

School Prospectus

September 2026



*Learning together in a changing world,
creating success for all.*

Welcome from the Headteacher

It is my great pleasure to welcome you to our school and to introduce the vibrant, caring, and forward thinking learning community that we are so proud to lead. Since opening our doors in 1998, our school has continued to grow, evolve, and innovate—always guided by our commitment to provide exceptional, person centred education for children and young people across Caerphilly.

We are an open door, learner focused organisation where every pupil is valued as an individual. Our approach places wellbeing, safeguarding, and meaningful relationships at the heart of everything we do. This ethos is supported by a highly skilled, diverse, and dedicated staff team who bring a wealth of experience, creativity, and specialist expertise to their roles. Together, we work collaboratively to ensure that every learner is understood, supported, and enabled to thrive.

We are fortunate to benefit from state of the art facilities, enhanced further by a recent multimillion pound extension and roof replacement programme. Our environment includes two softplay rooms, sensory rooms, a rebound room, hydrotherapy and splash pools, and extensive playgrounds designed to stimulate exploration, communication, and joy. These exceptional resources allow us to offer rich, meaningful experiences tailored to the needs of each learner.

Health and Wellbeing sits proudly at the heart our ethos. We feel strongly that pupils can only attend to high quality learning if they feel safe and secure. We work closely with a range of partners including health board and social services to ensure our pupils and families benefit from a 'joined up' and Whole School Approach.

Our curriculum is highly specialist, dynamic, engaging, and pupil centred—providing a wide range of opportunities for challenge, creativity, independence, and personal growth. We are proud to work closely with Caerphilly Local Authority and to play a valued role within the wider community. This includes our network of ten satellite classes within mainstream schools across the county, which allow us to offer flexible, inclusive pathways and strengthen partnerships that benefit learners across all settings.

We are also extremely lucky to benefit from a range of intervention opportunities which include; Caffi Oren which is our community cafe, Independent Living Skills Flat, Communication Hub and Learning Recovery Provision. This is in addition to our highly skilled N-Gage team who offer a range of interventions including; Total communication, home support, positive behaviour support, sensory processing, multi-sensory impairment, MOVE, Forest Schools, PE, Expressive Arts and Digital competence. This ensures all pupils have high quality personalised learning.

We are a Rights Respecting School, having gained this prestigious award in January 2017. This award recognises our achievement in putting the Convention on the Rights of the Child at the heart of our planning, policies, practice and ethos.

Whether you are a prospective parent, carer, professional, or visitor, I hope this prospectus gives you a sense of the warmth, ambition, and dedication that define our school. We look forward to



welcoming you, answering your questions, and working together to support every pupil to achieve their potential, celebrate their individuality, and enjoy their journey with us.



David Jenkins

Executive Headteacher

MSc (hons), PGCE, MA SEN, GRAD DIP, NPQH

School Contact Information

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Caerphilly Road
Ystrad Mynach
Caerphilly
CF82 7XW

Telephone number: 01443 866000

Email: trinityfieldsschool@sch.caerphilly.gov.uk

Key School Contacts

Executive Headteacher	Dave Jenkins
Deputy Headteacher	Tracey McGuirk
Assistant Headteachers	Leanne Boardman Christine Thomas Anthony Rhys
Assistant Headteacher (CASS)	Michelle Meredith
Chair of Governors	Amanda Hurst

Philosophy and values

Central to the philosophy of Trinity Fields is the strong belief that each child is special and that human relationships are the foundation for all teaching and learning. We value:

- our pupils as children first and their families as the experts and co-educators of their children.
- human relationships as fundamental to the development of our pupils and as the basis for a school community which values others.
- the natural world as a source of wonder and inspiration.



- different professional perspectives- the education and care of our pupils is a multi-professional responsibility.
- teaching as a total approach- it is about everything we do.



Our commitment to this vision means that we will:

- ensure that all learners have access to innovative learning environments that are pupil centred, flexible and responsive to individual needs;
- ensure that all learners have a “voice” and that their views are taken seriously and contribute to our whole school improvement planning;
- provide an individual and inclusive service to pupils and their families, with an emphasis on meeting individual needs and developing pupils’ strengths; this includes pupils from across the County Borough as well as the pupils of Trinity Fields School;
- provide a broad, relevant, challenging and personalised curriculum for every pupil
- acknowledge and respect the individuality of all learners, where everyone is a valued member of the school community;
- ensure that all learners have access to high quality resources, communication systems and expertise. These will be provided within a safe and attractive learning environment that encourages fun, creativity, respect and enjoyment;



- recognise our staff team as an excellent resource and that valuing, supporting and developing them is central to pupils' achievements;
- work in partnership with parents, carers, governors and other professionals to provide support, guidance and training and extend pupils' learning and achievements;
- develop and sustain effective links with mainstream schools and with the local community, encouraging participation and extending our inclusive and pupil centred ethos;
- build upon individual and whole school strengths; celebrating and sharing all achievements;
- ensure that all learners have access to multi-sensory learning opportunities that promote communication, self-esteem, motivation and independence, as well as preparing them for adult life;
- work with all partners to ensure that transition arrangements are well planned and take into account the needs of individual learners.

As a Rights Respecting School, we are committed to embedding the principles and values of the United Nation Conventions on the Rights of the Child (UNCRC). Our Vision Statement enables our pupils to access and enjoy the following articles of the convention:

Article 12: Every child has the right to be heard.

Article 28: Every child has the right to an education.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Article 42: Every child has the right to know their rights.

Our pupils are encouraged wherever possible to reflect on how their behaviour and actions affect those around them, which allows us to build and maintain a positive and safe learning environment for all, both in the classroom and around the school site.

Emotional and Mental Wellbeing

We undertake a whole school approach to Emotional and Mental Wellbeing and recognise the importance of maintaining and promoting the health and wellbeing of everyone in the Trinity Fields team (pupils, parents/carers, staff, governors etc.). Our approaches include teaching pupils about how to lead healthy lives by enabling our pupils and staff to take control over aspects of the school environment which influence their health and wellbeing.

Our School Rules

Our 4 school rules were written by the school council and aim to encourage the skills needed to prepare our pupils for adulthood. These are:

1. **Work together**
2. **Try our best**
3. **Help everyone stay safe**
4. **Be respectful**



These rules form the basis of our whole school reward system, which is personalised to meet the needs of every pupil, and rewards positive and desirable behaviours. For further information about this contact Tracey McGuirk (Deputy Head).

Admissions

Admission to Trinity Fields School is on the combined recommendations of a multi-professional team. Initial enquiries can be made to the Headteacher or the local authority's Principal Educational Psychologist **Dr Kyla Honey** (01443 866629).

Children are admitted from the age of three years. Children who experience severe or complex difficulties are considered as a priority for admission. Referrals must be made through the Educational Psychology Service. Under the regulations of the 1996 Education Act, children with special educational needs may, be referred for a full multi-professional assessment which may result in a Statement of Educational Need.

The majority of pupils over the age of 5 years would be admitted to Trinity Fields with an 'Individual Development Plan (IDP)'. More information about this can be obtained by contacting the school and speaking with **Christine Thomas** (Assistant Headteacher).

Parents/carers will be full partners in this assessment process. You may wish to visit the school prior to admission as part of the partnership process. Decisions about admission depend upon the agreement of parents, staff and appropriate professionals. All parents will be asked to complete an 'admissions' pack prior to the child starting school to ensure that we have all the necessary information to keep your child safe and provide them with the full range of learning and social opportunities to meet their individual needs.

Person Centred Planning Meetings

In line with the *Additional Learning Needs and Education Tribunal (Wales) Act 2018* and the *ALN Code for Wales (2021)*, learners who have an Individual Development Plan (IDP) will have it reviewed at least annually. These review meetings are organised by the school, and we will invite parents/carers and all relevant professionals to participate. The review considers all aspects of your child's progress, well-being, and support needs. We take a person-centred approach, ensuring your child's views, wishes, and feelings are central to the process.

Annual IDP reviews may include contributions from a range of professionals, such as Social Services, Health professionals, and any other agencies involved in supporting the learner. During the meeting, long-term aspirations and outcomes for your child are revisited, and updated actions are agreed. These form part of the IDP, outlining how the agreed outcomes will be achieved and detailing the responsibilities of everyone involved.

Transition reviews (Year 9 and above) help plan and monitor pathways into further education, training, or adult services. Careers Wales and other relevant professionals, such as Adult Social



Care, are invited to support effective planning for adulthood.

Monitoring and assessment

Teacher knowledge of every learner is the foundation of our curriculum design. All pupils have a baseline assessment to identify their starting point within their first term at Trinity Fields and are re-assessed termly using the BSquared assessment package. Pupil assessment is a continuous process and this information informs next steps in learning. Alongside this, a range of interventions and **specialist** assessments are used to aid individual progression as appropriate.

Evidence of pupil progress and experiences contributes to every child's Individual Learning Journey, and this is shared with families via Seesaw. Where appropriate pupils will be involved in reviewing their own progress and are supported in selecting evidence of their work.

Person Centred Planning meetings are held at least once a year where progress is discussed and new outcomes set for the year ahead. These outcomes inform planning and individual 'Going for Gold' target setting which is reviewed 6 monthly. Pupil progress towards these targets is discussed with parents/carers throughout the year.

At 14+ pupils also follow a learning pathway which includes accredited ASDAN and AQA courses where their work is moderated and verified externally.

Record keeping

Our record keeping systems recognise pupils' achievements, progress and experiences; they encourage, as appropriate, the involvement of pupils in planning and evaluating their work. When we talk to you about your child, we will always do our best to:

- identify current priorities.
- focus on strengths, progress and achievements.
- identify next steps for your child
- seek your views and discuss ways in which you can help your child.

School Curriculum

The 4 key purposes of the Curriculum for Wales underpin everything that we teach at Trinity Fields, helping all children and young people to 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.



Trinity Fields School Curriculum Overview



4 Purposes which have been articulated and refined by Each class

1. Ambitious & Capable 2. Healthy & Confident 3. Enterprising & Creative 4. Ethical & Informed

6 AOLEs form the basis for the curriculum

1. Language, Literacy and Communication 2. Maths and Numeracy 3. Expressive Arts 4. Humanities 5. Science & Tech 6. Health & Wellbeing

Whole School Themes

Content developed Collaboratively – Spiral Curriculum differentiated by age and phase of learning.
Focussed on authentic learning experiences



Our Curriculum is process led and learner centered, with an emphasis on the process of learning for each pupil. With a termly whole school overarching theme which is then lensed into developmentally appropriate content, pupils experience an engaging and exciting curriculum developed in response to their specific needs.

Other curriculum areas that may be taught outside topic work include PE and music. All pupils are encouraged to participate in a range of physical activity from physiotherapy through to activities including virtual boxing, rugby and table cricket. Swimming and outdoor activities using community facilities are pursued as well as school-based physical education. PE and music are taught by specialist teachers who work across the school.

Each term a Curriculum Enrichment Day is held linked to the whole school theme, to offer a range of exciting and valuable enrichment activities to enhance the termly topic.



For some pupils with additional impairments and very complex needs the curriculum is delivered through a therapeutic, developmental and sensory approach. This might be supported by occupational therapists, physiotherapists and speech therapists, as well as teachers from the VI, HI and MSI Services as relevant.

School organisation

Our class groupings are intended to be flexible; pupils are grouped to ensure they have the correct levels of staffing and resources to meet their individual needs.

We currently have 37 classes. This includes Primary aged satellite classes at Cwm Ifor Primary School, Ty Isaf Primary School, Pontllanfraith Primary and Deri Primary and Secondary aged satellites at Heolddu Comprehensive, St. Cenydd Comprehensive and Ystrad Mynach College.

Classes are divided into 5 age phases, each with a distinct identity.

Primary Phase			
Phase	Year Groups		Phase Lead
Explorers	Nursery – Y2		Rachel Westren
Adventurers	Y3-Y6		Sian James
Secondary Phase			
Investigators	Y7-Y9		Joanne Daniel
Researchers	Y10-Y11		Amy Barrett
Aspire	Y12-Y14		Libby Harman



Information

Explorers



In the Explorers Phase learning is rooted in the Five Developmental Pathways within the Curriculum for Wales (3–16):

- Belonging,
- Exploration,
- Communication,
- Well-being and
- Physical Development.

We take a child-led, holistic approach that values each learner's unique play, interests and ways of learning. By nurturing relationships and prioritising connection, we create a safe, supportive environment where children can grow with confidence. Using a Total Communication approach, we ensure every child's voice is heard and understood, helping all learners explore, discover and thrive in meaningful, developmentally appropriate ways.

We work as part of a supportive multi-disciplinary team, to ensure each child receives the best possible care and learning experiences. Parents and carers are central to this partnership- your knowledge, insight and ongoing involvement are invaluable in helping us understand and support your child's unique learning journey.



Adventurers

In the Adventurers Phase, we continue to develop the Five Developmental Pathways outlined within the Curriculum for Wales (3–16).

As some pupils begin to engage with more structured forms of learning, we also look at the six Areas of Learning and Experience and the associated 'What Matters' statements. This is implemented while maintaining a child-led, holistic approach that recognises and values each learner's individuality, interests, and preferred ways of learning. By nurturing strong relationships and placing connection at the heart of our practice, we provide a safe, supportive environment in which pupils can develop with confidence. Play remains a central and highly valued element of the learning process.

Through the use of a Total Communication approach, we ensure that every child's voice is heard, understood and respected. This includes the use of core boards, signing, gestures and other



communication methods, enabling all learners to explore, discover and thrive in ways that are meaningful and developmentally appropriate.



Investigators

The Investigators Phase at Trinity Fields School focuses on supporting pupils as they move into the Secondary Department. Within the Investigators phase, the focus shifts from *emerging* independence to strengthening, applying, and generalising these skills in broader contexts. The Investigators Phase builds directly upon the Adventurers foundations, ensuring continuity and progress through adolescence. This reflects a shift from supporting independence within routines to encouraging pupils to take ownership of them.

Learning is built around the Curriculum for Wales (Ages 3–16), which includes six key Areas of Learning and Experience:

- Health and Well-being
- Languages, Literacy and Communication
- Mathematics and Numeracy
- Expressive Arts
- Humanities
- Science and Technology

These areas are strengthened through cross-curricular skills such as literacy, numeracy, digital competence, relationships and sexuality education, human rights, diversity, and careers learning. Within the Investigators phase, experiences become more rooted in real-life scenarios, preparing pupils for later phases of Researchers and Aspire.



Researchers (Years 10 and Y11)

In line with the expectations of the Curriculum for Wales and the 14–16 Learning Entitlement, all pupils aged 14–16 are provided with broad, balanced and relevant learning experiences that support them to reach their full potential. Within our setting, learning pathways are personalised to reflect each pupil's strengths, needs and aspirations, ensuring meaningful progression and preparation for adulthood.

Learners benefit from a personalised Individual Learning Pathway that is responsive to their additional learning needs and focuses on developing independence, wellbeing, and employability skills. The curriculum provides a wide range of learning experiences and programmes, delivered through flexible approaches that support engagement, practical learning and real-life application.



The learning offer includes a core experience that develops essential skills, knowledge, understanding, attitudes and values, while also supporting the four purposes of the Curriculum for Wales. Pupils are supported through regular guidance and mentoring from staff who help them set targets, review progress and plan next steps in their learning and future pathways. Pupils also have access to appropriate personal support and impartial information, advice and guidance, including preparation for further education, training or employment.

Within the Researchers Phase, pupils access learning across all Areas of Learning and Experience in line with the Curriculum for Wales, with appropriate differentiation and support. Pupils also have opportunities to work towards a range of accredited and recognised programmes, including ASDAN Life Skills Challenge, AQA Unit Awards, and the Duke of Edinburgh Bronze Award, enabling them to gain recognition for their achievements.

In addition, pupils take part in weekly Options sessions, where they can choose from a range of subjects and activities that reflect their interests and support the development of practical and vocational skills. Pupils are also provided with opportunities to develop real-world skills such as catering and hospitality through experiences at our onsite Caffi Oren and horticulture, off-site at the allotment- supporting independence, teamwork and employability.

Further information about the provision for pupils in the Researchers Phase can be obtained from the Researchers Phase Lead, Amy Barrett.



Aspire

All learners aged 16–19 are entitled to a personalised Learning Pathway Framework designed to support their progress and achievement.

This framework includes:

- an individual learning pathway tailored to each learner's needs.
- a broad choice of programmes and learning experiences.
- a core offer that develops key skills, knowledge, attitudes, values, and shared learning experiences.
- access to wider pastoral support.
- impartial careers advice and guidance to help plan for future transitions.

Learners in our Aspire Phase (16–19 Pathways) continue to access the relevant Areas of Learning and Experience from the Curriculum for Wales, delivered with a strong emphasis on independence, life skills, real-world application, and preparation for adulthood. Learners follow a range of appropriate accredited courses, including ASDAN, AQA Unit Awards, and The Duke of Edinburgh's Award, alongside vocational experiences such as developing catering and hospitality skills through Caffi Oren.

We also offer a programme of local community work-experience placements, giving learners the opportunity to build practical work-related skills, explore interests, and develop



confidence in real employment settings. These experiences support each learner in understanding future transition options and preparing for meaningful life and pathways post-19.

Further information about all aspects of our 16–19 learning pathways provision is available from Libby Harman (Phase Lead).

Staffing

All classes have 1 full-time teacher and a minimum of 3 teaching assistants. Where pupils have additional physical or behavioural needs extra support will be allocated to these classes.

Teaching approaches and strategies

Our teaching approaches and strategies are based on the individual needs of pupils and therefore class groups are small. Teaching is carried out in one-to-one, paired, small group and whole class situations. Our highly skilled teaching assistants provide valuable support for the pupils and teacher.

There are also regular opportunities for classes/groups and whole school to combine for various such as whole school celebrations, assemblies, educational visits, visiting theatre groups etc.

At Trinity Fields the content of the curriculum is delivered as far as possible at an age-appropriate level.

Full details of our Teaching, Learning and Curriculum Policy will be found in the “Policies” section of the school website. There is also a pupil friendly version of this policy.

N-Gage Team

The N-GAGE Intervention suite represents a transformative, whole-school commitment to ensuring that every learner is empowered to thrive, regardless of their starting point, profile of need, or life experience. Rooted in the vision of delivering inclusive, evidence-based, and deeply human-centred practice, the department stands as a driving force for wellbeing, independence, and lifelong learning across the school.

Built upon the principles of the Curriculum for Wales, N-GAGE aligns all intervention pathways with the Four Purposes, ensuring pupils grow as ambitious, capable learners; enterprising, creative contributors; ethical, informed citizens; and healthy, confident individuals. This alignment ensures that interventions are not “add-ons,” but integral, strategic elements of a rich and meaningful curriculum accessible to all.

At its heart, N-GAGE provides a comprehensive ecosystem of support, encompassing universal, targeted, and specialist provision. It spans 12 high-impact domains—from literacy and communication to sensory regulation, expressive arts, outdoor learning, MOVE, ICT, work-related learning, and trauma-informed nurture. These interventions are underpinned by a highly skilled, multidisciplinary team, whose expertise strengthens not only learner outcomes but the practice, confidence, and resilience of the whole workforce.



A trauma-informed ethos permeates the department's work. Through nurture systems, emotional coaching, restorative approaches, and consistent relational practice, N-GAGE embodies a culture where every child feels safe, understood, and able to learn. This is reinforced by strong family partnerships, practical home support, and community engagement that extend the impact of learning far beyond the school walls.

Financial investment is strategic and substantial, reflecting the school's belief that inclusion is not a cost—it is a commitment. With a staffing model designed to deliver interventions while supporting PPA cover, and a robust system for monitoring cost-effectiveness, N-GAGE ensures strong value for money and measurable return on investment.

Impact is rigorously monitored through a rich suite of KPIs, using data from IDPs, wellbeing tools, behaviour and engagement metrics, attendance patterns, stakeholder perceptions, and curriculum integration. These measures capture not only academic progress but also emotional growth, communication development, resilience, independence, and readiness for adulthood.

Through this work, N-GAGE is shaping a school where learners are not simply supported—they are seen, celebrated, and enabled to flourish.

In its design, delivery, and ambition, the N-GAGE Department stands as a flagship model of inclusive practice: collaborative, innovative, evidence-driven, future-focused, and unwavering in its commitment to giving every learner the best possible quality of life.

Inclusion Quality Mark (IQM)

The Inclusion Quality Mark (IQM) Award is a nationally recognised award that shows how inclusive schools are in their practice. Trinity Fields School holds Flagship School Status. We are assessed annually and share our excellent practice worldwide. Our most recent report (2025) is available on our website.

Cwricwlwm Cymreig and bilingualism

Wales is a country rich in cultural diversity and heritage. Cwricwlwm Cymreig is an entitlement of all pupils in Wales. All aspects of teaching and learning acknowledge the cultural, economic, environmental, historical and linguistic characteristics of Wales. Cwricwlwm Cymreig is an integral part of school life.

Throughout the year all aspects of Welsh life are celebrated; these celebrations culminate in Welsh celebrations held annually in the first week of March. The annual school Eisteddfod is a popular event which encourages home-school partnership links through various competitions.

Welsh is taught as a second language throughout the school. Incidental Welsh is encouraged throughout the school day. We have regular input from staff who are Welsh speaking and access training and support through the local authority and consortium, as and when required.

Wherever possible a Welsh speaking member of staff will be assigned to a class team if a pupil comes from a Welsh speaking home.



Expressive Arts

Expressive Arts in Trinity Fields includes music, drama, dance, film, digital media, art and design. All pupils are given the opportunity through the curriculum and partnership projects to develop their creative skills through a wide range of activities. The creative arts have a very positive impact on motivation, imagination, confidence, collaboration and thinking skills.

We work in partnership with organisations such as the BBC National Orchestra of Wales, Live Music Now and the local schools. Pupils have many opportunities to perform to different audiences and share their creative talents.

We also have visiting music staff from the local authority who develop individual talents in keyboard, guitar, drums and singing. Activities including music therapy, rebound therapy, story massage and Two Rhythms sessions also support the development of pupils' interaction, independence and communication skills.

Religion, Values and Ethics and Collective Worship

Religion, Values and Ethics and Collective Worship are delivered to all pupils in accordance with the statutory requirements. Religious Education at Trinity Fields School is an all-embracing approach relevant to the multi-cultural society in which we all live. It provides opportunities to explore individual thoughts and an appreciation of the natural world. Our teaching aims to be realistic and relevant to the lives of our pupils and is therefore, related to the nature, experiences and needs of the pupils.

Our provision reflects the Christian ethos and values. However, as part of the broad curriculum offered to all pupils the major festivals from some of the other faith groups will also be celebrated and explored. We recognise that Religious Education and Collective Worship make a significant contribution to the school's aims and ethos.

Religion, Values and Ethics is taught in all classes on a weekly basis and each school day ends in an Act of Collective Worship. In addition we hold weekly School Assemblies where we celebrate pupil achievements and set a focus for the week's collective worship.

Sport and physical development

All pupils have access to a wide range of experiences and activities to promote their physical development, health and well-being. These experiences and activities include:

- swimming and hydrotherapy
- football, cricket, rugby, golf
- gymnastics
- trampolining and rebound therapy
- dance
- team games (including parachute sessions)
- outdoor pursuits and Duke of Edinburgh activities
- Sportsability games
- Boccia



We also hold a highly successful annual Six Nations Tag Rugby tournament involving other special schools and local primary schools.

Parent/carers partnerships

We are Investors in Families School. Our commitment is to ensure all parents/carers always receive a warm and friendly welcome. We value parents/carers as partners in their child's education and aim to build a positive relationship with all our parents/carers within an atmosphere of honesty, mutual respect and working together towards the same goals.

We have an "open door" policy where parents/carers are invited to a wide range of whole school events such as Harvest, Christmas Celebrations, coffee mornings, school fairs etc. In addition, parents/carers are invited to Person Centred Planning Meetings and termly Pupil Progress Evenings to review their child's progress and discuss future targets.

Parents/carers are free to telephone the school at any time. Although calls cannot be put through to class unless absolutely necessary, staff will return your telephone call as soon as practicable.

We have developed a series of "Parent/Carer Guides" on aspects of the school to help support parents/carers understanding of what we do. If you would like to request a particular guide please speak to Leanne Boardman, Assistant Headteacher.

Teachers2Parents Texting Service

We use the text service Teachers2Parents to support our regular communication with you and to keep you in the loop.

In order for us to provide you with the best possible service and to ensure that you have access to all the relevant texts it is **essential** that we have an up to date mobile number for you; if you do change your mobile number then please make sure that we have the new one otherwise you will not be able to receive the relevant messages.

Parent/carers workshops

We are always happy to organise workshops and training for parents/carers on any subject or issue. If you would like to know more about a specific issue please contact Donna Pugh (Home Support Worker) in the first instance.

Parent Teacher Association (PTA)

We have an active and highly effective PTA which is open to all parents/carers and to anyone else with an interest in the work of our school. The main aim of our PTA is to foster engagement and involvement within the school through a range of educational, social, fundraising activities.

There is a committee of parents/carers and staff who co-ordinate the work of the PTA. Anyone interested in joining the PTA should contact Leanne Boardman, Assistant Headteacher. Further information about the work of our PTA is available on the school website: www.trinityfieldsschoolandresourcecentre.co.uk

Eco Council and School Council



The Eco-School process is made up of a number of elements providing a structure that enables schools to demonstrate good practice in environmental management.

Our Eco Council is the driving force of the Eco-School programme, and we are very proud to have achieved our Platinum award. We continue to embed our Eco-school philosophy and strive to improve each year in order to maintain our status.

The School Council has pupil representatives from across the school. The members are elected by class peers. Our Head Boy and Head Girl are co-opted members of the School Council. Meetings are usually held monthly and include items raised by classes or individuals. The School Council work very closely with the governing body and are actively involved in all staff appointments. The work of the School Council in supporting staff appointments and other whole school developments, such as playground developments etc. is highly valued by governors.

Behaviour Support

We use Positive Behaviour Support (PBS) as an overall strategy to support pupils who are having behaviours that may be of concern. We see behaviours that may challenge others or be of concern as a form of communication. At Trinity Fields we aim to look at the function of the behaviour and work with families and staff to look at better ways to communicate needs.

We believe in rewarding positive behaviour and praising pupils who try their best. We aim to ensure that everyone is happy and able to achieve their potential. We aim to support pupils to develop functional skills where they can express when they are worried, concerned or anxious to minimise the need to display behaviours of concern. We will look at the environment and function of the behaviour to see how we can change the behaviour to something more appropriate.

We work closely with parents/carers to develop and implement our strategies and procedures for behaviour management. Positive reinforcement underpins our whole school approach; our pupils' success and achievements are recognised and celebrated at every opportunity.

We will write an Individual behaviour plan (IBP) with the pupil, where appropriate, or with families and staff who know the pupil well to ensure that everyone uses the same strategies to support. This document will be reviewed regularly and updated when new strategies are implemented or when things change. For more information on this please speak to our behaviour co-ordinator, Tracey McGuirk, Deputy Headteacher or our specialist TA, Aimee Meredith.

The following strategies are used to increase pupils' motivation and raise standards of achievement:

- we have a pupil rewards system that works across the school which was developed by the student council. Pupils work for stamps to put in their Rewards Passport booklet from staff. They agree on a reward and how many stamps are required to gain the reward. Rewards can include gaining a token to purchase a book / toys / items from the reward vending machine. It may also include specific rewards that are unique to the motivation for that pupil.



For example, some recent choices include time spent playing virtual football with the Headteacher, or game of Uno with a favourite staff member.

- Immediate praise, signing and use of symbols are used to reinforce positive behaviour;
- Messages sent home via Seesaw, or a special letter, telephone call etc.;
- All pupils are valued and respected irrespective of behaviour;
- Personalised songs are sung to younger pupils to record achievement and positive behaviours;
- Stickers, badges, stars and certificates to reinforce good work, effort or appropriate behaviour;
- “Star Award” Assembly includes the awarding of special “Star Award” stickerscircle time is used throughout the school as a strategy for discussing and sharing good work and behaviour.

Physical intervention

We will work with parents/carers to try and understand your child’s communication attempts and develop more socially acceptable ways to communicate feelings and anxieties. Together we will look at the function of the behaviour and teach a more acceptable way of achieving the same outcome before the behaviour occurs.

We only use physical intervention when there is no other realistic alternative. Staff may have to intervene to prevent a pupil from hurting themselves or others. We have a duty of care to keep them safe from harm. If staff need to physically intervene, they will use recognised Team-Teach techniques. They will act in the best interests of the pupil at all times.

We use the Team-Teach principles to train staff to manage and support challenging behaviour. Team-Teach is a UK based organisation which supports schools in delivering training for staff who work with pupils who have challenging behaviour. The school has a group of Team-Teach Trainers who provide training and ongoing support for all staff in managing challenging behaviour.

It is essential that any strategies for managing behaviour of concern are well planned and targeted specifically for individual pupils. It is important that information that affects the behaviour is shared and that pupils are supported in a consistent manner. Staff are trained to support pupils in managing their behaviour in a variety of ways.

If there is an identified need that your child may require physical intervention as part of their behaviour plan, the class teacher will also complete a Positive Handling Plan (PHP) for your child. The behaviour co-ordinator or a Team-Teach trainer will show you the techniques that may be used with your child. You will be asked to sign the PHP to say you agree to the use of these strategies. On the very rare occasions when physical intervention has to be used we will notify you by telephone and send a letter to you that will require a response for our auditing purposes. Any physical interventions have to be reported termly to the local authority.



We use Behaviour Watch as our behaviour reporting system. This system is an on-line database and is designed to celebrate pupils' positive achievements as well as recording any behavioural issues that might occur. It allows us to check for any triggers and will alert relevant staff if there are any areas for concern.

More information about our approaches to behaviour support, physical intervention and Behaviour Watch can be obtained from Tracey McGuirk, Deputy Headteacher or Aimee Meredith, Specialist TA for Behaviour.

Trauma Informed Schools (TIS)

A Trauma Informed School is one that is able to support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning.

Training of schools in this programme were born out of a response to major public health studies that have shown that when children who have suffered several painful life experiences, with the necessary support, there is a very high chance of them going on to suffer severe mental and physical ill health. (Adverse Childhood Experiences- ACEs).

TIS support in training staff to provide relationships for children that heal minds, brains and bodies. Key conversational skills in addressing and making sense of what has happened are central to the work.

Relationships and Sexuality Education (RSE)

Relationships and Sexuality Education is a shared responsibility between home and school and is a feature of our Relationships and Sexuality Education within the school. As a special school, working within Welsh Government guidance we will ensure that the content of our RSE programme and the strategies for learning that we use meet the wide ranging and complex needs of our pupils.

We aim to deal with this subject in close consultation with parents/carers, with understanding and sensitivity. Parents/carers are always welcome to discuss their concerns.

It is treated naturally from a very young age and we answer questions truthfully and respond positively to the complex issues with may arise.

Careers and Work Related Education

Careers and the World of Work education is an essential part of learning for all young people aged 11–19. In our Post-16 Aspire Phase, all pupils have the opportunity to take part in a range of meaningful work-experience activities designed to build independence, confidence, and preparation for adult life.

Learners also have dedicated timetabled sessions where they can choose a career sector or area of interest they would like to explore. These sessions help learners develop their



understanding and awareness of different job roles, build practical skills, and prepare effectively for future pathways and transition options.

We aim to:

- Develop positive attitudes and values required for employability and lifelong learning
- Support learners in managing their individual pathways, helping them make informed and effective choices for life beyond school
- Equip pupils with the skills employers seek, including communication, teamwork, reliability, and problem-solving
- Develop pupils' entrepreneurial skills, encouraging creativity, initiative, and independence
- Motivate pupils to meet the challenges and responsibilities of adult life with confidence

We work closely with pupils and their families to identify suitable, meaningful, and personalised career-experience opportunities within the community, including enhanced work-experience options for learners in their final year.

Each year, the school provides a wide range of career-themed experiences, offering pupils the chance to explore different industries through hands-on activities, themed days, and real-life scenarios. This is further enriched through our partnership with Careers Wales, who support the school by delivering targeted workshops, guidance sessions, and employer engagement opportunities across the year.

Forest schools

Forest School is an approach to learning and development which offers pupils of all ages opportunities to achieve and develop confidence and self-esteem through hands on learning experiences during regular visits to a local woodland site, which can also include aspects of the school grounds. The activities are supported by qualified Forest School Practitioners who lead sessions.

Caffi Oren

Caffi Oren came about after some great fundraising by our friends at Orangebox. We have developed in partnership with the local authority an industrial kitchen and a café with seating for approximately 21 customers. Caffi Oren is registered as a business and has a hygiene rating of 5. Pupils choosing the catering pathway run the café on a weekly basis and all secondary aged pupils have the opportunity for work experience sessions in the Caffi. It is open to staff and members of the public.

Pupils who work in the Caffi Oren have made an impressive start to their catering and hospitality accreditation with high quality food being enjoyed by staff and other customers alike.

Our staff team includes:



- Executive Headteacher
- Deputy headteacher
- Assistant headteachers
- Associate Assistant Headteachers (Primary and Secondary)
- Class teachers (including specialist teachers for music and PE)
- N-Gage Team (communication, multi-sensory, behaviour support, MOVE, ICT, Sensory Processing, catering/hospitality)
- Teaching assistants
- Midday supervisory assistants
- Business Manager

- Administrative assistants
- Finance assistant
- IT technician
- Estates team

Colleagues from other organisations that provide additional support include:

- Local authority officers
- Challenge adviser and consortium officers
- HI service: teacher for hearing impaired
- VI service: teacher for visually impaired
- MSI service: multi-sensory impairment service
- Educational psychologists

Local health board colleagues include:

- Community nurses
- Health care support workers
- Physiotherapists and assistant
- Speech therapists and assistants
- Occupational therapists
- Consultant paediatrician
- Clinical psychologist
- Specialist nurses for children with learning disabilities

Specialist facilities offered at the school include:

- Hydrotherapy pool and splash pool
- Soft play room
- Light room
- Dark room
- Industrial kitchen and café
- Trampolining facilities and rebound therapy room
- Outside gym equipment and a multi-use games areas

Additional Learning Needs (ALN)



In line with the *Additional Learning Needs and Education Tribunal (Wales) Act 2018*, the term Special Educational Needs (SEN) has been replaced by Additional Learning Needs (ALN). Our policy and practice have been updated to reflect the requirements of the ALN system and ensure that:

- all pupils with Additional Learning Needs have their needs met through appropriately trained staff, specialist resources, adapted equipment, and a differentiated curriculum;
- strong partnership working with external agencies supports improved learner outcomes, well-being, and holistic development.

A small number of pupils may be identified as More Able and Talented (MAT) within the context of the ALN population. These learners may demonstrate higher ability in specific subject areas or show particular strengths in fields such as the arts, sport, or performance. They will have access to additional resources and personalised opportunities that enable them to extend and develop their skills and talents further.

The Headteacher is responsible for ensuring that each learner's Individual Development Plan (IDP) is reviewed at least annually and that staffing and resources are allocated appropriately to meet identified needs.

Children who are Looked After (CLA)

We believe that as corporate parents we have a special duty to safeguard and promote the education of looked after children (CLA). These are children who are looked after by the local authority. Our vision and aims are the same for all pupils and are captured within our Vision Statement. Within this we aim to:

- provide a safe and secure environment; one which values education and believes in the abilities and potential of all children;
- bring the educational attainments of our Children who are Looked After nearer to those of their peers. This said there is no difference between the achievements of any groups of pupils at Trinity Fields.

Nominated CLA co-ordinator:

- Tracey McGuirk (Deputy Headteacher).
- Ian Hurst (Governor for CLA pupils)

Equality

We recognise the diversity within our school and the community that it serves. We promote inclusion both within the school and within the wider community. We value and utilise the social, linguistic and cultural experiences which our pupils and staff bring to Trinity Fields. We aim to understand and meet the individual needs of all our pupils, being aware of their ethnic, cultural, linguistic and historical backgrounds.

All pupils are given the opportunity to access all aspects of our curriculum which is broad, balanced and effective, and enables them to achieve their full potential at a pace that matches their ability.



Equality of opportunity will be shown to all individuals (pupils and staff), irrespective of their abilities, gender, sexuality, race, religious beliefs or age. We view this policy as an integral part of our whole school approach and it is reflected in the way other policies are developed and implemented.

We are committed to ensuring equal treatment for everyone (pupils, staff, parents/carers and any others involved in the school community), with any form of disability.

We aim to develop a culture of inclusion and diversity in which individuals feel free to disclose their disability and to participate fully in school life.

All of the pupils at Trinity Fields have additional needs (learning, sensory, physical). The achievement of all pupils will be monitored; we will analyse assessment data in order to raise standards and ensure inclusive practice across the school. We will make reasonable adjustments to make sure that the school curriculum/environment is as accessible as possible.

At Trinity Fields, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Charging and remissions policy

Our 'Charging and Remissions Policy' operates under the CCBC Guidelines taken from the Welsh Office Circular 4/89.

1. No charge is made for any activity that takes place during school hours except for cookery where a child will take home what he/she has cooked.

Parents are invited to make voluntary contributions towards trips and other school-time activities to help cover costs of transport, admission, break time snacks etc.

No child will be left out of an activity if his/her parents cannot or will not make a contribution but, in common with other schools, if insufficient contributions are made then the trip or activity may not take place.

2. Pupils may be charged for board and lodging for residential trips.

Parents should seek advice from the Headteacher for information on remission of charges for board and lodging if they are in receipt of Working Families' Tax Credits, Income Support, Job Seekers Allowance or Disability Working Allowance [Section 457 (4) 1996 Education Act].

Class fund

A voluntary contribution of £1.50 weekly for class money (cookery, outings, drinks etc.) should be sent in a sealed envelope, clearly marked with your child's name.

Site Security Safeguards



Our school is committed to maintaining a safe, secure and nurturing environment for all learners, staff, and visitors. In line with Welsh Government safeguarding guidance and regional policies, the following measures help ensure strong site security:

Controlled Access to the School Site

We operate strict access control procedures to ensure that only authorised individuals can enter the school. This includes defined entry points, secure doors, and monitored visitor access in accordance with safeguarding guidance set out by the Welsh Government's *Keeping Learners Safe* framework.

Visitor Management Procedures

All visitors must sign in, wear identification badges, and be accompanied as appropriate. These processes reflect good practice highlighted in local safeguarding policies used across Welsh schools.

Perimeter and Building Security

The school maintains secure perimeter fencing, gates, lighting, and CCTV as appropriate for the safety and wellbeing of learners. Site security is a defined component of safeguarding policies in Wales, ensuring that school grounds remain safe and supervised at all times.

Supervision and Staff Responsibilities

Trained staff are present throughout the school day to monitor pupil movement, oversee arrival and departure routines, and respond quickly to safety concerns. Welsh safeguarding guidance emphasises the responsibility of education settings to protect learners' wellbeing up to age 18

Emergency Procedures and Risk Management

We follow Welsh Government guidance on emergency planning and safeguarding, ensuring that procedures are in place for lockdowns, evacuations, and unexpected incidents. Regular reviews and training help staff maintain readiness and compliance with statutory expectations for safeguarding children.

Secure Handling of Information and Safeguarding Reporting

Staff follow established protocols for reporting concerns and managing sensitive information securely. This supports the wider safeguarding system outlined in Wales' statutory guidance and local authority procedure

Review of procedures

The school benefits from a dedicated, skilled and hardworking estates team. Under the guidance of the school Business manager, all policies and procedures are regularly practiced, reviewed and evaluated. The school benefits from the services of an external Health and Safety Officer who visits weekly to provide external quality assurance.

Health and safety (H&S)

Our health and safety officer is Tracey McGuirk, Deputy Headteacher. A copy of H&S policy is



available from H&S officer; further copies are located within the school. All staff receive regular training and updates on a range of H&S issues, including manual handling, first aid and some medical procedures.

Nursing staff are on site throughout the day to support pupils with complex medical issues and feeding. Where appropriate, specific training is provided for key staff relating to pupils' individual needs.

All areas of the school are secure and all visitors are required to sign in using the visitors' pad on arrival. All visitors, including governors and contractors have to wear a Visitors' Badge, on the reverse there are details about the Safeguarding lead for the school, as well as details about our H&S procedures.

Staff driving the school minibuses have undergone special training and have met the appropriate standards. Risk assessments are carried out for all activities to ensure the safety of pupils and staff whether they are on or off-site.

The school's H&S officer is supported in her work by a governing body H&S subcommittee and a local authority H&S officer.

Any H&S concerns may be raised with:

School H&S Officer: David Jenkins

H&S Governors: Amanda Hurst, Ian Hurst, Gary Powell, Alan Angel, Dave Jenkins (site staff in attendance).

Data protection

Trinity Fields School and Resource Centre collects and uses personal information about staff, pupils, parents/carers and other individuals who come into contact with the school. This information is gathered in order to enable the school to provide education and other associated functions. In addition, there may be a legal requirement to collect and use information to ensure that the school complies with its statutory obligations.

All schools have a duty to be registered, as Data Controllers, with the Information Commissioner's Office (ICO) detailing the information held and its use. These details are then available on the ICO's website. Schools also have a duty to issue a Fair Processing Notice to all pupils/parents/carers; this summarises the information held on pupils, why it is held and the other parties to whom it may be passed on.

Please see our "**General Data Protection Regulation**" notice which can be found under the "Policies" section of the school website for further details.

Online Safety Parent / Carer Code of Conduct

Code of Conduct

At Trinity Fields School and Resource Centre we value strong and honest relationships with



parents and carers. Together, this helps us achieve the very best for the children in a mutually supportive partnership between parents, class teachers and the school community.

We continually welcome and encourage parent and carers to participate in the life of the school. Parents and carers are always encouraged to contact the school with any concerns and/or issues which we aim to work through to resolve in a timely manner.

Parents, carers and visitors are reminded:

- To respect the caring ethos and values of the school;
- That both teachers and parents need to work together for the benefit of their children;
- Approaching school staff for help to resolve an issue is done in an appropriate manner;
- All members of the school community are treated with respect using appropriate language and behaviour.

The school will not tolerate:

- Disruptive behaviour which interferes or threatens to interfere with any of the school's operation or activities anywhere on the school premises;
- Any inappropriate behaviour on the school premises;
- Use of loud or offensive language or displaying temper;
- Threatening, in any way, a member of staff, visitor, fellow parent/carers or pupil;
- Damaging or destroying school property;
- Sending abusive or threatening e-mails or text/voicemail/phone messages or other written communications to anyone within the school community;
- Defamatory, offensive or derogatory comment regarding the school or any of the pupils/parents/staff at the school on Facebook or other social sites.

Should any of the above occur on school premises, the school may feel it necessary to take action by contacting the appropriate authorities and / or consider banning the offender from entering the school premises.

Mobile Phone Policy – Summary

At Trinity Fields, we prioritise creating a safe, calm, and focused learning environment where all pupils can thrive. As a Rights Respecting, Healthy and Inclusive School, our approach to mobile phone use supports pupils' wellbeing, safeguarding, and access to high-quality learning.

This policy ensures that mobile phones do not disrupt learning, create safeguarding risks, or negatively affect pupils' emotional and social development.

Key Principles

- Pupils are not permitted to use mobile phones during the school day.
- Any phone brought to school must be handed in on arrival and will be stored securely until the end of the day.



- This approach helps maintain focus, protects privacy, and reduces anxiety and social pressures linked to digital communication.

Why the Policy Is Important

- Learning: Mobile phones can distract pupils and reduce engagement.
- Wellbeing: Social media access can increase anxiety, bullying, and peer pressure.
- Safeguarding: Phones may be used to take or share images without consent.
- Social Development: Limiting device use encourages face-to-face communication and supports social skill development.

Exceptions

In a small number of carefully assessed cases, mobile phones may be used as a transitional or emotional regulation tool.

Conditions include leadership approval, documentation in a support plan, and no use for calls, messaging, internet, camera or video during lessons.

Responsibilities

Staff: Apply policy consistently, store devices safely, monitor exceptions, report misuse, and communicate with parents.

Parents/Carers: Support the policy, promote healthy device habits, provide information if an exception is needed, and work with the school to resolve concerns.

Consequences for Misuse

- First incident: Phone returned at end of day.
- Repeated incidents: Meeting with parents/carers.
- Serious breaches: Further action in line with behaviour policy.

Pastoral care

High quality pastoral care and support is fundamental to our work; it is the responsibility of every member of staff to ensure that pupils' needs are met through effective approaches that support their holistic development. If you have any concerns, please contact the Headteacher.

Pupil welfare

Our pupils' vulnerability is clearly understood by parents/carers and the school has robust procedures to ensure that all pupils are safe and well supervised. However, we know that accidents can occur and we will ensure you are informed if your child has a fall or has had a minor accident. Equally when we see unexplained marks or bruises we will discuss these with you. Good, open and honest communication will ensure that there are no misunderstandings.



Safeguarding

There are standard procedures that we must follow if any concerns are raised about the safety and wellbeing of a child. These are documented in the Wales Safeguarding Procedures and are reflected in our Safeguarding Policy.

These are designed to look at your child's needs and make sure that if circumstances have arisen where some extra help or support is needed, that we do our best to ensure that this is provided.

If school staff have concerns about a child, the Designated Senior Person (**Tracey McGuirk, Deputy Headteacher**) or a member of the school leadership team will follow the procedures in the Wales Safeguarding Procedures. These procedures are the same for all schools in Wales. We have a duty to act promptly to ensure pupils are safe and free from any harm.

If you have concerns involving a member of staff, you should speak in the first instance to the Headteacher. If you feel unable to discuss your concern with the Headteacher you can contact the **"Information, Advice and Assistance Service" (IAA) (0808 1001727)**.

Our Safeguarding Policy applies to all staff, governors and volunteers working in school, without exception. For further information regarding our Safeguarding procedures please refer to the school policy and/or "A Parent/Carers' Guide to Child Protection and Safeguarding". Details of these are also on the school website.

Medical matters

When a pupil becomes ill or unwell at school we will do our best to contact you and ask you to collect your child. Because of the vulnerability of some of our pupils, parents and carers are asked not to send their child into school when suffering from colds, flu, throat infections etc.

If your child has sickness or diarrhoea then we ask you to ensure that your child has been clear of the symptoms for 48 hours before they return to school. This is to stop other pupils from being exposed to any problems that could have serious effects on their health and wellbeing.

Medication and medicines can be administered in school following the receipt of a medical consent form. All requirements must be clearly noted in writing with bottles labelled with the pupil's name, the name and strength of the drug and the dosage.

In order to avoid the need to send bottles of medicine to and from school each day, it is helpful if we have separate bottles to be kept at school. The school nurses are responsible for co-ordinating the administration of medicine in school. Alterations in medication must be notified in writing by parents/carers.

Pupil's health care plans are reviewed by the school nursing team and queries regarding any medical issues should be, in the first instance addressed to one of our nursing team. The Healthcare Plans of pupils at our satellite classes are overseen by one of our Assistant Headteachers.

Family details



It is vital that we have up-to-date records of telephone numbers, emergency contacts etc., should we need to contact you during the day. A form is issued to parents/carers as part of our admissions pack and will be updated annually. Parents moving home or changing phone numbers should let us know as soon as possible.

When parents are separated or divorced and both partners have parental responsibilities, we will need to have details of both parents' addresses and telephone numbers.

Pupil absence

We are committed to pupils achieving their full potential. Regular attendance is linked to pupil achievement. Whenever a child is off school for sickness, appointments, family reasons, we require a short note or phone call outlining the reasons for the absence. Failure to supply us with that information results in an unauthorised absence which may be investigated by the local authority's Education Welfare Officers.

We have set an unauthorised absence rate of 1%; please help us to achieve this target.

When your holidays do not coincide with the school term dates it is necessary to complete a "Holiday Request" form asking for permission to take your child out of school during term time.

Caerphilly Autistic Spectrum Service (CASS)

CASS is an initiative, which was developed in partnership between the local authority and Trinity Fields School. The aims of CASS are to:

- form a single co-ordinated service to support pupils (3 - 19) with ASD or other similar communication/behavioural disorders, their families and professionals working with them;
- work with social services, health services and voluntary organisations to develop close interagency approaches and to seek to attract additional resources from these sources to further develop the services;
- promote the inclusion of pupils in mainstream education and within their communities;
- develop the knowledge and expertise of professionals in all agencies relating to the needs of pupils with ASD and to promote ASD friendly schools.

The CASS team includes:

- Assistant headteacher
- Home support workers
- Administrative Assistant

Further information about the services offered by the CASS team can be obtained by contacting Michelle Meredith, Assistant Headteacher (CASS).

School information

School Times



The school day starts at 8:45am and finishes at 2.55pm. Break-time is at 10:45am and lunchtime is organised into two sessions:

- primary pupils eat at 12:00 noon and;
- secondary pupils eat at 12:30pm.
- Afternoon registration is at 1.15pm for primary pupils and 1.00pm for secondary aged pupils.

School meals

All school meals are cooked on the premises and all specialist preparation of food and dietary requirements can be catered for. School meals are paid via an online system called Uniware a week in advance. Instructions on using this system are included in the registration pack or via the school's website.

Primary aged pupils are eligible for UPFSM meaning they can access a free meal in school. Enquiries regarding free schools meals and wider support (School Essentials Grant) should be made to Caerphilly County Borough Council. Young people who receive Income Support or Income Based Job Seekers Allowance in their own right are also entitled to receive free school meals.

We will ensure that information regarding the pupils who have free school meals is treated with the strictest confidence and handled sensitively.

Currently, as a result of Welsh Government financing for every parent that claims free school meals this provides additional funding for our school. The amount per pupil entitled to free school meals (aged 5-15 years for 2017-2018) is currently £1,150.00 per year. Details of how we spend this additional funding can be found on the school website.

School uniform

We have a non-compulsory school uniform which consists of grey/black trousers, skirt or jogging bottoms, red polo shirts and red school sweatshirts. Uniforms can be purchased from a local company called 'Ruggerbugs'. Information on how to order uniform can be obtained via the school office.

Pupils who are entitled to receive free school meals can apply for a school clothing grant at Year 6 to Year 7 transfer.

Pupils over 16 can apply for welfare benefits in their own right. If they are eligible for benefits then they are also entitled to a clothing grant; this is available through social services.

It is very important that all clothing is clearly and permanently marked with your child's name. For PE and swimming, children will need shorts, jogging bottoms, T-shirt, plimsolls or trainers, a towel and a swimming costume.

Hydrotherapy and Swimming

In order to comply with health and safety regulations and minimise the risk of leakage and potential contamination of our hydrotherapy pool, any pupil who wears nappies or incontinence



underwear during the day will be required to wear protective swimming nappies and specialist swimwear when using our pool.

Further details, including suppliers are available from our Assistant Headteacher, Leanne Boardman.

School transport

The majority of pupils travel to and from school on local authority provided transport, with escorts provided by contractors to Caerphilly County Borough Council. Parents who do not wish their child to be brought to school on this transport may make other arrangements.

Any issues with transport should be raised initially with **Nick Curtis on 01443 864841**.

We have a team of staff who support the smooth transition from school to home at beginning and end of day.

Parents are asked to inform the class teacher or the office well in advance should they need to take their child out of school before the end of the school day. It is also **very important** that we are informed if someone different will be collecting your child.

Some older pupils may be encouraged to use public transport as part of their social skills education. This would always be fully discussed with parents/carers before any programme is undertaken.

Adverse weather

There are a few times in the year when bad weather and the condition of the roads have an obvious effect on our transport arrangements. During these times common sense must prevail, and we ask you to always err on the side of safety and caution if you are unsure.

When there is heavy snowfall during the school day, transport will be asked to collect pupils early and every attempt will be made to contact you or one of your nominated contacts before your child leaves school.

Information on the status of school (i.e. whether we are open or closed) during severe weather can be found on CCBC website where there is a dedicated section for each school to list any instructions to parents. This site will be updated on a regular basis during severe weather problems. We ask that you check the website or speak to the bus contractor who will also have information of the status of the school.

We make full use of our Teachers2Parents texting service and Seesaw to keep you informed about any closures, particularly in the winter months; for this reason it is essential that we have an up to date mobile telephone number for you.

Governing body

Governors make decisions about how the school is run. They meet at least once a term at school.



Governors are appointed to help:

- set standards and guidelines on behaviour and discipline;
- interview and appoint staff;
- decide what is taught;
- decide how the school budget is spent.

School governors have legal duties, powers and responsibilities. Governors are:

- Parents
- Teachers/staff at the school
- Council representatives
- Community representatives, business people etc.

Parent governors:

- have a child in the school;
- are elected by the parents of that school;
- serve like other governors for 4 years.

The governors meet every term and report to the parents/carers in the autumn term. Any member of the governing body may be contacted through the school. Minutes of all governors' meetings are available for parents/carers to see.

For further information please contact the Executive Headteacher, Dave Jenkins or the chair of governors, Amanda Hurst.

Name	Governor
Amanda Hurst (Chair)	Local Authority
Rev Gary Powell	Community
Sarah Ellis	Community
Ian Hurst	LA Appointed
Ruth Seymour	LA Appointed
Alan Angel	Minor Authority
Joanne Hall	Parent Representative
Dale Swan	Parent Representative
Jenny Watkins	Parent Representative
Claire Swan	Parent Representative
Helen Muscat	Staff Representative
Mark Evans	Teacher Representative
Tracey McGuirk	Observer
Leanne Gibbs	Observer
Dave Jenkins	Executive Headteacher

Complaints procedures



The governing body recognises that it is important that concerns and complaints are dealt with appropriately and aims to ensure that if anyone has a concern or complaint it is taken seriously and is dealt with quickly, fairly and thoroughly.

If you have a concern about something which you think is happening, or not happening, in school, you are encouraged to take this up informally with the Headteacher who will usually be able to resolve your concern immediately, rather than use this procedure. However this policy and procedure is in place for you to use if your concern is not resolved informally, or the matter is more serious.

If your complaint or concern is about a safeguarding issue then it will be dealt with under the Wales Safeguarding Procedures.

Support services

Educational psychologist

We have access to the local authority's Educational Psychologists (EPs), many of whom are experienced in working with pupils with severe and complex learning difficulties. EPs support school staff in reviewing pupil progress, identifying strengths and weaknesses in addition to the many statutory functions such as formal assessments for Statementing.

Anyone wishing to contact one of the Educational Psychologists can do so via the school (01443 866000) or at Inclusion Services, Ty Penallta (01443 815588).

Medical services

The school has a full time qualified and experienced nurse; a qualified nurse is always available on the school site during the normal school day. The nurse is supported throughout the day by a team of experienced and qualified health care support workers. The nursing team co-ordinate all medical aspects of our pupil's care including the administration of medication, oxygen, suction (as required). The Paediatric Consultant, Dr Chris Wooley is our school medical officer and arranges regular medicals at the school. Several specialists visit Trinity Fields providing advice in orthopaedics, orthotics, dentistry and oral hygiene, audiology and orthotics.

If you have medical concerns about your child don't hesitate to phone our nursing team on 01443 866030.

Specialist support teaching

Pupils who may have additional sensory impairments can receive input from the local authority's peripatetic services for Hearing Impaired (HI), Visually Impaired (VI) and Multi-Sensory Impaired (MSI).

Support from social services

Social services provide support and assistance in many different ways for parents/carers and families. If you don't have a named Social Worker, please ask to speak to a duty social worker.



Further information can be obtained from Cath Edwards, the Team Manager for children with disabilities on: **02920 849470**.

Quality assurance

We regularly ask pupils, parents/carers and other stakeholders for their views on our school. We also aim to keep in touch with ex-students so that we can learn from their experiences after Trinity Fields. We see review as a continuous process to enable us to constantly develop and change. We use this information to help us set targets within our school development plan.

School calendar

The calendar for the current school year, including staff training days is included within the information pack. Further information is also available on both the school and CCBC websites.

We will also use our Teachers2Parents texting service to send you reminders about any upcoming dates and events.

*Learning together in a changing world,
creating success for all.*

