



Alltwen Primary School Ysgol Gynradd Alltwen

WE'RE MORE THAN A SCHOOL WE'RE A FAMILY.
RYDYN NI'N FWY NA YSGOL, RYDYN NI'N DEULU



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Welcome

Dear Parents/Carers,

Welcome to Alltwn Primary School. This prospectus will provide an overall view of the objectives of our school. Our aim is to achieve high academic standards within a teaching environment which is both caring and stimulating for all our pupils. A safe and happy school will encourage pupils to work hard and be aware of the needs of others around them.

We strive to achieve this with a dedicated team of both teaching and non-teaching staff members, under the leadership of Head Teacher Mrs G Herbert and Deputy Head Teacher Mr A Davies.

Pupils are encouraged to develop educational achievement in all aspects of the Curriculum for Wales.

A recent Estyn inspection stated:

“This is a school with pupils’ wellbeing at its heart. It is a community school that works actively with parents to involve them in their child’s education.”
The school has developed a positive home–school relationship, endorsed by the support of parents and carers at school events throughout the year.

We value the support of the local community and maintain strong links with schools, businesses, sporting, and religious organisations. Our PTA works extremely hard to raise additional funding for the pupils, and their contribution is very much appreciated.

If you have any questions, please contact the school office or arrange a visit by appointment.

Yours sincerely,
Laura Davies.

Chair of Governors.

Welcome

Dear Parent/Carer,

Welcome, Croeso to our wonderful school. Alltwen Primary School is very much a school at the heart of its community. Our current school site was opened by Mr Herbert Lloyd Esq. J.P. on September 10th, 1903, however we have logs that evidence that education was being delivered to pupils in this area across several different locations for many years.

It is with great pride, passion, and intent that we serve our community and deliver excellent education within an efficient and effective school where excellence prevails.

The school consists of the main building and two demountable classes. The main building houses seven classrooms and our hall, kitchen, staffroom, and offices. Our Nursery and Reception are based within one of the demountable buildings. The smaller demountable houses our on-site childcare facility HOOTS.

The school has three different pupil toilet facilities. One of these is a mixed gender facility within the demountable used by the Foundation Phase pupils, with the other two facilities split by gender in the main building. Each of these facilities are cleaned at the end of the school day in accordance with the LEA's cleaning service provision.

We are also extremely fortunate to have large playing fields, two yards and a woodland 'Garden of Learning.' Our committed staff ensure that every child achieves to their full potential whilst experiencing a broad and balanced education enriched by experiences and challenges.

If you would like to discuss a matter relating to your child or that of the whole school, please contact the school office. Thank you for your continued support.

Diolch, Mrs G Herbert, Head teacher.

Our Vision

Kind hearts, healthy minds, happy lives - a safe and friendly school where everyone belongs to the Alltwen Family.

Our Mission

At Alltwen Primary School, we are committed to nurturing a vibrant, inclusive, and supportive learning community where every child is empowered to thrive.

We inspire our learners to become:

- Ambitious, capable individuals, driven by curiosity, creativity, and a lifelong love of learning.
- Enterprising, creative contributors, who are resilient, resourceful, and eager to shape their world.
- Ethical, informed citizens, guided by empathy, respect, and a strong sense of social responsibility.
- Healthy, confident individuals, supported in their emotional, physical, and mental well-being.

Rooted in the values of kindness, honesty, fairness, and inclusivity, our mission is shaped by the voices of our pupils, staff, and governors.

We believe in:

- Collaboration and community: Fostering a strong “Alltwen Family” ethos where relationships flourish and everyone feels a sense of belonging.
- Personalised learning: Recognising each child’s potential and supporting their unique journey through innovative, reflective, and high-quality teaching.
- Well-being and growth: Promoting confidence, independence, and emotional intelligence in a safe, nurturing environment.
- Shared responsibility: Empowering learners, staff, and families to work together in shaping a better future.

Together, we grow as the Alltwen Family — reflective, supportive, and united in helping every learner reach their full potential.

Our Aims

At Alltwen Primary School, our aim is to create a safe, happy, and inclusive environment where every child and their family feel valued, respected, and supported. We are committed to building strong relationships based on mutual trust, enabling us to work together to secure the absolute best opportunities for all.

We aim to:

- Empower every child to raise their aspirations and succeed in all they choose to pursue, becoming ambitious, capable learners with a lifelong love of learning.
- Ignite curiosity and creativity, developing confident, enterprising contributors who are resilient, resourceful, and inspired to shape their world.
- Foster ethical, informed citizens who make responsible choices and are ready to contribute positively to Wales and the wider world.
- Support healthy, confident individuals who are active, empathetic, and emotionally intelligent, ready to lead fulfilling lives as valued members of society.
- Celebrate diversity and inclusivity, rooted in the values of kindness, honesty, and fairness, ensuring every child feels a sense of belonging.
- Provide personalised, high-quality learning experiences that recognise each child's unique potential and support their individual journey.
- Promote well-being and emotional growth in a nurturing environment where children feel safe, supported, and encouraged to flourish.
- Strengthen partnerships with families and the wider community, working together to shape a better future for all.



Governing Body

Our Governors are elected and represented by the local community, parents, teachers, staff, and the LA. Governors serve a term of office of four years. The Full Governing Body meets at least termly with sub-committees meeting more regularly to discuss specific matters i.e. finance, the curriculum and Health and Safety. Our Governors are a group of people working together with a common purpose. Each Governor member has unique qualities, experience, skills, and special interests that must be integrated with those of other members. The Governors of our school have no powers to act as individuals unless very specific tasks have been delegated to them by the Full Governing Body with the majority of functions and decisions exercised corporately.

The Governing Body produces an annual report which is available on request. The community can request up to three meetings per year with the Governing Body via a petition. The Governing Body will hold a meeting within 25 schooldays of receiving the petition, providing that:

1. The petition contains the signatures of the required minimum number of parents of registered pupils at the school, which is the lower of the following:
 - (a) the parents of 10% of registered pupils, or
 - (b) the parents of 30 registered pupils (Calculated by using the number of registered pupils at the school on the date that the petition is received.)
2. the meeting requested by parents must be to discuss a matter relating to the school.
3. there will be no more than three meetings held during the year in which the first petition is received.
4. there are sufficient school days left in the school year for the meeting to be held.

The meeting is open to all parents of registered pupils at the school, the head teacher and any other persons invited by the Governing Body. As soon as reasonably practicable, the Governing Body must notify all parents of registered pupils at the school in writing, the date of the meeting and the matter to be discussed.

Governing Body

Chair of Governors:

Mrs Laura Davies

Vice Chair/ Local Authority:

Miss Helen Watkins

Secretary:

Mrs Suzanne Rees

Teaching Representative:

Mrs Danielle Moran

Non-teaching Representative:

Mrs Lisa Jones

Local Authority:

Councillor Nia Jenkins

Community Representatives:

Mr Dean Baker

Rev. Jeffrey Thomas

Parent Representative:

Mrs Ceri-Anne Kieft

Mr Matthew Hall

Mrs Chantelle Haynes

Mrs Kelsey Mc Dermott

Headteacher:

Mrs Gayle Herbert

Staff

Headteacher:

Mrs G Herbert

Deputy Headteacher:

Mr A Davies

Senior Leadership Team:

Miss R Hughes

Mrs D Moran

Teaching Staff:

Mrs M Oakley – Nursery

Mrs T O'Malley – *Reception*

Mrs D Edmunds - *Year 1*

Mrs D Moran - *Year 2*

Miss R Hughes - *Year 3*

Mr G Hazel - *Year 4*

Miss R Dorward - *Year 5*

Mr A Davies - *Year 6*

Teaching Assistants:

Mrs L Jones

Mrs M Llewelyn

Miss N Bowen

Mrs A Bradshaw

Mr J Perkins

Miss R Merson

Mrs D Henry

Miss D Jarrett

Mrs L Williams

Miss L Thomas

Miss C Williams

Mrs E Williams

Mrs S Quiney

Staff

Family Engagement Officer (FEO):

Mrs L Jones

School Secretary:

Mrs S Rees

Site Manager:

Mr M Beckett

School Cook:

Miss M Fermandel

Kitchen Assistants:

Mrs K Evans

Mrs G Chick

Dinner Supervisor:

Mrs S Harris

Miss R Woodley

Mrs M Llewelyn

Mrs L Jones

Miss R Merson

Mrs D Henry

Miss L Thomas

Education Support Officer (ESO):

Mrs H Woodford

Admissions

All admissions requests must be made centrally via the Admissions Officer at Neath Port Talbot Local Authority. They control and administer the entry of children to our school. This is the case for all maintained schools in our authority. However, please also contact the school as we can support you through this process and ensure that you as a family feel part of our school community prior to your child starting school.

Children are admitted into our part-time Nursery on an agreed date after their third birthday. Arrangements will be made with you, as parents, to visit the school and meet with the staff during the term before your child starts Nursery Education. These events are always successful and give you the opportunity to familiarise yourself with staff, the setting and other parents before your child starts with us.

Children aged 4+ are admitted into our full time Reception class in the September of each school year. Written confirmation of the offer of a place for your child at the school must be received before the closing date set. This varies annually but is usually sometime in February/March before your child attends school in the Autumn Term. It is essential that parents ensure the return of the completed School Admission Form to the Local Authority.

School Hours

Full Time Hours:

Morning session

8.50 a.m. – 12.00 a.m.

Afternoon session

1.00 p.m. - 3.20 p.m.

Part Time Hours:

Morning Nursery

8.50 a.m. – 11.40 a.m.

Afternoon Nursery

1.00p.m. - 3.20 p.m.

School Term

Autumn Term 1	Monday, 1 September to Friday, 24 October
Autumn Half Term	Monday, 27 October to Friday, 31 October
Autumn Term 2	Monday, 3 November to Friday, 19 December
Christmas holiday	Monday, 22 December to Friday, 2 January
Spring Term 1	Monday, 5 January to Friday, 13 February
Spring Half Term	Monday, 16 February to Friday, 20 February
Spring Term 2	Monday, 23 February to Friday, 27 March
Easter holiday	Monday, 30 March to Friday, 10 April
Summer Term 1	Monday, 13 April to Friday, 22 May
Summer Half Term	Monday, 25 May to Friday, 29 May
Summer Term 2	Monday, 1 June to Monday, 20 July



Cyngor Castell-nedd Port Talbot
Neath Port Talbot Council

Arriving/Leaving

In order to ensure the safe arrival and departure of our children both to and from school, and to ensure the school day runs smoothly, the following applies:

- Pupils from Nursery to Year 4 must be brought to and collected from school by a responsible adult.
- Parents bringing or collecting pupils by car should not stop on the double yellow lines marked in front of the school gates. Neither should parents' cars enter the school premises for the purpose of dropping pupils unless permission is granted from the acting head teacher.
- Pupils should not arrive in school before 8.50 a.m. unless they are attending Breakfast Club.
- Staff will be on duty in the yard from 8.50 a.m. The pupils will be dropped off at a designated gate and enter the school building, guided by a member of staff.
- During unsuitable weather, the pupils will be welcomed into the school building at 8.45 a.m.
- Pupils will be collected from a designated zone on the school yard at 3.20 pm.

The school's attendance data is used by the local authority, educational region, and Welsh Government to make a judgement on our school. Annually the school sets a whole school attendance target. This target is shared to the community on the school newsletter, website, and social media.

Attendance

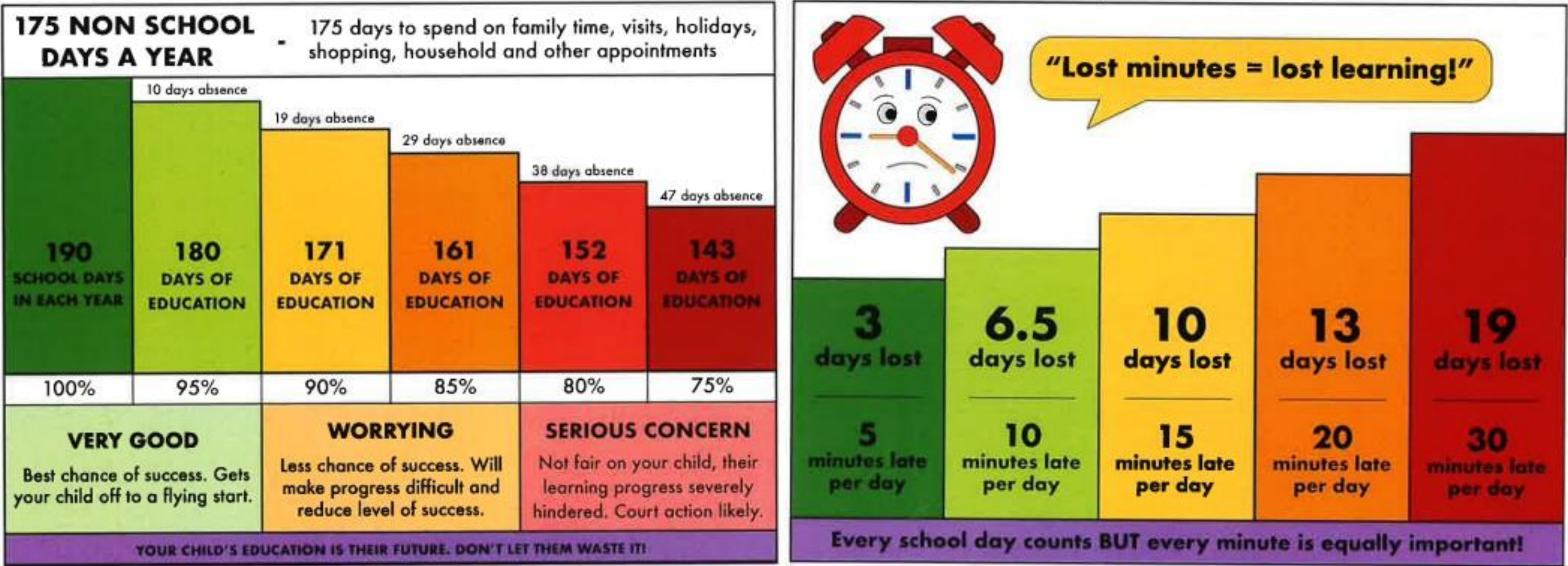
Attendance registers are taken at the beginning of each morning and afternoon.

Please notify the school by telephone on the first day of absence or in writing, if your child is absent from school, as there are some absences which may be authorised.

Please try to arrange for routine appointments to be taken outside school hours.

Unauthorised absences will be investigated by the school and Education Welfare Officer (EWO).

Parents and carers are strongly discouraged from taking children away from school for holidays during term time.



Early Years Transition

Starting school is an exciting and important milestone in your child's life and we are very much looking forward to welcoming your child into our Early Years Reception class.

At Alltwen Primary School, we want every child to feel happy, secure, and confident as they begin their school journey. To support this, we have planned a phased transition during the first few weeks of term. This approach helps children adjust to new routines, builds positive relationships and allows them to settle in gently and successfully.

What does a phased transition look like?

This means children will begin with shorter sessions and gradually increase to full-time over a short period. This supports emotional well-being and allows staff to get to know each child individually.

Why do we do this?

Evidence shows that a calm, phased introduction to school improves children's confidence and comfort, laying a strong foundation for learning. Estyn the education and training inspectorate for Wales, has also highlighted phased starts as an example of good practice in supporting young children's well-being.

Supporting Families

We do understand that this transition model may require families to make temporary adjustments. While the structure of the phased start will apply to all children, we are here to support you with advice or information about local childcare options or to provide letters for employers if needed.

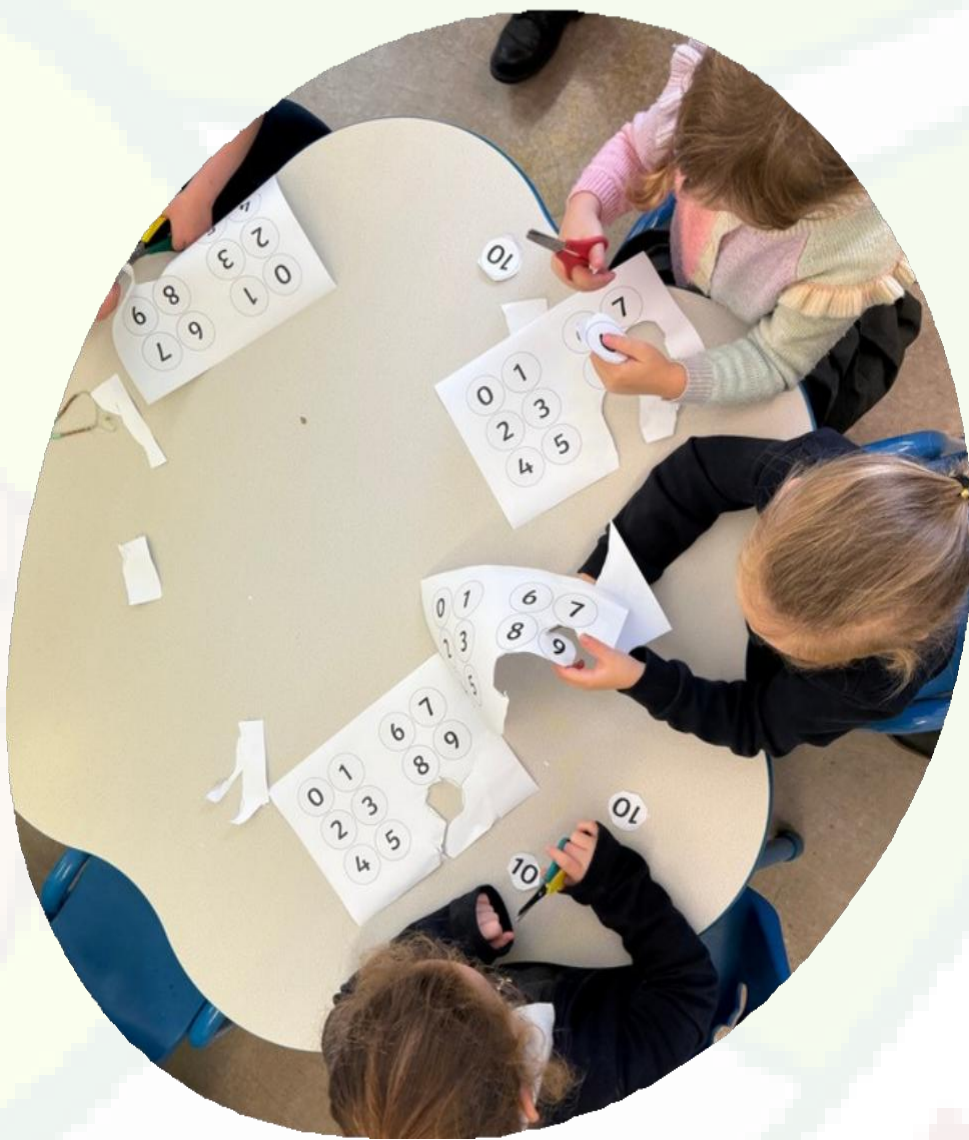
Year 6 Transition

The move from primary to secondary school is a significant milestone for both pupils and their families. While it can feel a little daunting at first, it is also an exciting opportunity for growth, new experiences, and fresh challenges.

Many secondary schools offer a carefully planned transition programme that begins as early as Year 5. These programmes are designed to build on the progress made at Key Stage 2 and help pupils feel confident and prepared for the next stage of their education. Activities may include school visits, taster days, and opportunities to meet staff and future classmates.

By the time pupils reach their final Induction Day in Year 6, they often have a good sense of what to expect, both academically and socially. These experiences help ensure a smooth and supportive transition into Year 7.

For more information about transition arrangements, please contact the relevant secondary school or visit their website.



Curriculum

We pride ourselves on providing a broad curriculum of learning which gives every child many opportunities to pursue the four purposes through a range of concepts.

Children between the ages of 3 to 11 years are organised into the year groups: Nursery, Reception, Year One, Year Two, Year Three, Year Four, Year Five and Year Six.

Learning is planned using The Curriculum for Wales. There are Four Purposes which drive the teaching and learning throughout the curriculum, these are:-

- Ambitious, Capable Learners
- Ethically Informed Citizens
- Enterprising Creative Contributors
- Healthy Confident Individuals

There are six Areas of Learning and Experience, these are:-

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

Opportunities for the pupils to use and apply the cross-curricular skills of literacy, numeracy and digital competence are planned for across all areas of learning and experience.

We also aim for our pupils to develop the integral skills of personal effectiveness, creativity and innovation, planning and organising and critical thinking and problem solving throughout their learning journey from 3 to 16 years.

Curriculum

At Alltwen Primary, we follow the Curriculum for Wales, which supports every child's unique learning journey from ages 3 to 16. Progression is not tied to age or year group but is based on each learner's development across key areas of learning.

Our assessment approach is ongoing and inclusive, helping teachers understand how pupils are progressing and how best to support them. We focus on:

- Encouraging deeper understanding and growing independence.
- Using everyday learning activities to assess progress.
- Working closely with pupils and families to share achievements and next steps.

This ensures that every child is supported to thrive and reach their full potential.

We are committed to closely tracking and monitoring the progress of all pupils to ensure they achieve their full potential. As part of this approach, staff may identify a small number of pupils for more focused, informal monitoring. These pupils are sometimes referred to internally as barometer pupils, as their learning and engagement can help us reflect on classroom practice and individual progress.

This process is used as part of our internal evaluation to inform teaching and learning decisions and ensure our provision remains inclusive and effective. It also supports our ongoing preparation for inspection by providing evidence of how we monitor and respond to individual needs. This is not part of a formal plan and does not involve any label or diagnosis.

Read, Write, Inc.

“Teach a child to read and keep that child reading and we will change everything.” (Jeanette Winterson)

At Alltwen Primary School, we want to offer your child the best possible start to becoming an independent reader therefore our delivery of phonics is taught through an established and successful programme called Read Write Inc.

Read Write Inc. is a fast paced, rigorous literacy program that is designed to give young children confidence when learning how to read, write, and spell. The program is divided into several stages, each of which builds upon the previous stage and helps children to develop their literacy skills further.

During these sessions, children will be taught to:

- Decode effortlessly.
- Spell and handwrite with ease
- Read with fluency and expression
- Comprehend what they read.
- Write confidently using oral rehearsal.
- Work effectively with a partner to articulate their learning at every step.

Once children have successfully completed Read Write Inc phonics, children will continue to develop further literacy skills through Read Write Inc Comprehension and Read Write Inc Language and Literacy. Pupils read rich anthologies of complete texts by leading children’s authors and explore the text in depth with a wealth of engaging activities linked to the texts. Furthermore, during sessions the teaching of more extensive phonics is supported through the Read Write Inc spelling programme.

Concrete, Visual, Abstract Approach to Teaching Mathematics

At Alltwen Primary School we use a concrete, visual, abstract (CVA) approach to the teaching and learning of mathematics. We aim for all children to develop a deep and secure understanding of mathematical concepts, where children enjoy their learning and believe they can achieve.

Blocks of learning are taught using a concrete, visual and abstract approach.

- Concrete – children are first provided with the opportunity to explore concepts practically using manipulatives (cubes, counters, bead strings etc.) to model their mathematical thinking.
 - Visual – children are then encouraged to draw pictures or diagrams to model their understanding of concepts.
- Abstract – children then move on to more formal mathematical representations and symbols once they have a good understanding of the concrete and pictorial.

During the 'concrete' stage of learning children are given time to explore, make connections, and discuss their learning. Teachers 'model' mathematical sentences to scaffold children in explaining their understanding of the different concepts.

Rather than accelerating onto new content, children are given problem solving and reasoning tasks which challenge their thinking, deepen knowledge, and improve reasoning.

Concepts

“Conceptual thinking requires the ability to critically examine factual information; relate to prior knowledge; see patterns and connections; draw out significant understandings at the conceptual level; evaluate the truth of the understandings across time or situations; and, often, use the conceptual understanding to creatively solve a problem or create a new product, process, or idea.”

(Anna Murphy)

At Alltwen Primary School we use a concept-based curriculum (CBC). It is an approach to curriculum design that moves away from subject-specific content and instead emphasizes “big ideas” that span multiple subject areas or disciplines. For example, in a CBC classroom, students may study the big idea of “change” in a variety of areas, from patterns in mathematics, to civilizations in social studies, to life cycles in science.

The impetus behind CBC is preparing students for the 21st century by encouraging them to think at a higher level and understand the ‘so what’ of what they are learning. After all, the 21st century needs students who can think conceptually.

R.V.E

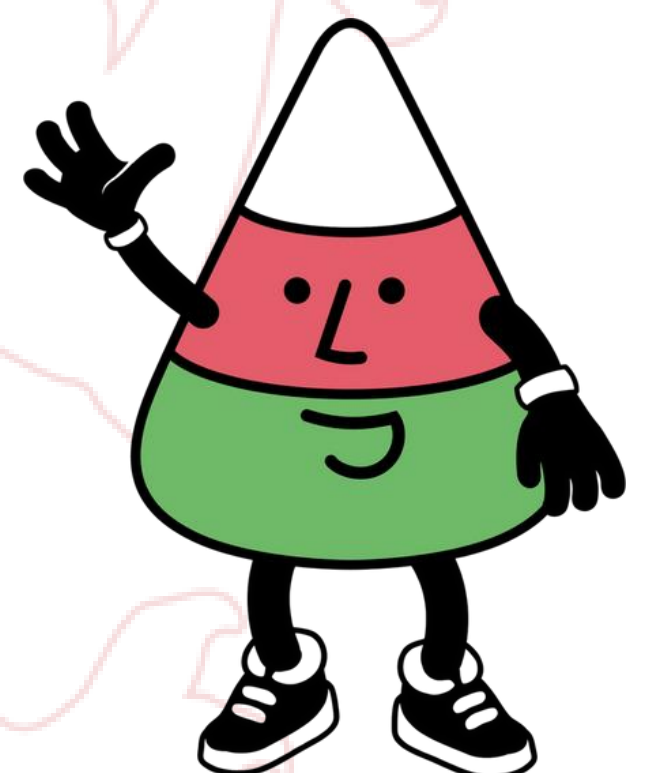
The teaching of Religion, Values and Ethics (RVE) is a legal requirement, and learning is planned following our Local Authority's Agreed Syllabus. We hold a daily act of collective worship and invite families to join us throughout the year when children present their class assembly. We invite local clergy to school to speak and also make use of our local churches and chapels for special celebrations during the school year.

R.S.E

Class teachers and our School Health Nurse teach Relationships and Sexual Education (RSE) at an appropriate level to all children in the school. RSE is part of the Curriculum for Wales and is taught in such a manner to promote a healthy lifestyle for all. A carefully co-ordinated approach is used, building gradually on knowledge from year to year. The school Relationships and Sexuality Education Policy is available upon request.

Welsh Language

Welsh is taught as a second language in all classes, aiming at oral fluency and the written word. In preparation for further learning at Comprehensive School. Pupils are encouraged to use everyday phrases and instructions that are practiced daily through the use of incidental Welsh. An interest in Welsh culture and heritage is developed throughout the school through the learning of Welsh songs, verses and hymns and the reading of stories of a Welsh background including Welsh folklore and historical people and events and also through the whole school celebrations of St. David's Day and Dydd Santes Dwynwen (the Welsh Valentine's Day). Our children will also learn about Welsh historical events, local artists/musicians and celebrities and national geographical issues. We hope to instil a sense of belonging in our pupils – Cynefin, where they feel connected to their local environment and each other through a shared understanding of where they come from and what has helped shape their past and will continue to shape their future.





Rights Respecting

The UN Convention on the Rights of the Child (UNCRC) is an important, legally binding agreement signed by 196 countries (as of 12 July 2022) which outlines the fundamental rights of every child, regardless of their race, religion, or abilities.

The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social, and cultural rights. The convention is universal—these rights apply to every child, and the convention entitles every child to claim them. It also explains how adults and governments must work together to make sure all children can enjoy all their rights.

In Alltwen, pupils will have the opportunity to explore and discuss human rights, including the rights of the child.

Using the United Nations Convention on the Rights of the Child (UNCRC) and the Rights Respecting Schools framework, we aim to empower pupils to become respectful, informed, and confident individuals who are well-equipped to lead safe and happy lives.

We take a whole-school approach to human rights and children's rights education. This involves learning about rights, through rights, and for rights—recognising education itself as a fundamental right.

Our goal is to build pupils' capacity as rights-holders, ensuring they understand both their rights and responsibilities. We offer a range of opportunities for all children to actively participate in the decision-making processes within our school.



Homework

We encourage our children to read at home each evening. We provide individual reading books for this purpose. Homework set for children will depend on the teacher's judgement of how much extra practise an individual needs and will vary from class to class. The main focus of homework is to reinforce literacy and numeracy development, with tasks also tailored to support pupils in achieving their individual learning targets.

Extra-Curricular

Parents are notified each term about the dates and times of current after-school extra-curricular clubs. A consent form will be issued for each club your child wishes to attend.

Examples of extra-curricular clubs held throughout the year include:

- Football
- Rugby
- Draw along
- Board games
- ICT
- Coding
- Netball
- Bingo
- Lego

ALN

The new statutory framework for the Additional Learning Needs (ALN) Reform is underpinned by the following key principles and aims:

A **rights-based approach** where the views, wishes and feelings of the child, young person and their parents / carers are central to the planning and provision of support; and the child, young person and their parents / carers are enabled to participate as fully as possible in the decision-making processes. This can be achieved through the implementation of Person-Centred Practice (PCP).

Early identification, intervention, and effective transition planning where needs are identified and provision put in place at the earliest opportunity.

Collaboration where services work together to ensure ALN are identified early, and appropriate co-ordinated support is put in place to enable children and young people to achieve positive expectations, experiences, and outcomes.

At Alltwen, we recognise that pupils arrive at school with different needs and are at various stages of development. While many factors can contribute to learning difficulties, we believe that strong collaboration between parents, teachers, and pupils can make a significant difference.

In line with the Act, “Additional Learning Needs” (ALN) refers to children and young people who have a learning difficulty or disability that requires Additional Learning Provision (ALP), regardless of whether the cause is medical or otherwise. Pupils identified with ALN will be supported by class teachers, teaching assistants, and other staff as appropriate.

It is common for some pupils to face short-term learning challenges—for example, due to illness, bereavement, or other trauma. While these circumstances do not usually constitute ALN, schools may take temporary action to help pupils catch up and prevent further difficulties. In some cases, however, such experiences may lead to ongoing learning needs that require ALP.

Our Additional Learning Needs Policy is available for parents upon request.

Family Engagement

At the heart of every thriving school is a strong partnership between families, educators, and the wider community. A community-focused school recognises that learning does not stop at the school gates—it is enriched by the people, values, and experiences that surround our students every day.

What is Family Engagement?

Family engagement means actively involving parents and carers in their child's education. This includes open communication, shared decision-making, and creating opportunities for families to participate in school life—from classroom activities to school events and beyond.

Why It Matters?

Research consistently shows that when families are engaged, students achieve more, attend school more regularly, and develop better social skills. A welcoming, inclusive school environment helps build trust and strengthens the support network around each child.

Why Schools Are Embracing This Approach?

Schools today are more than places of academic learning—they are community hubs. By working closely with families and local organisations, schools can better understand and meet the needs of their students. This approach fosters a sense of belonging, encourages lifelong learning, and helps create a supportive, resilient community.

Here at Alltwen we engage with families through:

- Cooking on a budget
- Fun Science
- Multiply
- Importance of Play
- School Nurse visits
- CAMHS school in-reach
- Coffee mornings/afternoons
- Literacy and Numeracy sessions
- Parent and toddlers
- Transition sessions



School Dinner

Our school dinners are freshly prepared, cooked, and served on-site. To view the current menu provided by Broccoli Bob's, please click on the link below.

Find more information regarding school dinners here: [Primary School meals](#)

Children are also welcome to bring packed lunch. We encourage parents/carers to provide a healthy and nutritious packed lunch, we do not allow chocolate bars/sweets (e.g., Mars, Cadbury bars, Snickers, Haribos, Moam bars etc.) in packed lunch boxes, but Jaffa cakes, Kit-kats, Rocky bars, Penguins, Club bars, Wagon Wheels etc are allowed. No carbonated drinks are permitted e.g., Coke, Fanta, Sprite, Dr Pepper etc. All packed lunch waste (crusts, foil, cartons, apple cores etc.) will be returned home. Alltwn Primary School is also a sesame free school, as we have a pupil with a severe sesame allergy. Please do not include items with sesame seeds in/on or houmous in packed lunches or snack boxes.

For children new to full time school Free School Meals should still be applied for, if eligible, under the old scheme prior to the start of the new school year. This is necessary to benefit from school uniform grants and BACS payments for free school meals during the school holidays. Please apply as there are also grants available for the school which will benefit your child. Forms are obtainable from the school office (or can be downloaded from the Neath Port Talbot County Borough Council Website).

Nursery and Reception pupils are asked for a £1 per pupil weekly donation for the daily healthy tuck/fruit snack. This weekly donation is used to purchase the daily tuck/fruit with a quart of milk provided free of charge.

Pupils from Year 1 to Year 6 are encouraged to bring fruit and vegetables in a suitable container from home for morning break.

Summertime

Our school yard becomes a sun trap during the day, with limited shaded areas available. To help keep pupils safe and comfortable in sunny weather:

- Please ensure your child brings a clearly labelled sun hat to school each day.
- We encourage parents and carers to apply sun cream at home each morning before school.
- Sun cream is available in class for pupils whose families have provided consent via our Sun Safe Policy.
- If you would like your child to complete a patch test, please speak to their class teacher.

Thank you for helping us keep our pupils safe in the sun.

Healthy Choices

Keeping suitably hydrated can have positive benefits to our pupils learning and wellbeing. Pupils are encouraged to bring transparent water bottles into school. The children have access to their bottles throughout the day and are encouraged to drink water regularly, in line with our Healthy School Accreditation pupils are encouraged to drink water. Children are permitted to refill their individual water bottles and are reminded to take their bottles home periodically to be washed thoroughly. In addition, our Nursery to Year 2 pupils will be provided with a 'free milk' on a daily basis.



Educational Visits

Throughout the school year, classes may take part in educational visits designed to enrich and extend learning beyond the classroom and school grounds. These visits are an important part of the curriculum and typically take place during the school day.

To participate in any visit, a completed consent form must be returned to school. Unfortunately, pupils without a signed consent form will not be able to take part in the activity.

Pupils in Years Five and Six are invited to attend a residential trip, where Year 5 stay for 2 days and 1 night and Year 6 stay for 3 days and 2 nights. This experience offers valuable opportunities for personal development, independence, and team building.

As a cash-free school, all payments for trips and activities must be made via ParentPay.



Payments

While no charge is made for activities that take place during school hours, parents are invited to make voluntary contributions to help cover the cost of trips, visits, and visiting speakers.

No child will be excluded from participating in these activities due to non-contribution. However, if insufficient voluntary contributions are received, it may be necessary to cancel the activity for the whole class or group.

We understand that financial circumstances vary, and parents are welcome to discuss any concerns regarding payments with the Headteacher. All discussions will be treated in the strictest confidence.



Uniform

Our children are encouraged to wear the school uniform albeit non-statutory. Wearing the uniform develops our children's sense of pride, ownership and belonging. Our uniform is comprised of:

- Navy sweater or cardigan,
- A white polo shirt,
- Grey/black trousers or tracksuit
- Grey/black skirt or pinafore dress.



In warmer weather the children can also wear:

- Blue and white check dress,
- Grey/black shorts.

All pupils are required to wear appropriate school shoes at all times. Trainers may be worn; however, we ask parents/carers to provide dark/black coloured trainers and not fluorescent, high-tops, or slip-ons. Laces must be tied at all times.

Physical Education is a National Curriculum subject and is therefore compulsory. We expect our children to wear appropriate clothing to safely take part in these sessions. Children will need a:

- White round neck t-shirt,
- black shorts or jogging bottoms,
- trainers for outdoor activities.

In cold weather a tracksuit top/jumper may be necessary for outdoor games. Children will undertake gymnastics barefooted within our school hall.

Please label every item of clothing. Misplaced clothes will be stored in the 'Lost and Found' basket. This basket will be periodically emptied with the content sent to the local charity shop.

Uniform and other school accessories which display our school logo are available from East End Garage, Clydach, SA65PZ. Tel: 01792844847

Appearance

Parents are asked to make sensible decisions when styling their children's hair. We do not recommend that pupils colour their hair or experiment with different modern styles during term time. All pupils with long hair must tie/style their hair back at all times and failure to do this may result in the child being omitted from certain activities on Health & Safety grounds.

To help keep our pupils safe, we only allow the following jewellery to be worn in school:

- Watches,
- Stud earrings,
- One signet ring.

Please keep all other jewellery at home for weekend and/or evening use. The school cannot be held responsible for the loss or damage caused by or to jewellery. Failure to comply with this may result in the child being omitted from certain activities on Health& Safety grounds.

The school does not allow the pupils to wear make-up, false nails, nail varnish, or tattoos.

Mobile Phones

Under no circumstances should children bring phones or any other electrical device into school. The school will not accept responsibility to loss or damaged items. Year Five and Six pupils may bring a phone into school for communication with parents if walking home alone. The phone is to be placed in a box in the office at the start of the school day and returned to the child at the end of the school day.

Valuables

We do not encourage children to bring toys to school, except for special occasions.

We cannot take responsibility for valuables, including the wearing of jewellery, therefore, we advise that such items are left at home.

Illness

If your child is unwell, please notify the school office as soon as possible. Should a pupil become ill or sustain a minor injury during the school day, parents will be contacted and appropriate arrangements made.

In the case of a serious accident or if a pupil leaves the premises without permission, the emergency services will be contacted immediately and parents informed.

Where appropriate, the school works in partnership with external agencies such as Medical, Dental, Health, Psychological, and Educational Welfare Services. We also liaise with the Comprehensive Schools to which our pupils typically transfer, ensuring continuity of care and support.

Medication

There are two categories of children who may need prescribed medication:

1. Children with a long-term illness, for instance, asthma. In such instances, arrangements will be made for their necessary treatment, and a Health Care Plan may need to be developed.
2. Children with short term illnesses. Usually, a child who is ill enough to need medicine prescribed by a doctor should be at home being cared for by family. Occasionally a child may be well enough to return to school before the course of treatment has been completed. During these occasions there will be a need for a parent/carer to complete and sign a 'Administration of Medicines' proforma. Medicines will be safely stored in the office.

When your child is admitted to school you will be invited to complete a detailed medical questionnaire on your child. This is merely a request, and its completion is not compulsory. If your child has a potentially serious

medical condition the school must be made aware.

Strategic Equality and Accessibility

.At Alltwen Primary School, we are committed to equality of education and opportunity for disabled pupils, staff, and all who use our services. We aim to foster inclusion and diversity, encouraging everyone to disclose disabilities and participate fully in school life.

We monitor the achievement of disabled pupils to raise standards and ensure inclusive teaching. Reasonable adjustments are made to keep our school environment as accessible as possible.

We believe diversity is a strength to be respected and celebrated by all who learn, teach, and visit here. The school has a dedicated Child Looked After (CLA) person, Miss Hughes, who oversees the education, care, and well-being of children in care.

Our Strategic Equality Plan and Access Plans are reviewed annually. If parents/carers wish to discuss any disability issues, please contact the school for an appointment.

Safeguarding

At Alltwn Primary School, the safety and wellbeing of every child is our highest priority. All children have the right to feel safe, secure, and protected from harm.

What is Safeguarding?

Safeguarding means protecting children from abuse and neglect, preventing harm to their health or development, and ensuring they grow up with safe and effective care. Abuse can be physical, emotional, sexual, or through neglect. It may occur within the family, in school, or in the wider community, and may be perpetrated by someone known to the child or, more rarely, by a stranger.

Our Role as a School

Schools are uniquely placed to identify signs of abuse or neglect, such as changes in behaviour, unexplained injuries, or failure to thrive. While these signs may raise concerns, they are not in themselves proof of abuse.

It is not the role of school staff to investigate suspected abuse. Instead, staff are trained to record concerns accurately and pass them on to the *Designated Safeguarding Person (DSP)* — the Headteacher — who will take appropriate action. If a child discloses abuse, this information will be referred to Social Services. *Consent from parents or carers is not required to make a safeguarding referral.*

Working with Families

We are committed to working in partnership with parents, carers, and guardians to promote the welfare of our learners. However, where there are safeguarding concerns, the school has a statutory duty to act in the best interests of the child. This may involve making a referral to Social Services or other investigative agencies, in line with the *Wales Safeguarding Procedures* and the *Social Services and Wellbeing (Wales) Act 2014*.

If a referral is made, it is important to understand that the school is not making a judgement but fulfilling its legal responsibility. Any further communication or investigation will be handled by the appropriate

abuse toward school staff as a result of a safeguarding referral.

authorities. It is not acceptable for any parent or carer to confront or direct

Visiting

The school aims to create a warm, caring, and secure family atmosphere. Many people visit our school daily and therefore measures have been established to ensure the safety of all pupils, staff, and visitors. Our school has a Traffic Management plan by the Local Authority and there are clear visible signs to direct parents and visitors to and around our school. All external doors and perimeter gates are locked throughout the school day with an intercom system installed in the main foyer. All staff; visitors and volunteers are required to sign in using a digital system on arrival and departure and will be given an identification lanyard which must be worn. All volunteers and visitors that will be working closely with our children will need to have a Disclosure and Barring Service(DBS) check (previously CRB checks).

Each class teacher is responsible to the head teacher for the general care of your child at school. Adequate supervisory arrangements are made during break and dinner times, and fire drills are carried out regularly. All pupils are to be collected at the end of the day by a parent or nominated representative. If Year 5 and 6 pupils are to walk/cycle home on their own, a note from the parent/carer informing us of this will be necessary.

Our Health and Safety Policy clearly sets out the procedures to protect pupils, staff, and the school premises.

Car Park

We appreciate that there is very little room for parents/carers to park near the school during the busy times of the day (drop off and pick up). We encourage all families who need to travel to school using their car to park sensibly on one of the surrounding roads and walk the short distance to school. The school drive has double yellow lines on the road and pavement which indicates 'no loading or unloading at any times. Parking and/or loading on these lines may incur a financial fine if spotted by a traffic warden etc.

Unfortunately, unless there are exceptional circumstances which have been discussed and agreed by the Governing Body and Head teacher the school staff car park cannot be used by parents/carers. The school car park is only to be used by the staff, school transport (bus/taxi), and contractors, with the gates always kept clear for emergency purposes.

Please work with the school and wider community by parking safely to keep our children safe.

For the safety of all children, we kindly ask that our parents/carers and wider community refrain from calling, beaconing, and chatting to our children through the red gate or over the walls at any time during the school day. We accept and understand that you may wish to acknowledge your child(ren) and encourage you to raise your hand and wave. Thank you for your understanding.

Complaints

There are occasions where parents/carers feel the need to make a complaint regarding the school. Our school aims to be fair, open, and honest when dealing with any complaints. We give careful consideration to all complaints and deal with them as swiftly as possible. We treat all complaints seriously and respond to them quickly which often means they can be resolved at an early stage and without recourse to additional procedures. We aim to resolve any complaint through dialogue and mutual understanding and, where necessary, we put the interest of the child above all other issues. We provide sufficient opportunity for any complaint to be fully discussed and then addressed.

The Welsh Government recommends (Complaints procedures for school governing bodies Welsh Government, Circular 011/2012) that Governing bodies establish a three-stage procedure when dealing with complaints. A copy of the policy is available on request from the school.

Stage A – complaint raised with (and resolved) by first recipient (class teacher) within the school.

Stage B – matter referred to head teacher for investigation, decision, and resolution.

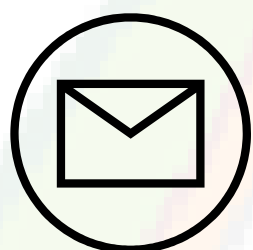
Stage C – matter referred to the governing body's complaint committee for investigation, decision and resolution.

If you require further clarity about how to make a complaint, please contact the school office or contact the Education Department, Port Talbot, Pupil Family and Support 763000

Contact



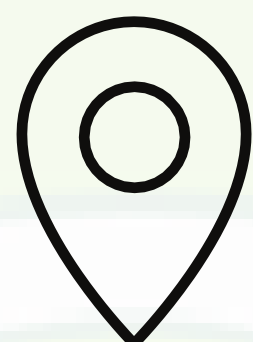
01792 863275



office@alltwnprimary.npt.school



Alltwn Primary - <https://tinyurl.com/Alltwn>



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