- Gwyrfai Unit) with a teacher and at least one classroom assistant in each one. In some classes there is a need for a higher staffing level. This may be because there are more children in the class or the needs of the children are greater. In either case, extra staff is allocated by way of classroom assistants and, in some cases, special support assistants, who work with individual children and small groups.

The classes are divided according to age, ability and needs, so there may be some overlap of these elements in each class. Generally, however, the classes are arranged as follows:-

<i>Class</i>	<i>Description</i>
<i>junior</i>	<i>junior</i>
1	Pre-School up to KS 1 (aged 2-7)

<i>Class</i>	<i>Description</i>
Hafan	Special Care Unit for PMLD (2-13)
4	KS2 (8-11)
5	KS 2 (8-11)
Uned Gwyrfai	KS2 (8-11) (Based at Ysgol Bontnewydd)
<i>secondary</i>	<i>secondary</i>
6	KS 3& 4 Sensory Curriculum
7	KS 3
8	KS 3 & 4
Senior Unit (SE)	16+
Senior Unit (GR)	16+

Primary Classes 1, 4 and 5 and Hafan

The younger children when admitted usually go to one of these classes depending upon their age and/or needs.

The classrooms have been purposely designed. Class 1, has a house corner, language area, kitchenette, toilets, changing and washing facilities at close hand and is suitable for the very youngest pupils. Intake may be on a part time basis from 2-3 years of age, pupils stay in class 1 until they are around 7 years of age.

Hafan has 2 distinct class areas both with overhead hoisting facilities. The two rooms are used for different curriculum areas, such as individual work, physiotherapy, computer activities or music. Hafan shares the toilet and changing area with class 1, this also has an overhead hoist system.

Classes 4 and 5 have separate classrooms but share cloakroom space and a computer/language area. These classes also have access to a changing area and toilets. Class 4 pupils are aged 7 -11 years of age. Class 5 pupils are aged from 7 years; the pupils in this class require a routine and individual pictorial timetable, and there is a high ratio of support staff.

The children follow an individualised developmental curriculum dependent upon their abilities, the main emphasis being communication.

All of the pupils use the specially designed outdoor play area that includes adapted swings and a roundabout.

The hydrotherapy pool has hoists and adjustable changing beds, hoists are also installed in the light and dark rooms and soft play room. These areas are multi interactive learning environments. The pool, sensory rooms, soft play, food technology, science, music, I.T. and art rooms are all timetabled and available for each of the primary classes to use on a daily or weekly basis. Some of our pupils visit the nearby leisure centre each week for swimming lessons.

The Routes For Learning materials are used with many of the pupils, primarily those with PMLD. This is a specialist cross curricular 'assessment for learning' that focuses upon early communication and cognitive skills.

The Foundation Phase Curriculum has been introduced, and the classrooms have specific areas of learning within them. In Hafan this may mean for example that the sand and water area is brought to the pupil rather than the child moving to a specific corner.

Work undertaken in the primary classes includes developing self care and self help skills, physical activities and visual and sensory skills development.

We aim to develop the whole child; their personality, skills, abilities and communication. Each child has the opportunity to use and experience all of the schools' resources and become a part of the local community.

All of the pupils in these classes integrate with other pupils in the school, and in the primary department, for example, assemblies or language activities.

Many of the pupils also integrate with mainstream schools Ysgol Bontnewydd, Ysgol y Gelli and Ysgol y Hendre on a weekly basis. These activities take place in Ysgol Pendalar and the primary schools on alternate weeks. Some pupils may also attend their local primary school on a part time basis.

Each class has the opportunity to go riding each week for half a term. The school also runs 4 mini buses, this enables us to take the pupils out into the community for example on educational visits related to project work, or to buy ingredients for a recipe.

The classes also participate in the Urdd arts and craft work.

Uned Gwyrfai

The Unit is situated in a Primary School two miles away. It caters for children between 7 and 11 years of age who attend the Unit full time. There is a teacher and an experienced nursery assistant and classroom assistant who are on the staff roll of Ysgol Pendalar.

The Unit was established on the basis of the following principles:

- The wishes of the Headteacher and Governors of Ysgol Pendalar to expand the horizons and extend beyond the school walls.
- In order to build upon present foundations, which is to offer integrating experiences to those children who would be most likely to benefit from them. (Because a good integration policy already existed between Ysgol Pendalar and Ysgol Bontnewydd, the latter was chosen as a site to establish the Unit)
- The move towards more inclusion is evident in the Government's Green Paper on S.E.N. in Wales (1997).
- The need for more space in Ysgol Pendalar since the school roll has increased considerably over recent years.
- The wishes of some parents for a service which would bridge the gap between a special school and a mainstream school.

The curriculum in the Unit is again individually tailored to each child, and includes elements of the Foundation Phase and National Curriculum Key Stage 2.

The pupils integrate with a variety of activities in Ysgol Bontnewydd, and are very much a part of the everyday life there i.e. music, art, assemblies, playtime and lunchtime. The Unit pupils also undertake some lessons on the main Pendalar site, such as music therapy and food technology.

Secondary

The secondary section includes three secondary classes. Class 6 pupils follow a sensory curriculum, with the greatest emphasis on communication. Pupils will have a variety of experiences that promote understanding of the world.

Pupils in class 7 and 8 follow ASDAN programmes. These programmes emphasize the practical way of learning skills that promote independence and life skills. This work will develop skills in different areas of the national curriculum and foundation for the work that is being done in our 16+ unit. Some of the pupils work at levels 1, 2 and 3 of the national curriculum, outside of their key stage. The emphasis is on language learning including oracy, reading and writing. Number work deals with the essentials such as money and time. These skills and others are taught as part of an individual work programme of each child.

Some pupils follow a course in the School Certificate in Educational Achievement of Sir Hugh Owen School. Some of the secondary pupils have access to sensory rooms and hydrotherapy pool. Some will also use the soft play room. Each pupil use the specialist rooms; cooking, art, design and technology, information technology, science and music are used by the secondary classes and they develop skills in these areas.

In the school grounds there is a polytunnel, greenhouse and allotments, and groups use them for planting plants; various vegetables and fruits, some of these products will be used for the cooking lesson.

Pupils will have the opportunity to expand their educational and social experiences by visiting various places in the local community. The secondary pupils have a variety of experiences in the field of physical education including weekly sessions at the leisure center and riding a bike on the purpose built school cycle path. Pupils will have riding lessons for a time during the year, and will have swimming lessons at the leisure centre, or in Plas Menai weekly. They have the opportunity to visit various centres, for example Plas Menai or the Beacon Climbing Centre where there is an opportunity to climb, play games and canoe. They also have experience of residential visits under the supervision of school staff, for example to Rhyd Ddu centre, where the pupils receive a wide variety of experiences. Our goal is to develop skills that will enable pupils to be complete individuals within the community to the best of their ability.

Further Education/post-16

Whilst aware of the importance of key skills and basic qualifications and the need to earn a recognized external accreditation one simple question is asked when considering what is taught to pupils at the Senior Unit:

In considering what is taught to pupils in the Senior Unit, we ask one simple question:-

"Is what is taught relevant to the pupil's life during the time he/she is at school and, more importantly, will what is taught be relevant to them after leaving school?"

These are some examples of the main aims of the class:

1. To prepare the pupil to cope as effectively and as independently as possible with personal needs, and in the home.
2. To develop skills which will be useful in everyday life.
3. To prepare the pupil for work and leisure situations after leaving school.

This unit is now registered in two different units. The two units integrate according to ability of individuals to complete file and practical work.

The emphasis all day and every day is on seeking to cope independently with class work and life generally.

These are examples of the type of work done and what is expected in this class:-

Household Skills

Cooking - pupils are expected to be able to make for themselves and a group of friends a hot drink; making for themselves a snack using the oven. Some pupils can prepare a meal for themselves after shopping for food. Everyone is expected to be able to keep a kitchen clean. It is important to learn to keep clothes clean, and all pupils will have the experience of gathering dirty clothes, filling a washing machine, drying clothes and ironing them. Sewing work is also done, as well as learning to change bedclothes.

In Town

It is important that each individual takes his/her place in society, so the pupils will be trained in shopping in town, which will mean - walking carefully down to town; learning to cross roads; recognizing shops; looking for goods; having an idea of the

price of goods; walking around town and being aware of others; going to a cafe - ordering something and paying for it. This will be done under careful supervision, and no pupil will be left to go to town on his/her own unless class staff are completely satisfied that he/she can cope (parents' permission will also be needed).

Leisure

The class curriculum includes leisure activities. Emphasis is placed on keeping healthy through physical exercise (football in the gym at the Arfon Leisure Centre, swimming at Plas Menai; climbing and canoeing and using the school's cycle path).

Walking to town and back is also good exercise. Whilst keeping healthy, it is important to emphasize the importance of personal hygiene and wearing suitable clothes. It is important for the pupils to learn about the various leisure activities available, e.g. squash, badminton, board games, e.g. draughts, scrabble and learning the rules and importance of playing together. It is important that they learn that there is more to life than watching television all night!

It is important also not to overlook basic living skills such as reading, writing and numbers (although these can be part of learning to live independently).

Writing

The pupils will have to show some writing ability e.g. signing their names; keeping a simple diary; making a shopping list; fill in simple forms, record events etc. and most of the work is done on a computer.

The other group record their work in the way that best suits them; writing, labeling, using a computer or by using symbols.

Reading

In their everyday work, reading takes place in a practical way. Although there will be opportunities to read and look at books, the pupils will read key words/symbols about the house; recognize social words such as DANGER, ENTRANCE, etc. read a menu in a cafe, read computer directions; use a phone book, etc.

Number Work

In dealing with numbers, the pupils will deal chiefly with money skills, work with telling the time and measuring skills. This is done in a practical way, e.g. learning

how to order goods from a catalogue, reading the sum in a shop or cafe and finding the money and paying for the goods; telling the time of the taxi in the morning, lunchtime and when it is time to go home; counting cups whilst making tea; using the T.V. Guide to see the length of programmes; learning to measure for curtains or carpets or during woodwork.

Communication

Getting the pupils to communicate with each other and with adults is an important part of the school's work. The school uses a number of different communication methods; Makaton; PECS; Objects of Reference; Symbols / pictures; individual methods. Etc..

There is much emphasis on discussing the work that has been done and discussing their experiences in school and out in the community.

The 16+ Unit pupils will have different experiences during the year. There are opportunities to visit many places such as Colwyn Bay Zoo, recycling centres, ten pin bowling, theater, canoeing and climbing, etc. together and weekly visits to Plas Menai; shopping in town; visiting a café and the library occasionally.

The visits are important to broaden educational horizons and to provide new experiences for the pupils.

Helping in the School

Whilst maturing, a number of pupils volunteer to help with younger children at the school. This can be by pushing a wheelchair for one of the class 1 pupils; assisting with the computer for children who need individual help; assisting the staff to look after smaller children on visits and during lunch time. This means that they learn to shoulder responsibility and have the experience of being an adult.

Recording Achievement

As part of "records of achievement" work, each pupil has his/her own "Progress File", which includes a detailed record of their time in the secondary sector of the school.

The file includes pictures of the pupils carrying out various activities; a written record and pictures of interest; their favourite things; family holidays; educational visits, hopes for the future etc

Youth Award Scheme

One group is working on ASDAN Towards Independence scheme and another group on the ASDAN Bronze / Silver Award. The Bronze / Silver Award Scheme is designed to develop, assess, and accredit Key Skills and to help students identify their personal achievements. The students organize their own work, are; working with others, using communication skills, numeracy, information technology, dealing with problems, etc.

Here is a summary of the topics covered: handling information; the community, sport and recreation ; management of the home; environment; using number; health and survival; world of work; industry and technology; the wider world; the expressive arts; beliefs and values.

Towards Independence (ASDAN)

The pupils in this group complete modules out of the Towards Independence scheme. Here are some of the modules they are working on at this time: world of work, Environment, Independent Living, Creativity, meal Preparation and Cooking. Once they complete these module they start new modules in order to expand their knowledge and experiences.

Other activities.

Each pupil is given the opportunity to learn basic carpentry skills and get training on how to use tools. There are musical sessions and pupils have the opportunity to sing and act in public in various concerts such as the Christmas concert; Felinheli Festival and other different concerts at the school.

There are opportunities to plant a variety of plants, vegetables and fruit in the polytunnel, greenhouse and allotments.

Work experience

Pupils are usually expected to have attained the age of 16+ before starting *work experience*, and parental permission is required. Pupils can choose the location of their experience and the length of time. Usually pupils will be out on work experience for one day a week, but by

the end of their school career, they could be out on work experience for three or four days a week. During the last few years, pupils have been on work experience in the following locations:

Antur Waunfawr: (Cafe, Shop, Warws Werdd (recycling furniture), Bangor recycling Centre, Gardening.

Menter Fachwen: (Caffi Cibyn, Woodwork workshop , Polytunnel, Caffi EB's, Life Skills at y Bwthyn,

SPAR Min y Nant,

Creche Tryweryn and

Seiont Nurseries.

There is close liaison with Careers Wales as regards pupil placement, and the parents' co-operation and sympathy is essential. A Careers Exhibition is held at the school every 2 years.

4. External Activities

Some activities are organised outside the school boundaries. This may mean taking groups or individuals to other schools for specific lessons such as physical education; swimming pools at the Arfon Leisure Centre or Plas Menai; public places in town such as shops, cafes, library, etc., outdoor pursuits centres to undertake activities such as canoeing, mountain walking, climbing, abseiling, orienteering, etc.

These activities are an integral part of the school curriculum and have been specially formulated for individual pupils. The school and county policies are implemented as regards educational visits.

5. Sex and Health Education

We believe that sex education, within a moral framework, should be a central part of the individual curriculum, and that the way it is presented should take into consideration the importance of family life.

The 1988 Education Act insists that the curriculum should promote the spiritual, moral, cultural, mental and physical welfare of children in the school, and prepare pupils for opportunities, responsibilities and experiences in adult life.

The 1993 Education Act states that sex education must be included for pupils of secondary school age although there is a choice at primary age. That choice is a

matter for the School Governors, but parents may choose to exempt their children from any sex education not included in the National Curriculum.

COMPLAINTS PROCEDURE

The Local Education Authority, in accordance with the requirements of the Secretary of State, under Section 23 of the 1980 Education Reform Act, has established a procedure to consider complaints concerning the way school governing bodies and the Education Authority act in relation to school curriculum and other related matters. This procedure has been outlined in a document which is available in Welsh or English from the school.

A free copy will be provided on request to any parent wishing to make a complaint under these arrangements, and the Authority can provide a copy in a language other than Welsh or English if necessary. It is emphasized however, that many complaints can be dealt with speedily and effectively through informal consideration based on discussions with the Headteacher. This is the primary reasonable step, and the Governing Body will expect that this step will have been taken before submitting a formal complaint under exceptional circumstances.

Contact the school to make an appointment to discuss any complaint with the Headteacher.

RELIGIOUS EDUCATION AND COMMUNAL WORSHIP

The school does not have any direct formal links with any religious denomination. However, ministers of all denominations are invited to speak with the children and to hold services. This is the usual weekly routine:-

Monday - alternate service for junior/secondary in the hall

Tuesday - Primary service in the hall

Wednesday - Secondary service in the hall

Thursday - service for everyone in the hall. We also enter the names of children who have made a special effort during the week in the gold book. When a minister is available, this is the day when he usually comes

Friday

- service in class

At Pendalar, morning assembly is also a means of developing the individual's social and communicative ability. We seek to create a close, "family" atmosphere so that the children can feel free and happy, which is so important for developing their self-confidence.

Arrangements may be made for children whose parents do not wish them to attend religious services or similar studies.

SCHOOL NURSE SERVICE

A nurse works full-time at the school. She is employed by the Child Development Team which is part of the North Wales Health Trust.

She shares her time between all the classes, giving assistance and advice concerning aspects of the children's development. She also deals directly with medical needs as well as advising the other staff. The nurse is responsible for keeping and allocating all the medicines.

If a child needs new medicine the parents are asked to contact the nurse directly to give detailed information on how the medicine should be administered and to inform the nurse when to expect a new supply of medicine to the school. It is possible then to make sure that all medicines are kept in a safe and appropriate place.

After the children have gone home and during the holidays, the nurse is free to make home visits to discuss the needs of the children and to offer help and guidance for the parents.

HOMEWORK

The children do not necessarily receive formal homework. However, the teachers seek to stimulate the children's enthusiasm in specific areas so that their interest carries over into leisure hours at home. Sometimes, some children are asked to look for information or material which is relevant to the work, after school hours.

Of course, this places a responsibility on the parents, so we ask for their co-operation where this is possible.

Also, part of the school curriculum deals with developing self-care skills and independent living skills, and so children are expected to continue to practice these skills at home. Once again, we shall depend on parents' co-operation in this matter. For some children, more formal homework may be arranged. This usually involves work in the language area of the curriculum such as reading or writing, but also mathematics. When this happens we try to seek agreement for parental support/involvement.

SCHOOL LANGUAGE

Pendalar is a bilingual school. Welsh and English are used in parallel, since there are children of both linguistic backgrounds at the school.

Welsh is the school's main language of communication, and the aim is to have each child reaching some level of bilingualism, where possible. This conforms to the Local Education Authority's language policy.

ABSENCES

i) Each absence should be covered by a note of explanation either in the class diary, by e-mail or by direct oral message from the parent to the class teacher.

Oral messages should not be sent via transport services (taxi escort).

ii) Parents who intend to take family holidays during term time should present a formal written request to the Headteacher.

iii) Hospital, clinic or dental appointments should be arranged outside school hours if possible. When this is not possible, the school should be informed beforehand in the usual manner.

DINNER MONEY

Parents are informed of daily meal prices. All are expected to pay this unless they are entitled to free meals or bring in their own sandwiches/food.

Parents receiving Income Support are entitled to free meals for their children. They should make an application for free meals on the correct form (PY1). This is

available either from the County Offices or through the school. It is important to fill it in regularly and promptly so as not to have to pay. Those who do pay for meals are expected to do so on **Monday** of each week, in order to facilitate arrangements.

CHARGES

Occasionally, we organize activities outside school which include educational trips, residential experience, attending Urdd centres, outdoor pursuit's centres, etc.

The school does not have the right to charge for these activities, but we do have the right to ask for a parental contribution. If the parent cannot contribute, this in itself will not exclude the child from the activity. However, we are sometimes dependent on the contributions in order to afford the service/activity. This said, we do our best to raise the money in other ways in order to alleviate pressure on parents.

OTHER SERVICES

Riding

A group goes riding with the R.D.A. at Treborth, The R.D.A. group go weekly. Unfortunately, primary ages are the only ones which can be included in these groups because of the size and number of ponies available. R.D.A. (Riding for the Disabled) very kindly offers this service free. Occasionally, we seek to raise money for them, in order to help them out.

ESDGC: Education for Sustainable Development and Global Citizenship.

Ysgol Pendalar is involved in Education for Sustainable Development and Global Citizenship which is an approach which involves the whole curriculum and management of the school, not merely an 'add on' subject. It has its roots in environmental education and development education. As a result, many of the building blocks of education for sustainable development and global citizenship are already present in every school.

2009-10 Priorities

All staff and governors are aware of these priorities and have been involved in the compilation and planning of them.

Permanent main priorities

1. COMMUNICATIONS-Continue to develop strategies that will make it easier for every pupil to make sense of his/her environment.
2. HEALTH AND SAFETY-Ensure the safety of the pupils / staff at all times.
3. ASSESSMENT-Ensure that we are carefully monitoring the progress of each pupil

Main Priorities 2009-2010

1. Develop the outside areas of the school / art-project Heather Lowe / memorial garden / Allotments / swings for secondary pupils/ proper football field/ Creation of a sensory corner/ any other work
2. Re-assess the schemes of work in light of Curriculum 08.
3. Healthy School / Green School- Develop these issues further.

Other considerations

- ❖ Make more use of Science / Computer rooms
- ❖ Makaton Software
- ❖ Health and Safety (food hygiene)
- ❖ Strengthen links with Antur Waunfawr / Menter Fachwen
- ❖ Introduce different activities for exercise eg 'Forest School' in Glynllifon
- ❖ appropriate assessment plan
- ❖ suitable resources for Drama Training
- ❖ Further RM training
- ❖ Ensure that the new school will continue to expand and develop in all aspects and make the best use of all resources in the new school and maintain the special atmosphere at the school.
- ❖ Realizing Community Plan.
- ❖ Ensuring that the school website is up to date.
- ❖ World Wide Citizenship - developing the international dimension
- ❖ Ensure further training for 'Non Violent intervention'