

Need more information?

Further information about the changes that are taking place can be obtained from:

Christine Thomas, Assistant Headteacher.

Summary of Privacy Notice (CCBC) How CCBC will use your information

Caerphilly County Borough Council will process requests received for a statutory assessment to be completed on you or your school/education setting requesting additional support funding in order to carry out an assessment. This will involve collating / sharing information with other service areas within Caerphilly County Borough Council and other organisations such as relevant schools / educational establishments, Careers Wales, Health Boards, Welsh Government, Special Educational Needs Tribunal Wales, SNAP Cymru and other Local Authorities. Your information will be retained for 35 years.

You have a number of rights in relation to the information including the right of access to information we hold about you and the right of complaint if you are unhappy with the way your information is being processed.

Further information on how we process your information and your rights can be provided upon request.

Trinity Fields is a Rights Respecting School and a Healthy School

Trinity Fields is a Rights Respecting School and we are committed to the principles and values of the United Nations Convention on the Rights of the Child (UNCRC) across all areas of our work.

We are also a Healthy School and we take responsibility for maintaining and promoting the health and wellbeing of the Trinity Fields team (pupils, parents/carers, staff, governors etc.). This includes teaching pupils about how to lead healthy lives but by enabling our pupils and staff to take control over aspects of the school environment which influence their health.

As a Rights Respecting School we are committed to the principles and values of the United Nation Conventions for the Rights of the Pupil (UNCRC). This approach enables all pupils to access and enjoy the following articles of the convention:

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

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

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

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

Further information
If you would like to have more information about our school departments then please contact one of our team leaders..

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

Parent/Carers' Guide to



Pupil-Centred Reviews

Pupil-Centred Review

A pupil-centred review is a way of deciding what support is needed for your child or to decide any changes that need to be made to their support.

Who will be there:

Your child can choose who they would like to be there, but there will also be some people who have to be there.

Sometimes there may be lots of people involved in the review, such as health, social care and educational professionals as well as family and friends.

Where and when will it be?

The meeting will normally be held at school. A date and time suitable to you and your child will be offered. There will be at least one review a year.

What do you need to think about before the meeting?

The parent/carer form will help you to think about the things you want to say and you can use it to write down things you want to remember to say on the day.

It is important that you take time to think about the questions, record your thoughts in the spaces provided and return the form to the school. This will help to make sure that your views are listened to at the meeting.

What will happen at the meeting?

A pupil-centred review has a relaxed atmosphere, very different to other traditional meetings. Everything is set out to be as informal and comfortable as possible. There could be music playing and posters or large pieces of paper pinned up on the walls. These are for everyone there including you to say what they think is important.

Every review will change to meet the needs of your child, who is at the centre of the meeting.

One person, called a facilitator, will have the job of making sure that everyone can have their say and that the meeting comes up with targets and actions for change. The facilitator is most likely to be someone from the school and you will know who it will be before the meeting.

The meeting begins with everyone introducing themselves and possibly sharing something that they like or admire about your child.

The facilitator will explain what will happen in the review meeting, and then everyone will have the chance to share their views and knowledge about your child.

When everyone has finished giving their comments, you will all think about and talk about what need to change and what outcomes and targets you want to see.

At the end of the review:

By the end of the review the facilitator will make sure that there is an agreed Action Plan.

The Action Plan is to make sure that everyone can see what is going to be done to support your child to learn and to achieve their dreams.

Everything in the Action Plan will be based on what was talked about and agreed in the meeting, including the views and ideas you and your child shared.

The Action Plan will say:

- What support your child needs to learn and develop
- Who is responsible for making sure that they get the support they need (a named person).
- When and where they will get this support
- How we will know if the support has helped your child in the way it was intended to

After the meeting you will have the chance to read the Action Plan, think about what has been agreed and discuss it with your child.

These questions are to help you think about what you want to say at the pupil-centred review and how you want to say it.