

School Prospectus

September 2022



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



Trinity Fields School and Resource Centre

Caerphilly Road

Ystrad Mynach

Hengoed

CF82 7XW

September 2022



Our names are Tegan and Jason. We are Head Girl and Head Boy at



Trinity Fields School. Trinity Fields is a Rights Respecting School.

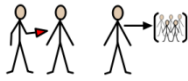


We are very proud of our school and we are glad that you are coming



to join us. We hope that you will enjoy being at our school and getting





involved in lots of exciting learning opportunities.



We look forward to meeting you.

Tegan

Tegan
Head Girl

Jason

Jason
Head Boy

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

**Developing all pupils as ambitious, ethical,
enterprising and healthy learners**



Croeso i Gae'r Drindod – Welcome to Trinity Fields

Trinity Fields is a Rights Respecting School, a Healthy School, an Inclusive School, an ECO School and an Investors in Families School.

On behalf of pupils, staff and governors I would like to take this opportunity of welcoming you to Trinity Fields School and Resource Centre. This prospectus will tell you some important information about our wonderful school and the specialist provision we offer to support your child's development and you as their family.

Trinity Fields School and Resource Centre, situated in Ystrad Mynach, is a busy, forward-looking school that provides education and specialist facilities for pupils aged 3 to 19 with a wide range of learning difficulties. Our school is a purpose built school and opened in 1998; it offers pupils many unique and innovative experiences to help them develop a wide range of skills. Since its opening, the school has benefitted from significant funding from the local authority to upgrade and extend our resources. These developments have included: Caffi Oren, independent living skills "flat", communication hub, new classrooms, outdoor play equipment and a new soft play area to name but a few.

We are committed to providing a safe, stimulating and challenging environment for all pupils. Our curriculum, based on the new Curriculum for Wales meets the individual needs of pupils, with the emphasis on celebrating all of their individual achievements. All pupils have access to personalised learning opportunities that promote their independence and ownership of learning.

We work with all of our partners to provide an attractive learning environment and we ensure that our dedicated staff team are highly skilled and have access to specialist training and support, equipment and outstanding facilities to meet pupils' diverse needs. Our integrated facilities provide pupils with the very best learning and social opportunities and resources; this supports our vision of being a Centre of Excellence.

Staff and governors work in close partnership with the School Council to develop "Pupil Participation" across all aspects of our work. 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. Our journey towards achieving this prestigious award has helped us continue to improve our provision and develop pupils' talents and abilities, allowing them to achieve their full potential.

As headteacher, I am fully committed to sustaining and enhancing our "TEAM" ethos; this will guide all aspects of our work. Visitors to our school always say that it's a very friendly place. This is an important and central feature, as we believe that when pupils feel secure and valued, they can then give their best.

We work in close partnership with parents and carers, the community, social services, health professionals and other agencies to ensure a "joined-up" approach to meeting pupils' individual needs.

In June 2019 we were inspected by Estyn and were judged as being **EXCELLENT** in all 5 areas of the inspection framework. Pupils, staff, governors and all those associated with Trinity Fields are delighted with the outcomes. A copy of the full report is included in our "Induction Pack" and is available on the school website. Some "headline" comments from our inspection report (**June 2019**) include:

"Trinity Fields School and Resource Centre is a highly inclusive community where all pupils feel safe and valued".

"The school's exemplary levels of care, support and guidance mean that nearly all pupils develop as enthusiastic learners who acquire a strong understanding of their rights and responsibilities".

"Teachers and support staff foster highly positive and valuable professional relationships with their pupils. They treat all pupils with respect and provide exemplary support and encouragement for them in their learning".

"[Staff] have established a vision that puts meeting the needs of the pupils at the centre of all they do. This vision permeates all aspects of the school's work and contributes significantly to the consistently high levels of pupil progress and wellbeing at the school".

I hope that this prospectus gives you some insight into the life and work of our school. However, I would encourage you to visit the school as it is impossible to capture the ethos and unique character of Trinity Fields in words. Should you require any further information about our school and its provision or if you wish to make an appointment to visit us then please do not hesitate to contact me at the school. On behalf of pupils, staff and governors I look forward to welcoming you to our school.

With my best wishes,

I. Elliott

Ian Elliott MBE
Executive Headteacher



A statement from Caerphilly County Borough Council

In April 1996 at the very first meeting of the newly created Caerphilly County Borough Council, the council members announced their unanimous intention to build a brand new, innovative and pioneering day special school, to replace Cherry Grove School. The council's commitment to this project resulted in the completion of the new school building within eighteen months.

Trinity Fields School and Resource Centre opened in September 1998 for pupils aged 3-19 who experience severe, profound and complex learning disabilities. Children attend Trinity Fields from all over Caerphilly County Borough Council.

As detailed in this prospectus, Trinity Fields has excellent accommodation and resources, high staff/pupil ratios, exceptional staff and we continue to develop many innovative practices to ensure all pupils experience success.

Caerphilly Council is very proud of Trinity Fields and would encourage any parent/carer considering specialist school provision to visit.

Philosophy and values

Staff and governors are firmly committed to ensuring the success and well-being of all of our pupils, irrespective of their needs, background or personal circumstances.

We want to ensure that all pupils, wherever possible, access learning experiences that support them in becoming:

- **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, ready to be citizens of Wales and the world;
- **healthy**, confident individuals, ready to lead fulfilling lives as valued members of society.

We are committed to providing fully inclusive learning experiences for all pupils to inspire, enthuse and support them to achieve their full potential.

We will ensure that every pupil has access to bespoke learning opportunities that foster enjoyment and engagement in their learning. Wherever possible we will encourage our pupils to have high aspirations and provide them with the necessary support to be as independent as possible.

Our staff team is our key resource and the headteacher in partnership with a highly experienced governing body will ensure that the whole school team is supported, engaged and remain committed to our well-established system of continuous learning for all. This is further supported by the school being a regional school for professional learning, providing leadership and support to the special schools and PRUs across the consortium.



We remain committed to developing the leadership skills of both pupils and staff, supporting everyone to ensure we deliver high quality learning experiences for all.

Trinity Fields has much to be proud of in terms of national awards and recognition, but we are not complacent and recognise that with all the current transformational changes that are being developed across Wales we can make our provision and pupil outcomes even better.

Principles

All aspects of our work with pupils, their families and other key partners is guided by the following key principles:

- We are a **Rights Respecting School, a Healthy School, an Inclusive School, an ECO School and an Investors in Families School.**
- Pupils are central to all that we do.
- The role of parents/carers as co-educators is highly valued.
- We focus on meeting needs and developing strengths not disabilities.
- The education, care and safety of our pupils are our primary consideration.
- Our pupils will have equal access to a curriculum designed to meet their individual needs.
- Realistic and achievable objectives are for all pupils in partnership with their parents/carers.
- We will maintain clear channels of communication and honest exchange of views throughout the school community.
- All staff will be able to extend their knowledge, skills and expertise allowing them to develop professionally within our nurturing environment.

School Contact Information

**Address: Trinity Fields School and Resource Centre
Caerphilly Road
Ystrad Mynach
Caerphilly
CF82 7XW**

Telephone number: 01443 866000

Email: TrinityFieldsSchool@sch.caerphilly.gov.uk



Key School Contacts

Executive Headteacher

Ian Elliott MBE

Deputy Headteacher

Tracey McGuirk

Assistant Headteachers

Leanne Boardman

Christine Thomas

Anthony Rhys

Assistant Headteacher (CASS)

Michelle Meredith

Chair of Governors

Amanda Hurst

Vice Chair of Governors

Bleddyn Hopkins

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



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 that includes all aspects of Routes for Learning, Curriculum for Wales and the 14-19 Learning Pathways Curriculum;
- 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 consider 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.

Supporting all pupils to become ambitious, enterprising, ethical and healthy learners.



Rights Respecting School

At Trinity Fields, we aim to be a school where pupils are at the heart of everything we do. As part of our aim to promote a happy and successful school, we were successfully awarded UNICEF's "Rights Respecting School Award" (January 2017).

UNICEF is the world's leading organisation working for children and their rights. In 1989, governments worldwide promised all children the same rights by adopting **the United Nations Convention on the Rights of the Child (UNCRC)**. These rights are based on what a child needs to survive, grow, participate and fulfil their potential.

The 'Rights Respecting School' Award (RRSA) helps our pupils become more confident, caring and as independent as possible both in school and within the wider community. By learning about their rights, our pupils, your children, also learn about the importance of respecting the rights of others, that is, their responsibilities.

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.

Further details can be obtained from **Ian Elliott MBE** (Executive Headteacher) or **Anthony Rhys** (Assistant Headteacher, Lead for Rights Respecting Schools and Professional Learning).

Healthy Schools

We are a Healthy School; having been successfully assessed for this prestigious award in March 2018. Being a Healthy School means that we take responsibility for 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.

Further details can be obtained from **Christine Thomas** (Assistant Headteacher).

Our golden rules

At a meeting of the School Council in autumn 2013, the following "Golden Rules" were agreed by pupils for pupils. Our five "Golden Rules" are:

1. **Always try our best**
2. **Keep ourselves safe**
3. **Be helpful**
4. **Listen to others**
5. **Be kind**



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 has been a Centre of Excellence School for 3 years and in April 2018, we were awarded Flagship School Status. Further information is available on the IQM website: www.iqmaward.com

Further details can be obtained from **Catrin Llwyd/Hannah Pearse** (Leads for Inclusion Quality Mark).

Cwricwlwm Cymreig and bilingualism

Wales is a nation rich in cultural diversity and heritage. Cwricwlwm Cymreig is an entitlement for all pupils in Wales. Pupils are made aware of the particular environment, traditions and the culture in which they live.

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 that 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.

Religious Education and Collective Worship

Trinity Fields School is not affiliated with any particular religion or religious denomination.

Religious Education 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.

Religious Education is taught in all classes on a weekly basis and the 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.

Further information is available from **Christine Thomas** (Assistant Headteacher) or from **Kate Thomas** (Team Leader, Department 2).

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 a "Statement of Special Educational Need". The statementing process in Wales is currently being reviewed as part of the Additional Learning Needs and Education Tribunal (Wales) Act, (ALNET (Wales) Act. More information about this can be obtained in the Parent/Carers' Guide or 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 reviews

During the phased implementation of the ALNET Act school will ensure that both the ALN and the SEN systems run effectively.

For pupils with Statements, a Statement will remain in place, maintained by the Local Authority until Welsh Government provide specific information on the transformation of Statements to IDPs in the coming years of implementation but by September 2024.

Individual Development Plans (or existing Statements) are statutory documents created to demonstrate needs and provision to meet these needs. Individual Development Plans can be maintained by the school or the Local Authority, based on need.

In all cases of a Statement of SEN (In accordance with the SEN Code of Practice for Wales 2002 a child's Statement of Special Educational Needs is reviewed annually) or an IDP, a review meeting will be held at least annually, and all stakeholders invited to contribute.



The review meeting will take a person-centred approach to ensure the wishes, views and opinions of the pupil are captured and considered. Parental/carer engagement forms a critical aspect of the process with views and understanding of the child or young person's needs will be taken fully into account. There will also be collaboration with others, including health and social services. We value a holistic approach to this review meeting, where pupils' views are central.

More information about our approaches to Person Centred Planning reviews can be obtained by contacting the school and speaking with **Christine Thomas** (Assistant Headteacher).

Additional Learning Needs (ALN)

You may be aware that the Welsh Government is work with a team of transformational leads to implement a new system of meeting the Additional Learning Needs of children and young people. The Welsh Government proposes that any child or young person (0 – 25) with additional needs, who requires support that is “different or additional to that provided as part of the usual or differentiated curriculum” will have an Individual Development Plan (IDP).

Processes and further details of the ALNET (Wales) Act are continuing to be developed at local and national levels. There are some useful video clips on the school website for further information about ALN.

More information can be obtained by contacting **Christine Thomas** (Assistant Headteacher).

Monitoring and assessment

At the Person Centred Planning (PCP) Reviews, new targets are set for your child for the year ahead. Individual Education Plans (IEPs) break down these targets and are reviewed on a termly basis. Pupil's progress towards these targets is discussed with parents/carers throughout the year and work planned accordingly.

Pupil assessment is ongoing and this information is used to inform the next steps in learning. All pupils have a baseline assessment within their first term at Trinity Fields School. Currently, all pupils are assessed annually, usually in May using the PIVATS 5 assessment package. This assessment package is used in Trinity Fields and across the local authority's specialist resource bases. Our assessment process will be reviewed and updated in line with the progression steps that form part of the Curriculum for Wales.

Where appropriate, pupils may be involved in reviewing their own progress and are helped to collect evidence of their experiences and work.

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

Leanne Boardman (Assistant Headteacher) is responsible for whole school assessment and would be happy to discuss our assessment processes with you.



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:

- be clear and not use jargon;
- focus on strengths, progress and achievements;
- indicate any areas of concern or where further development is needed;
- identify current priorities;
- explain how we are meeting your child's needs;
- seek your views and discuss ways in which you can help your child.

We continue to develop and evaluate our record keeping systems and believe it is important that they are relevant, sensitive and flexible. At present our record keeping includes:

- termly individual education plans (IEPs). These specify the aims and objectives for each pupil, based upon their Statements and individual needs;
- "Keys to Success – Going for Gold!"; our whole school reward and progress system;
- PCP Reviews/Transition Plan (14+ pupils) completed for each pupil every year;
- individual PIVATS 5 assessments;
- Behaviour Watch reports; these included individual behaviour plans (IBPs) and positive handling plans (PHPs);
- home-school diaries;
- "Seesaw" App,
- detailed record of each pupil's achievements.

Parent/carers partnerships

We are Investors in Families School and successfully achieved the "Diamond Award" in July 2019. Our commitment is to ensure all parents/carers receive a warm and friendly welcome at all times.

We value parents/carers as partners in their child's education and we will do all that we can to respect your wishes and views, encouraging the sharing of skills, experiences and knowledge with us.

Our aim is to build a positive two-way relationship with all of 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 fetes etc. In addition, parents/carers are invited to PCP Review meetings and termly Parents’ Evenings to review their child’s progress and discuss future targets.

Parents/carers are free to telephone the school at any time. However, telephone calls will NOT be put through to classes during lesson times 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. These guides are available on the school website or in paper format in the school foyer. You can also request a particular guide by speaking to **Tracey McGuirk** (Deputy Headteacher).

Parent/carers workshops

Parent/carers workshops are organised throughout the school year. We are always happy to organise workshops for parents/carers on any subject or issue.

If you would like to know more about a specific issue, please contact **Leanne Boardman** (Assistant Headteacher).

Parent governors

There are four Parent Governors on the school’s governing body. Parent governors represent the views of parents/carers on the governing body. Any parent can arrange to see any member of the governing body; in addition, parent governors are always happy to offer advice, support and information about the school or to put you in touch with the relevant member of staff.

Parent Teacher Association (PTA)

We have a small, but active and highly effective PTA that 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 and 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) or **Geraldine Smallman** (Leisure Services Manager).

Further information about the work of our PTA is also available on the school website: www.trinityfieldsschoolandresourcecentre.co.uk



Home-school diaries

Before the Coronavirus pandemic, we used home/school diaries to enable parents/carers and staff to communicate about various matters. However, these are now only being used in exceptional circumstances. Class teams are using the “Seesaw” App to keep in touch with parents/carers.

Teachers2Parents Texting Service

We also use Teachers2Parents, a text and email service to support our regular communication with parents/carers.

In order for us to provide the best possible service and to ensure that all parents/carers have access to all the relevant texts, it is **essential** that we have an up to date mobile number for all parents/carers; if mobile numbers are changed then please make sure we have the new telephone number to ensure update messages are received.

“Seesaw” App

We now use the “Seesaw” App across the school to keep in regular contact with parents/carers. This simple App allows us to record and share a range of information, including photographs and videos with parents/carers; keeping them fully engaged in what is happening in the classroom and school.

More details about the “Seesaw” App can be obtained from **Anthony Rhys** (Assistant Headteacher and ICT lead) or **Matthew Gurmin** (IT technician).

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 received our ECO Schools Platinum Award in summer 2022.

Our 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.

Our 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.



Curriculum for Wales

In March 2014, the Welsh Government asked Professor Graham Donaldson CB to conduct a Review of Curriculum and Assessment Arrangements in Wales from the Foundation Phase to Key Stage 4.

The proposals in the report (“Successful Futures”) are radical and wide-ranging; they build on the many existing strengths of Welsh education and aim to provide a vision for the future and a means of making that vision happen.

The four key purposes of the Curriculum for Wales will allow **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.

The Curriculum for Wales sets out three key competencies and skills that are the foundations for almost all learning. These are essential for our pupils to participate successfully and confidently in the modern world. They are **literacy**, **numeracy** and **digital competence**. Pupils’ individual education plans, as well as termly thematic plans already focus on these key areas; we will continue to develop pupils’ skills in these areas as new resources are developed to support the new curriculum.

As a school we have decided to move across to the Curriculum for Wales for all ages, with effect from September 2022. Our planning and delivery of learning uses the new curriculum to underpin our teaching strategies for children and young people aged 3-16.

Over the coming months we will be working with colleagues from other schools and the consortium to develop and implement a whole school approach to the new curriculum. We will provide information and support to parents/carers on the new curriculum and assessment arrangements as they become available. We have developed a Parents/Carers’ Guide to support the new curriculum and assessment arrangements.

Further information about the Curriculum for Wales and assessment procedures can be obtained by contacting **Ian Elliott MBE** (Executive Headteacher), **Leanne Boardman** (Assistant Headteacher/Lead for assessment) or **Anthony Rhys** (Assistant Headteacher/Lead for Professional Learning).

You can also check the school website to watch some of the Welsh Government video clips about changes to the curriculum and assessment.



Curriculum arrangements

In line with the Curriculum for Wales requirements and in consultation with key stakeholders we have developed and published on our school website our rationale and approaches to the curriculum and assessment.

All pupils between the ages of 5-16 have access to the full range of learning experiences that forms part of our whole school curriculum. Pupils under the age of five access learning experiences from the “Framework for Children’s Learning for 3–7 year olds in Wales”, which links into the key areas of the National Curriculum. Pupils who are 14+ follow programmes of work that are externally accredited by ASDAN (Award Scheme for the Development of Accreditation Networks), AQA and the Duke of Edinburgh Award.

Foundation Phase: Areas of Learning and Experience

- Physical Development
- Creative Development
- Mathematical Development
- Personal and Social Development, Well-Being and Cultural Diversity
- Welsh Language Development
- Knowledge and Understanding of the World
- Language, Literacy and Communication

Curriculum for Wales: Areas of Learning and Experience (AoLE)

- Language, Literacy and Communication
- Mathematics and Numeracy
- Science and Technology
- Health and Wellbeing
- Expressive Arts
- Humanities

Literacy and Numeracy Framework (LNF)

The LNF has been designed by the Welsh Government (WG) to ensure that all pupils are given the opportunity to reach their full potential in the areas of literacy and numeracy. The LNF is designed to help teachers embed literacy and numeracy into all subjects.

The areas of skill development that the literacy framework helps to develop across the curriculum are:

- oracy (speaking)
- reading
- writing

The areas of skill development that the numeracy framework helps to develop across the curriculum are:



- developing numerical reasoning
- number skills
- measuring skills
- data skills

Teachers use the LNF to:

- develop curriculum content to ensure that literacy and numeracy skills are embedded in all subjects;
- deliver literacy and numeracy in all learning sessions, no matter what the topic;
- inform discussions with parents/carers and all other interested parties concerned with pupil progress;
- help pupils with self-assessment activities in line with their ability and potential for future learning;
- monitor, assess and report on individual pupil performance.

Digital Competence Framework (DCF)

Trinity Fields is part of the Pioneer School network for digital competence. The DCF is the third of 3 cross-curricular responsibilities, alongside literacy and numeracy. It focuses on developing digital skills which can be applied to a wide range of subjects and scenarios.

The DCF has been developed by practitioners from Pioneer Schools, supported by external experts; it has 4 strands of equal importance, each with several elements.

Citizenship that includes:

- identity, image and reputation;
- health and well-being;
- digital rights, licensing and ownership;
- online behaviour and cyberbullying.

Interacting and collaborating that includes:

- communication;
- collaboration;
- storing and sharing.

Producing which includes:

- planning, sourcing and searching;
- creating;
- evaluating and improving.



Data and computational thinking that includes:

- problem solving and modelling;
- data and information literacy.

Our staff are already familiar with the DCF, and senior leaders are working to agree a strategic vision for cross-curricular digital competence and fitting this into whole school practice. Teachers use the DCF to plan engaging and innovative cross-curricular lessons which will focus on the creative use of ICT across the school; we will continue to develop our use of the highly successful and specialist eye gaze technology to support the progress and achievements of pupils with the most complex needs.

As with the LNF there will be Routes to Digital Competence that will identify progression steps for our pupils with more complex needs, who are functioning at the earliest stages of development.

Further information can be obtained from **Anthony Rhys** (Assistant Headteacher and ICT lead).

Curriculum delivery

At Trinity Fields, most areas of learning and experience are delivered through creative topic work that offers cross-curricular experiences relevant to pupils' abilities, needs and ages. Topics provide stimulation in a wide variety of situations and provide opportunities for all pupils to develop and use a range of skills. Pupils record their work in a variety of ways; these may include displays, models, written work, class books, photographs or videos.

Some key skills, such as communication, literacy, numeracy and digital competence are taught alongside topic work, with the topic work providing the focus and context for the skills to be used and developed. Topics differ depending upon the age range of the pupils. Occasionally there may be whole school topics. An overview of the topics/themes across the age ranges can be requested from **Leanne Boardman** (Assistant Headteacher).

Other areas of learning and experience, for example, PE and music may be taught outside topic work. All pupils are encouraged to participate in a range of physical activity that includes: the "daily mile challenge", joining clubs out of school such as the Disability Sports Club etc. 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.

For some pupils with additional impairments and very complex needs the curriculum is delivered through a therapeutic, developmental and sensory approach. This is supported by occupational therapists, physiotherapists and speech therapists, as well as teachers from the VI, HI and MSI Services. We have a range of specialist resources to support this work and include: a sensory room (Enfys), interactive soft playroom, light and dark rooms, rebound therapy room and hydrotherapy pool.



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. This will be re-visited as new resources and information become available to support Curriculum for Wales developments.

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.

Extra-curricular activities

We value the different experiences that extra-curricular activities offer to pupils and endeavour to provide a range of opportunities, wherever possible.

The health and safety of pupils and staff is of paramount importance when organising trips and extra-curricular experiences; this determines which pupils participate in the activities. All of our trips are risk assessed and processed through a local authority management system (EVOLVE).

Further details of our extra-curricular activities are available from **Leanne Boardman** (Assistant Headteacher).

Creative arts

Trinity Fields is a Lead Creative School. The Lead Creative Schools Scheme has been developed in partnership with the Arts Council for Wales and the Welsh Government; the scheme aims to promote new ways of working, providing the opportunity to develop innovative and bespoke programmes of learning designed to improve the quality of teaching and learning.

Creative arts in Trinity Fields includes music, drama, dance, art and design. All pupils are given the opportunity through the curriculum, after school clubs 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.

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



We also have weekly music therapy, rebound therapy, story massage and Touch Trust sessions; these support the development of pupils' interaction, independence and communication skills.

Our exciting work in this area has been published as a case study on the Arts Council for Wales website. See www.arts.wales for further information.

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 special schools, resource bases and local primary schools from across South Wales.

MOVE

At Trinity Fields, we work very closely with our multi-therapy team, to ensure consistency of programmes for our pupils. One of the ways we do this is through the MOVE programme, which is an activity based practice based on the principle that movement is the foundation for learning.

MOVE uses the combined knowledge of the family, carers, education and therapy. It is designed to teach pupils who have not learnt to sit, stand, walk or transfer to increase their independent mobility and develop independent movement and maximise learning opportunities for the individual.

Pupils who may benefit from being engaged in the MOVE programme are identified by physiotherapists and class staff. Families are then invited to take part in an initial assessment and planning meeting to identify areas for development and set goals and targets.

There is a useful parent/carer guide to MOVE, with further details being available from **Leanne Boardman** (Assistant Headteacher).



Behaviour management

We aim to ensure that everyone is happy and able to achieve their potential. We provide opportunities for pupils to work and play co-operatively, to be sensitive to others' needs and to develop the skills of social interaction and independence.

We work closely with the 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.

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

- verbal praise, signing and use of symbols are used to reinforce positive behaviour;
- messages sent home either in the home-school diary, 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;
- weekly "Star Award" Assembly includes the awarding of special "Star Award" stickers for their achievement or positive behaviour;
- circle time is used throughout the school as a strategy for discussing and sharing good work and behaviour.

Our behaviour co-ordinator is **Tracey McGuirk** (Deputy headteacher). She is supported by **Aimee Meredith** (Behaviour support specialist teaching assistant), who provides support to pupils and staff to develop pupil led behaviour plans. They support and model strategies/approaches within the classroom, as well as reviewing incidents and debriefing with staff and pupils following incidents. They also monitor our behaviour recording system- Behaviour Watch.

Both Tracey and Aimee will also meet with parents/carers to discuss the approaches and strategies used in school.

Restrictive physical intervention

Some of our pupils may, by the nature of their learning difficulties present a wide variety of challenging behaviours. These behaviours will, without exception affect some aspects of their ability to learn and develop. As a school, we believe that often challenging behaviour can be about a breakdown in communication. It can also be, for some pupils, a learnt way of achieving or communicating something they want.

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.



It is essential that any strategies for managing challenging behaviour 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. Pupils who have challenging behaviour in school will have an Individual Behaviour Plan (IBP) developed by the class teacher, but in partnership with parents/carers and our behaviour co-ordinator, **Tracey McGuirk** (Deputy Headteacher).

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 Team-Teach Trainers who provide training and ongoing support for all staff in managing challenging behaviour.

We only use physical intervention when there is no other realistic alternative. Staff may have to intervene in order 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.

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.

Our calming rooms, soft playroom and external areas are fitted with visual recording facilities. There are also CCTV cameras at all entrances/exits and foyer area.

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 management, physical intervention and Behaviour Watch can be obtained from **Tracey McGuirk** (Deputy Headteacher).

Personal, social and health education

This area of the curriculum comes under the new "Health and Wellbeing" Area of Learning and Experience (AoLE) covers five themes: Health and Emotional Wellbeing, Moral and Spiritual Development, Active Citizenship, Sustainable Development and Global Citizenship and Preparing for Life-long Learning.



Thrive

The Thrive approach draws upon research into neuroscience, attachment theory and early child development to support children and young people with their emotional wellbeing.

Thrive is supported by licensed practitioners who have undergone training in various methods to support our pupils. After using an initial online assessment tool to look at what a child needs to focus on a practitioner will complete an action plan, may work directly with the child or group of children or may support the class team in working on the essential skills identified that the child needs in order to support them.

Essential skills that Thrive focuses upon include being safe and secure, building resilience, identifying feelings and developing positive lasting relationships with others.

You can find out more about Thrive by contacting **Tracey McGuirk** (Deputy Headteacher) or by checking the Thrive website: www.thriveapproach.com

Better Out Than In (BOTI)

The philosophy behind BOTI is that education is better achieved outdoors in the natural environment or in connection with animals than inside a classroom. It promotes better mental and emotional well-being through connecting with the natural environment.

Research has shown that the approach can support the development of good attachments, improve social and emotional well-being, increase motivation and engagement to learn and overall support all pupils.

Our pupils have had sessions led by Dr Coral Harper, one of the leading researchers in this area. She has supported the school by direct teaching groups outside, working with our staff and families to understand the research and elements of learning that can be achieved by doing more activities outside, using the environment around us as a natural classroom, ready to explore. Our staff team, following training with Coral now lead these outdoor learning sessions.

As a school, we are aiming that all classes have at least one session a week of outside learning. To find out more: www.coralharper.co.uk

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.

The school has recently started to train staff in this approach. For more information, please see their website: www.traumainformedschools.co.uk or contact **Tracey McGuirk** (Deputy Headteacher).

ELSA

The school is now part of the ELSA project. ELSA's are emotional literacy support assistants who work in schools to help pupils recognise, understand and manage their emotions, this focuses on the social and emotional aspects of learning.

Research shows that pupils respond better to someone they know, and to support this approach ELSA's plan and deliver individual and small group programmes under the supervision of an educational psychologist. The work undertaken may include the development of listening and communication skills, building self-esteem, managing anger, and promoting friendship and social skills.

Relationships and sexuality education (RSE)

Relationships and sexuality education is a shared responsibility between home and school and is a feature of our personal, social and health education (PSE) programme 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. Parents/carers may request, through the Headteacher, that their child is withdrawn from these lessons.

Please contact **Kate Thomas** (Team leader, Department 2) or **David Evans** (class teacher 14-19 learning pathways) for further information.

Careers and work related experience

Careers and work related experience is essential learning for all 11-19 year olds and it is also part of the requirements of the Learning Core of the Learning Pathways 14-19 Measure. Nearly all of the pupils in our post-16 provision participate in work experience activities. We aim to:



- develop the attitudes and values required for employability and lifelong learning;
- manage pupils' individual learning pathways and make help them make effective choices for their lives beyond school;
- help pupils develop the skills required by employers;
- develop pupils' entrepreneurial skills;
- motivate pupils to face the challenges, choices and responsibilities of adult life.
- We hold an annual "World of Work Week" in partnership with Careers Wales and pupils from Key Stage 3 upwards are involved in a range of taster activities and opportunities that explore work and career related subjects.

More information can be obtained from **Carol Wright** (Team Leader, 14-19 Learning Pathways).

14-19 Learning Pathways

The Welsh Assembly Government's "The Learning Country (2001)" document provides the framework for our 14-19 provision. All 14-19 pupils will be entitled to a learning pathway framework, which will help them achieve. This has six key elements:

- individual Learning Pathway to meet the needs of each learner;
- a wider choice of programmes and ways of learning;
- a learning core which includes skills, knowledge, understanding, attitudes and values and common experiences;
- learning coach support;
- access to personal support;
- impartial careers advice and guidance.

All pupils in our 14-19 learning pathways classes have access to a range of accredited courses including: ASDAN, AQA modules, The Duke of Edinburgh Award as well as opportunities to develop their catering and hospitality skills in Caffi Oren.

Further information about all aspects of our 14-19 learning pathways provision can be obtained from **Carol Wright** (Team Leader, 14-19 Learning Pathways).

Forest schools

Forest Schools is an approach to learning and development that 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 our qualified Forest Schools 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 25 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. 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.

Further information about this can be obtained from **Tracey McGuirk** (Deputy Headteacher).

Curriculum modifications and disapplication

Any modifications/disapplication to the curriculum are agreed with parents/carers at the PCP Review meeting; these will be noted on the child's Statement, whilst ensuring that each pupil continues to have access to a broad, balanced and engaging curriculum.

Access to the school's curriculum and policy documentation is via the Headteacher or Deputy Headteacher. All paperwork remains the property of the school and must be viewed on school premises.

Curriculum complaints

In the first instance, any complaints regarding the curriculum should be discussed with the Headteacher. The governing body has a Curriculum and Policy sub-committee that is able to help with any concerns.

Staffing

Trinity Fields is a day school for pupils, aged 3-19 with a wide range of learning difficulties. Our pupils come from all areas of the County Borough of Caerphilly, along with some pupils from neighbouring authorities. **Our staff team includes:**

- Headteacher
- Deputy headteacher
- Assistant headteachers
- Class teachers (including specialist teachers for music and PE)
- Specialist teaching assistants (communication, sensory, travel training)
- Teaching assistants
- Midday supervisory assistants
- School business manager
- Administrative assistants
- Finance assistant
- Projects assistant



- IT technician
- Site staff

School Leadership Team (SLT):

Executive headteacher	Ian Elliott MBE
Deputy headteacher	Tracey McGuirk
Assistant headteachers	Leanne Boardman Christine Thomas Anthony Rhys
Assistant headteacher (CASS)	Michelle Meredith
Team leader: Department 1	Lucy Crimmins
Team leader: Department 2	Kate Thomas
Team leader: 14-19 Learning Pathways	Carol Wright
Professional learning lead	Anthony Rhys
School business manager	Deborah Keenor
Specialist teaching assistant	Jenny Evans
IT technician	Matthew Gurmin
Leisure services manager	Geraldine Smallman

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
- Children and Adolescents Learning Disabilities Service (CALDS)
- Specialist nurses for children with learning disabilities

Specialist facilities offered at the school include:

- Hydrotherapy pool and splash pool
- Sensory studio
- Interactive soft play room
- Wheelchair accessible swings/roundabout and sunken trampoline
- Light and dark rooms
- Industrial kitchen and café
- Conference/training facilities
- Assessment room
- Trampolining facilities and rebound therapy room
- Outside gym equipment and a multi-use games area

We are committed to being a community school and continue to work towards extending the resourcing capabilities of our school in partnership with the local community. Close links are established with:

- Welsh universities
- Caerphilly sports
- Gwent police (Police cadets and “The Trinity Protocol”)
- Arts Council for Wales
- BBC National Orchestra for Wales
- Social services
- Coleg Y Cymoedd
- CAMHS and CALDS
- Health services: paediatric, mobility, dental and orthotic clinics held regularly at school
- Careers Wales



Special Education Needs (SEN)/Additional Learning Needs (ALN)

In line with the Additional Learning Needs and Education Tribunal (Wales) Act 2018 (ALNET) the term Special Education Needs (SEN) will be replaced by the term Additional Learning Needs (ALN).

Our policy and practice has been developed to ensure that:

- all pupils have their SEN/ALN needs met through the provision of trained staff, specialist resources, adapted equipment and differentiated curriculum and;
- close working partnerships with other agencies support improved pupil outcomes and well-being.

A few pupils may be considered as “More Able and Talented” in relation to the majority of pupils with SEN; these pupils may show greater ability in one or more subject area or they may show talent artistically, in sports or in performance. These pupils will have access to additional resources and bespoke provision to ensure that they continue to extend their skills and talents in the area(s) where they are considered to be more able and talented.

The Headteacher is responsible for ensuring that pupils’ Statements of SEN are reviewed annually and that the allocation of staff and other resources meets the needs of the pupils.

For more information about ALNET (Wales) Act please ask for our Parent/Carer Guide on this area of our work or speak to **Christine Thomas** (Assistant Headteacher).

Children Looked After (CLA)

We believe that as corporate parents we have a special duty to safeguard and promote the education of children looked after (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 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-ordinators:

- Ian Elliott MBE (Executive Headteacher);
- Tracey McGuirk (Deputy Headteacher).

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 that 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 a disability (learning, sensory, physical). The achievement of all pupils is effectively monitored; we analyse assessment data in order to raise standards and ensure inclusive practices across the school. We make all reasonable adjustments to ensure the school curriculum and 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. Our current Equalities Plan (2021-2025) can be found on the school website.

Charging and remissions policy

Our 'Charging and Remissions Policy' operates under the CCBC guidelines that are 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/carers 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, trips, drinks etc.) should be sent in a sealed envelope, clearly marked with your child's name.

School security and use of CCTV

Every effort is made to ensure the security and safety of all pupils, staff and visitors to Trinity Fields. A controlled access security system operates at the main entrance ensuring the main doors are kept locked. Visitors need to follow the instructions on the main front door in order to gain access to the foyer area.

All visitors must report to reception office and sign the visitors' book on arrival and departure. Visitors are asked to wear a badge during and throughout their visit within the school. On the back of the badge, there is health and safety and safeguarding information for visitors. You will also be asked to read our safeguarding poster as you sign in at reception.

CCTV cameras operate in the car park, playgrounds, in our calming rooms, soft play room and at all entrances/exits, including the main foyer. They are used to ensure everyone is kept safe and free from harm.

Our CCTV is used to:

- Help maintain an environment for pupils, staff and others, which supports their personal safety;
- Deter against crime towards persons, school buildings and property;
- Assist in the identification and prosecution of persons having committed an offence.

The Headteacher and School Business Manager, on behalf of the school are the Data Controllers and have responsibility for the control of images and deciding how the CCTV system is used. The school has notified the Information Commissioner's Office of both the name of the data controller and the purpose for which the images are used. All operators and employees with access to images are aware of the procedures that need to be followed when accessing the recorded images.

Images will be stored for a period of 30 days unless an incident arises which requires longer retention in line with the specified purposes of the CCTV system. Once the retention period has expired, the images will be erased.

Health and safety (H&S)

Our H&S officer is **Tracey McGuirk** (Deputy Headteacher) who is supported in this important area of work by **Anna Fitchett** (Local authority SLA H&S Officer). 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 the visitors' book on arrival. All visitors, including governors and contractors have to wear a Visitors' Badge, on the reverse there are details about the child protection 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 also supported in her work by a governing body H&S sub-committee. Any H&S concerns can be raised with:

- **School H&S Officer:** Tracey McGuirk
- **Local Authority SLA H&S Officer:** Anna Fitchett
- **H&S Governors:** Bleddyn Hopkins, Helen Muscat, Ian Elliott MBE

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 (GDPR)**" notice which can be found under the "Policies" section of the school website for further details. There is also a useful Parent/Carers' Guide to GDPR.

Community focused schools

Schools play an important and pivotal role in the community; they not only provide education for pupils and create a community spirit amongst parents/carers, but they also have the opportunity and facilities to reach out to the community. As a community focused school, we aim to provide a range of services and activities, often beyond the school day, to meet the



needs of our pupils, their families and the wider community. It is our aim to make Trinity Fields the focus of the local community.

Parent/carer training workshops will continue to be organised at Trinity Fields not only for parents/carers of pupils who attend the school, but an invitation to such workshops will be extended to the local authority's specialist resource bases, local schools, social services staff and other partner agencies.

Information about parent/carer workshops and training will be advertised through: home-school diaries, via Teachers2Parents texting service, "Seesaw" App and newsletters, school website, noticeboards, emails, flyers etc.

The innovative facilities and resources that Trinity Fields offers are available for hire by community groups and other schools. We offer a range of resources that can make a difference to pupils, families and the wider community which include:

- Saturday and holiday clubs
- 'One stop shop' for pupils/families in partnership with education, health and social services
- Parent/carers workshops and training.

We are grateful to all the money that individuals and groups in the community raise for us. We also aim to put something back into our community by raising money for local and national charities on an annual basis; every year we raise money for Macmillan Cancer Research through their coffee mornings, BBC Children in Need, as well as collecting food and other essential resources at our annual harvest services for the local food bank.

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 27 classes; 21 of which are on the main school site. We have satellite classes at Cwm Ifor Primary School, Deri Primary School, Ty Isaf Infants School, St. Cenydd Community School and Heolddu Comprehensive School (2 classes). The satellite classes at St. Cenydd and Heolddu are both for secondary aged pupils.

In addition to these satellite classes, we have also developed some specialist bases for pupils with autism and more complex learning and medical needs within the main school building.

Daisy	Nursery - Reception	Snowdon (Ty Isaf)	Satellite class (Years 1 - 4)
Tulip	Years 3 - 6	Snowdrop	Years 2 - 3
Buttercup	Nursery - Year 1	Daffodil	Reception - Year 3
Bluebell	Years 3 - 6	Hazel	Years 5 - 8



Carmarthen (Cwm lfor)	Satellite class (Years 2 - 8)	Rose	Complex needs (Years 3 - 7)
Sunflower	Specialist base (Years 4 - 10)	Hawthorn	Years 8 - 10
Rowan	Years 7 - 9	Elm	Years 7 - 9
Deri	Satellite class (Years 1 - 5)	Cherry	Years 5 - 9
Chestnut	Years 5 - 12	Willow	Years 7 - 9
Cedar	Complex needs (Years 7 - 14)	Pine	Years 6 - 14
Birch	Years 12 - 14	Beech	Years 10 - 14
Maple	Specialist Base (Years 11 - 14)	Oak	Years 10 - 14
Pembroke (Heolddu)	Satellite class (Years 7 - 9)	Brecon (St. Cenydd)	Satellite class (Years 7 - 14)
Powys (Heolddu)	Satellite class (Years 7 - 10)		

Class staffing

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

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 **Wales Safeguarding Procedures**. These procedures are available to everyone via a free "App".



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 (**Ian Elliott MBE**, Executive Headteacher) Deputy 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/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.

Our school nursing team can be contacted at the school (**Telephone number: 01443 866030**).



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/carers 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. You can request a form by making a note in your child's home-school diary. These forms are also available from reception.

Outreach

We offer an outreach service to mainstream schools where there are pupils with additional learning needs. This service is available to schools across the local authority. Staff from Trinity Fields visit the schools, carry out observations and discuss individual needs with staff. They can offer advice on a range of issues including behaviour management, curriculum differentiation and resources.

We welcome visits from staff from mainstream schools as part of the outreach service and integration links can be set up for individual pupils who might benefit from the specialist teaching, facilities and resources available at Trinity Fields.

Further details available from **Nia Parry** (Outreach teacher).

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
- ICT/communication support worker
- Home support workers

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

Leisure services and holiday playschemes

Trinity Fields Leisure Services is registered with Care and Social Services Inspectorate for Wales (CSSIW) to provide high quality, short time respite care for children 8- 17 years old with severe and complex learning and physical disabilities and difficulties.

We provide a safe and stimulating environment for children to have fun participating in activities of their choice. The highly skilled team support children to further develop their social and independence skills whilst accessing a range of opportunities within the resource centre and local community.

The Children with Disabilities Team (Social Services) refer children who live in Caerphilly County Borough to access services from Trinity Fields School and Resource Centre having carried out their own assessments.

Please contact **Geraldine Smallman** (Leisure services manager) on 01443 866000 or email smallg@caerphilly.gov.uk for further 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 and tertiary pupils.

School meals

All school meals are cooked on the premises and all specialist preparation of food and dietary requirements can be catered for.



Payment for school dinners is made via the online payment system Uniware and paid in advance of meals being taken, in accordance with CCBC's policy. Please contact **Leanne Gibbs** (finance assistant) regarding the setup of the cashless system.

Enquiries regarding free school meals 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.

As a result of Welsh Government financing for every parent/carer 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 2019-2020) is approximately £1,150.00 per year. Details of how we spend this additional funding (Pupil Development Grant) can be found on the school website.

School uniform

We have a non-compulsory school uniform that 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.

You may also qualify for the Welsh Government Pupil Development Grant (PDG); this will give you access to funding of up to £125.00, this is available to pupils who are eligible for free school meals or are looked after by a Local Authority if they are:

- entering reception class in primary school
- entering year 7 in secondary school
- aged 4 or 11 in special schools, special needs resource bases or pupil referral units

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.

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 **Leanne Boardman** (Assistant Headteacher).

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 **Kelly Adams** (Transport officer) on 01443 864839.

We have a team of staff who support the smooth transition from school to home at beginning and end of day. These arrangements are currently co-ordinated by senior leaders.

Parents/carers 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 also use our Teachers2Parents texting service and the “Seesaw” App to keep you informed about any closures, particularly in the winter months; 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. There is currently one vacancy for a community governor on our governing body.



Governors are appointed to help:

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

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

- ❖ parents/carers
- ❖ teachers/staff at the school
- ❖ local authority 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 Headteacher or Chair/Vice Chair of governors.

Name	Governor
Amanda Hurst (Chair)	Local Authority
Bleddyn Hopkins (Vice Chair)	Community
Ian Elliott MBE	Executive Headteacher
Anthony Rhys	Teacher
Helen Muscat	Staff
Heather Morgan	Community
Jenny Watkins	Parent
Ruth Seymour	Parent
David Thomas	Parent
Ian Hurst	Parent
Hefin David MS	Local Authority



Reverend Gary Powell	Community
Vacancy	Minor Authority

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, 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 this will be dealt with under the Wales Safeguarding Procedures (2020).

Support services

Educational psychology

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 866612**).

Training

Trinity Fields has training facilities to provide a range of training and support for staff, mainstream teachers and other professionals as well as offering a range of parent/carer workshops. Many of our parent/carer workshops are offered by the CASS team. Please check with the school for details of any upcoming training and support.

Medical support

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 pupils' care including the administration of medication, oxygen, suction (as required).

Dr Chris Wooley and Dr Joanne Saunders are our Paediatric Consultants and they arrange regular medicals/clinics at the school. Several specialists also visit Trinity Fields on a regular



basis providing advice in orthopaedics, orthotics, dentistry and oral hygiene, audiology and orthotics.

If you have medical concerns, please do not hesitate to telephone our nursing team on **01443 866030**.

CAMHS/CALDS

CAMHS is the **Child and Adolescent Mental Health Services**. CAMHS are the NHS services that assesses and treat young people with emotional, behavioural or mental health difficulties.

CALDS is the **Child and Adolescent Learning Disability Service**.

Both of these services offer clinics at school and support to pupils and their families. For further information, please contact either **Tracey McGuirk** (Deputy Headteacher) or **Michelle Meredith** (Assistant Headteacher).

Specialist support teaching

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

Teachers and trained teaching assistants spend regular sessions at Trinity Fields either working directly with individual pupils or providing support and advice to our class-based staff.

Social services

We have very strong partnership working with colleagues from social services; they 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.

Voluntary agencies

The school works with a wide range of local charities and voluntary agencies who may be able to offer advice or support to families. Please contact the Headteacher for further details.

Gwent Police: "The Trinity Protocol"

As part of Gwent Police "protect and reassure" mission we have developed a ground-breaking initiative— "The Trinity Protocol". This protocol is an additional tool used by the police to help them locate missing people who have additional needs or dealing with emergencies involving people with additional needs.

If a person with additional needs is missing and has completed "The Trinity Protocol" the police will use the information to locate them and take them to a place of safety. Alternatively, if the person is involved in a crime or is a victim of a crime, they can use the information to ensure that they know as much as possible about the individual and adapt their communication and approaches appropriately.



All the information you provide will be kept confidential and used only for the benefit of the person the profile belongs to. To sign up to “The Trinity Protocol” please complete the form in the induction pack and **return the form via email:** neurodiversity@gwent.pnn.police.uk

Public access to school documents

Parents/carers and the public can have access to the following documents and information held at the school:

- Prospectus
- Governing body’s annual report to parents
- Curriculum policy
- Circulars and documents issued by Welsh Government
- Estyn reports
- Schemes of work
- Complaints procedure

The school can charge to recover the cost of copying any document if you wish to have a copy. Naturally, documents under copyright cannot be copied for parents/carers.

If you want to read any documents and they are not available on the school website, then please contact **Deborah Keenor** (School Business Manager).

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 and Seesaw to send you reminders about any upcoming dates and events.

What do others say about our school?

“Trinity Fields School and Resource Centre is an engaging, stimulating and inclusive learning environment. Teachers and support staff foster highly positive and valuable professional relationships with their pupils. They treat all learners with respect and provide exemplary support and encouragement for them in their learning. They manage pupils’ behaviour positively and sensibly. As a result, learning experiences and the quality of teaching make a significant contribution to pupils’ high levels of wellbeing and personal development”.



Estyn (June 2019)

“Pupil voice is at the heart of life at Trinity Fields. There are many opportunities for pupils to express their views and be involved in decision making across the school and pupils are taught that having their opinions listened to is an entitlement. The School Council is a representative group and has a high profile in all aspects of the school’s work.”

UNICEF (January 2017)

“The key indicator of a healthy school is that the concept of health and wellbeing is truly embedded in the culture and ethos of the school. From the first moment of arrival to the conclusion of the NQA visit, it was abundantly clear that this is truly the case in Trinity Fields School. The ‘whole school approach’ to health and wellbeing is comprehensive in nature and embraces the students, staff, parents and carers and those in the community who have contact with the school”.

National Quality Award Report (March 2018)

“Partnerships are a key element of the success of the school. It is clearly a two-way process. Great pride is shown in the school and it is clear that the school community greatly values what the school does and the way it values its families. Families are the key partners in school improvement. Staff ensure that both children and parents play a very positive role in Family Engagement strategies”.

Investors in Families: Diamond Award (July 2019)

Learning together in a changing world, creating success for all.
Developing all pupils as ambitious, enterprising, ethical and healthy learners.

