ADDITIONAL NEEDS POLICY AND PRACTICE

POLICY

SECTION ONE – BASIC INFORMATION

1a Objectives of the Additional Needs Policy

Every pupil irrespective of race, gender, religion or ability, is entitled to a broad, balanced and relevant education which encompasses differentiation in order to meet individual educational needs enabling every pupil to:-

i Gain access to relevant educational experiences and learning opportunities.
ii Acquire relevant knowledge.
iii Develop relevant understanding of educational concepts
iv Develop relevant abilities, skills and competences
v Reflect on educational experience in order to develop attitudes and values consistent with being a valued member of society.

1b ANCO (Additional Needs Co-ordinating Officer)

At Porthcawl Comprehensive School the ANCO is Ms A Dilley who is responsible for the policy and practice relating to pupils with additional needs.

1c Co-ordinating Additional Needs

At Porthcawl Comprehensive School a strategy is in place to share information relevant to the special educational provision that certain pupils require. The special educational provision is co-ordinated by the ANCO whose duties include:-

- ❖ The day to day operation of the school's Additional Needs Policy
- ❖ Liaising with and advising fellow teachers
- ❖ Co-ordinating provision for children with Additional Needs
- ❖ Overseeing records on all pupils with Additional Needs
- ❖ Liaising with parents of children with Additional Needs
- ❖ Contributing to the in-service training of staff
- ❖ Liaising with external agencies including Education Psychological Services, medical and Social Services and voluntary bodies
- ❖ Managing AN team of teachers and LSAs.

Further, at this school there is an Additional Needs support teacher who provides individual support outside the main timetable.

The various curriculum areas have designated link teachers who organise the educational provision that pupils receive within their curriculum. They liaise with the ANCO and support staff and cascade information regarding AN pupils to their departments.

1d Admissions

The policy at this school is clear; the school will accept pupils who live in the catchment area. Pupils who live out of catchment and pupils wishing to make a casual entry to the school may request a place and may be offered a place only after a parental interview and the receipt of a full record from a previous school.

1e Additional Needs

The school has a suite of rooms on the ground floor of 'G' block where support lessons are provided. These rooms are equipped with specialist equipment and specially trained teachers.

Across the curriculum staff have access to differentiated materials and equipment in order to provide for pupils with special educational needs.

SPECIAL EDUCATION NEEDS STAFF SPECIALISMS

S Price- Support for pupils with difficulties in mainstream and those with speech and language difficulties

A Dilley - Specific learning difficulties, Emotional and Behaviour Difficulties and support for mainstream pupils with difficulties

Various other support staff visit the department, as and when required. We also have a team of support assistants who offer in-class support and small group support to work on specific programmes. They are: Miss K Evans, Mrs E Dancer, Miss N Luhr

1f Facilities

The Additional Needs suite is situated on the ground floor and most of the curriculum can be delivered on the ground floor and access to each block is level and of double door width. A disabled toilet is located outside the Jubilee Theatre and at the entrance to the Sixth Form Hall.

SECTION TWO - IDENTIFICATION, ASSESSMENT AND PROVISION FOR ADDITIONAL NEEDS PUPILS

2a Resources

Pupils with additional needs are taught in mainstream classes and thus the Head of Department via departmental capitation is responsible for the direct resourcing of such pupils. The small groups in subjects ensure greater pupil teacher contact time and specialist support staff provide support on an individual basis. The school receives no designated special needs funding from the LEA and the monies received as part of the age weighted pupil formula are in fact added to by central funds to allow the current delivery of service.

As far as statemented pupils are concerned it is the responsibility of the LEA to meet the requirements outlined in a statement. As a consequence the school is looking towards the LEA to meet its obligation.

2b Identification and Assessment

Upon transition from the partner primary school all pupils are assessed using standardised tests to obtain reading ages, spelling ages and numeracy scores. The ANCO visits the partner primary schools to discuss pupils who may have a difficulty.

At Porthcawl Comprehensive School a combination of teacher assessments, standardised test scores along with teacher recommendations are used to place children in mainstream or the small classes. The same procedure is employed for casual entrants to the school.

There is also an internal referral system whereby staff can bring to the attention of the ANCO a pupil who may be experiencing difficulties.

2c Access to the Curriculum

All the Additional Needs pupils (without exception) follow the National Curriculum and although some may be at lower levels than their peer groups, there is no disapplication from the National Curriculum. Work is adapted by each department; all departments have a policy on differentiation and strategies to achieve this. The planning of work, the recording of progress and assessment are all handled differently and individually by departments. At times there may be the need to withdraw pupils from lessons to receive additional support. Pupils are withdrawn on a rotational basis for additional support. This is targeted mainly at the Key Stage 3 pupil who has a significant delay in his/her attainment. Progress is reviewed on a regular basis in line with the Code of Practice.

2d Integration

All Additional Needs pupils are placed in registration forms with their peers and, where possible, are taught in mainstream mixed ability classes. Departmental small groups are formed and these are taught by the designated teacher from that department. The policy is to keep movements fluid and pupils may move into or out of the small group as is necessary.

2e Success Criteria

1. Progress as outlined in the pupil's movement off the Additional Needs Database.
2. Progress as outlined by the achievement of targets established in the Individual Action Plan.
3. Success of pupils in Teacher Assessments or GCSEs.
4. Success is demonstrated by improved scores in standardised tests.

2f Complaints Procedure

In the unfortunate event of a complaint being made by a parent/guardian the procedure is to complain in writing to the Additional Needs Co-ordinator. If this does not resolve the issue the next stage is a letter to the Headteacher. Failure to gain satisfaction at this level will result in a letter to the named Governor with Additional Needs responsibility.

NB In all cases and at each level, all correspondence needs to be in writing, dated and signed.

IDENTIFICATION OF PUPILS WITH AN

All pupils are assessed for literacy and numeracy skills on entry to PCS. Those who are in need of additional support are identified and Additional Study sessions are arranged.

Pupils who are experiencing difficulty following a mainstream syllabus would be identified by the class teacher who should provide differentiated work available within that department. The class teacher is responsible for ensuring that every pupil receives work tailored to his/her needs and the Code of Practice for Wales states that "all teachers are teachers of pupils with special educational needs". The class teacher is also responsible for informing the Head of Department and/or the department's link teacher that the pupil is receiving differentiated work. This information should be passed to the ANCO who will take appropriate action and assess the pupil's difficulties in consultation with staff, parents and other professionals where necessary.

The pupil's name is added to the AN Database at the 'School Action' stage. A programme of support is established and targets are set. This will be in the form of an IAP – Individual Action Plan. Pupil progress will be reviewed twice a year; parents will be invited to attend these reviews. Although the reviews are the responsibility of the ANCO, this does not preclude departments from also involving parents in their own subject reviews along with the pupil. Should progress not be made after two terms then the school may consider calling for external agency support e.g. The Educational Psychologist. This moves the pupil to the 'School Action Plus' stage. The IAP will remain in force but may include specific advice from other professionals.

If on-going difficulties prevail, then the school may request formal assessment. If the assessment shows that the pupil's needs necessitate provision additional to that which the school would normally provide then s/he would, in all probability, be issued with a statement of special educational need. The nature of the review would then alter and become a much more formal, legal procedure with defined rights for pupils and parents.

The Welsh Government is making some significant changes to Additional Learning Needs and an Act of Parliament was passed in 2018 (The Additional Learning Needs and Educational Tribunal Act). This Act will be phased in slowly and should be implemented fully by September 2020.

As a result, we now ask each pupil with ALN to complete a 'One Page Profile' which gives teachers and other staff information about their needs and how best to support them. We have also adopted a 'Person Centred Planning' approach putting the young person at the heart of any decision making around their needs and support.

Until September 2020, the following will apply:

The Code of Practice for Wales 2002 states:

DEFINITION OF ADDITIONAL NEEDS

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

(a) have a significantly greater difficulty in learning than the majority of children of the same age; or
(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority;

(c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Additional Needs provision means:

(a) for children of two or over, educational provision which is additional to, or otherwise different from, the education provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area;
(b) for children under two, education provision of any kind.

See Section 312, Education Act 1996.

ATTENDANCE DATA

The following table provides a summary of the attendance for this school for the academic year 2016 – 2017.

Attendance Data 2016 – 2017

Year	% Unauthorised	% Authorised	% Attendance
7	0.4	2.9	96.7
8	0.7	4.0	95.3
9	1.0	4.8	94.3
10	1.1	4.8	94.2
11	1.3	5.9	92.8
Years 7 - 11	0.9	4.5	94.6

CHARGING POLICY

Any charges made by the school must meet the requirements of the Education Reform Act 1988. The governors endorse the guiding principles contained in the Act, in particular that no child should have its access to the curriculum limited by charges.

AIMS

To make a broad programme of trips and activities accessible to as many students as possible. To establish and maintain a fair and coherent system of charges within the constraints of the school budget.

PRACTICE

Charges will not be made for any activities that form part of a prescribed examination syllabus or are in fulfilment of National Curriculum requirements if these activities take place largely or wholly within the school day. However, voluntary contributions may be invited for trips that take place mainly within school hours. No child may be excluded because of inability to pay but the school is entitled to cancel the trip if the level of contributions does not meet its budgetary requirements. Trips that take place mainly out of school hours are chargeable. In cases where charges are to be levied parents must be advised in advance and monies collected prior to the activity. Requests for help from parents on income support or family credit will be considered and assistance provided within the limits of the school's budget. Complete confidence will be observed in all such matters. Any insurance cost will be included in charges for trips or activities. In cases of damage or vandalism, the school will expect the damage to be paid for in full. In practical subjects parents may be asked for the full or partial cost of materials or ingredients if they have indicated in advance that they wish to own the finished product. Board, lodging and travel costs will be charged on residential trips, subject to statutory exceptions.

Pupils are able to sit examinations in modular form at GCSE, AS and A level. When a pupil is sitting an external examination for the first time no charges are applicable except when the pupil, without good reason, fails to attend or meet the requirements of the examination (eg fails to submit coursework). In cases where candidates have failed to meet the school's criteria but still wish to be entered, they may be asked to pay entry fees, returnable on the achievement of satisfactory grades in those subjects. Pupils/students are able to re-sit modules/exams in order to improve their grades but it should be noted that unless the course/year is being repeated as a whole then the pupils and their parents are responsible for paying the exam entry fee which covers exam board charges for re-sits. A candidate will not be entered for a re-sit exam unless the school has received the entry fee.

COMPLAINTS PROCEDURE

In the unfortunate event that a parent may feel it necessary to make a complaint about an aspect of the school then the following procedure should be used. Each of the following represents a stage in the process; progress through the stages will depend upon whether the complainant is satisfied with the response obtained.

The school has adopted a three stage approach to responding to complaints and consider that the majority of complaints will be resolved at either stage 1 or stage 2.
The various stages are as follows:

Stage 1

If you have a concern, you can often resolve it informally by talking to a teacher, Head of Year, Head of Department or the Headteacher. Raise your concern as soon as you can; normally we would expect you to raise your issue within 10 school days of any incident. We will then try to let you know what we have done or are doing about your concern normally within 10 school days.

Stage 2

If you feel that your initial concern has not been dealt with appropriately you should put your complaint in writing to the Headteacher. There is a form you may wish to use, attached to the school's complaints policy available on the website. We would expect you to do this within 5 school days of receiving an unacceptable response to your initial concern.
The Headteacher or a designated member of the Senior Management Team (SMT) will investigate your complaint. The Headteacher or SMT member will invite you to discuss your complaint at a meeting. We aim to hold this meeting within 10 school days of receiving your letter. Following the meeting, the investigation into your complaint will be completed and you will be notified of the outcome within 10 working days.
If your complaint is about the Headteacher, you should put your complaint in writing to the Chair of Governors, addressed to the school.

Stage 3.

It is rare that a complaint will progress any further, but the final stage is consideration by the Complaints Committee of the Governing Body.
You should write to the Chair of Governors, addressed to the school, setting out your reasons for asking the Governing Body to consider your complaint. The Complaints committee will normally meet with you within 15 school days of receiving your letter.
The Clerk to the Governors will formally invite you to the hearing.

Further details are available in the School Policy for Complaints (available on the website or from the school).

It must be stressed that all queries or complaints must be processed using the above protocol; failure to do so may lead to a delayed response.

DAILY ABSENCE PROCEDURES

Parents are expected to contact the school **before 9.30 am using telephone number 01656 774170** to inform us of their child's absence. Any unauthorised absences are recorded on the system which notifies parents of their child's absence by text message asking them to contact the school as soon as possible. Parents are expected to telephone the school on each day of their child's absence.

In addition to the daily phone calls made, when your child returns to school s/he must give a letter explaining their absence to their Form Tutor. The absence will then be classified as an 'authorised absence' if appropriate.

Shopping trips, hair appointments and an occasional sneeze are not acceptable reasons for missing school. The school strongly disapproves of pupils being taken on holiday during term time as progress and continuity of education is of the utmost importance. Any such absence may be recorded as unauthorised.

Pupils signing out during the school day e.g. doctor/dental appointment must provide an appointment card or letter.

EQUAL OPPORTUNITIES

At Porthcawl Comprehensive School discrimination on the basis of culture, sex, ethnic origin, colour, sexual orientation or ability is unacceptable.

It is intended that, in line with the school ethos, each teacher and pupil will endeavour to contribute towards a happy, caring environment and to show respect for, and appreciation of, each other as individuals. The aim of the school is to develop the talents and maximise the potential of all members.

POLICY STATEMENT

It is the policy at Porthcawl Comprehensive School to ensure equality of opportunity irrespective of disability, gender reassignment, pregnancy and maternity, race (including ethnic and national origin, colour or nationality), religion or belief (including the lack of belief), sex and sexual orientation. We consider all pupils and staff to be of equal worth and it is, therefore, insisted that equal value is placed on their abilities, achievements and talents, whatever form these qualities may take.

INTENT

Porthcawl Comprehensive School is fully committed to equal opportunity in education and will undertake implementation of relevant strategies and action plans to achieve this.

SCHOOL POLICY

The school can seek to develop equality of opportunity and to eradicate all stereotyping in a variety of areas.

PHILOSOPHY

1. The Curriculum

This must not discriminate on grounds of the protected characteristics that apply to pupils in schools - there must be open access to all subject areas; there must be sensitive selection of teaching material; there must be an equal opportunity component in PSE.

2. Classroom Activities

There should be an insistence that both sexes play a full part in these e.g. that both boys and girls get the opportunity to participate fully in laboratory experiments and computer usage. Similarly, in question and answer sessions, it is important to allocate response opportunities judiciously so that one group does not dominate. Expectations of all students regardless of their protected characteristic/s should be equal.

3. Role Models

The school should try to appoint personnel in a way that does not reinforce stereotypes (e.g. all Chemistry teachers are men; all French teachers are women).

DESTINATIONS OF PUPILS 2016/2017 ACADEMIC YEAR

	Year 11 Blwyddyn 11				Year 12 Blwyddyn 12				Year 13 Blwyddyn 13			
	Female Benyw	Male Gwryw	Totals Cyfanswm	%	Female Benyw	Male Gwryw	Totals Cyfanswm	%	Female Benyw	Male Gwryw	Totals Cyfanswm	%
Continuing in full-time education - Same School *Parhau mewn addysg amser llawn - Yr un ysgol*	77	45	122	58.37%	69	40	109	81.95%	1	3	4	3.1 %
Continuing in full-time education - School *Parhau mewn addysg amser llawn - Ysgol*	6	3	9	4.31%	2	0	2	1.5 %	0	0	0	-
Continuing in full-time education - College *Parhau mewn addysg amser llawn - Coleg*	25	39	64	30.62%	5	8	13	9.77%	1	2	3	2.33%
Continuing in full-time education - HE *Parhau mewn addysg amser llawn - AU*	0	0	0	-	0	0	0	-	69	34	103	79.84%
GAP Year *Blwyddyn fwlch*	0	0	0	-	0	0	0	-	0	0	0	-
Continuing in Part time Education *Parhau mewn addysg ran-amser*	0	0	0	-	1	0	1	0.75%	0	0	0	-
Entering employment outside WBTYP *Dechrau cyflogaeth tu allan i Hyfforddiant Seiliedig ar Waith i Bobl Ifanc*	0	0	0	-	1	3	4	3.01%	8	5	13	10.08%
Entering WBTYP (employed status) *Dechrau Hyfforddiant Seiliedig ar Waith i Bobl Ifanc (statws cyflogedig)*	2	0	2	0.96%	0	0	0	-	0	2	2	1.55%
Entering WBTYP - (without employed status) *Dechrau Hyfforddiant Seiliedig ar Waith i Bobl Ifanc (heb statws cyflogedig)*	3	2	5	2.39%	1	1	2	1.5 %	0	0	0	-
Able to Enter Emp, Ed or WBTYP (Unemployed) *Yn gallu cael mynediad at Gyflogaeth, Addysg neu WBTYP (di-waith)*	2	0	2	0.96%	0	0	0	-	0	1	1	0.78%
Unable OR NOT READY to enter Emp, Ed or WBTYP (e.g. due to illness, custodial sentence) *Methu NEU DDIM YN BAROD i gael mynediad at Gyflogaeth, Addysg neu WBTYP (e.e. salwch, dedfryd o gaethiwed)*	0	0	0	-	0	0	0	-	0	0	0	-
Known to have left the area *Yn hysbys iddynt adael yr ardal*	1	0	1	0.48%	0	0	0	-	0	0	0	-
Not responding to follow-up and therefore unknown *Dim ymateb i'r arolwg, felly'n anhysbys*	1	3	4	1.91%	1	1	2	1.5 %	2	1	3	2.33%
Total number of 2017 statutory school leavers ***Cyfanswm y gadawyr ysgol statudol yn 2017***	117	92	209	100.0 %	80	53	133	100.0 %	81	48	129	100.0 %

In its structure it demonstrates that promotion is possible across the gender boundaries. This concept can be reinforced via a visiting speaker programme and at present the Careers Co-ordinator may invite in speakers to fulfil this task, e.g. a female fire fighter, a male nurse, a female engineer.

4. Senior Staff

The attitudes and support of Senior Staff for an Equal Opportunity programme are essential. Equal opportunity issues will receive more kudos in the eyes of staff if all Senior Staff take these issues seriously.

5. Differentiation & PSE

Differentiation occurs when there is planned intervention by the teacher with the intention of maximising the achievements of pupils based on their differing individual needs. Differentiation can be described as having five main components i.e.

a) Resources b) Tasks c) Response d) Support e) Group Structure

The most important prerequisite of good differentiation is good and accurate knowledge of the pupils. This relies upon cross phase liaison, links within the department, links across the whole school and home/school liaison.

HEALTH & SAFETY

SPECIAL OBLIGATIONS OF CLASS TEACHERS

The safety of pupils in classrooms, laboratory and workshops is the responsibility of class teachers; teachers have traditionally carried responsibility for the safety of pupils when they are in their charge. If for any reason, e.g. the condition or location of equipment, the physical state of the room or the splitting of a class for practical work, a teacher considers s/he cannot accept this responsibility, s/he should discuss the matter with the Health and Safety Officer before allowing practical work to take place.

THE TEACHER

Class teachers are expected:

(a) to exercise effective supervision of the pupils and to know the emergency procedures in respect of fire, bomb scare and first aid and to carry them out.

(b) to know the special safety measures to be adopted in their own special teaching areas and to ensure that they are applied.

(c) to give clear instructions and warnings as often as necessary.

(d) to follow safe working procedures personally.

(e) to call for protective clothing, guards, special safe working procedures, etc., where necessary.

(f) to make recommendations to their Head of Department, e.g. on safety equipment and on additions or improvements to plant, tools, equipment or machinery which are dangerous or potentially so.

THE PUPIL

Pupils are expected:

(a) to exercise personal responsibility for the safety of self and classmates.

(b) to observe standards of dress consistent with safety and/or hygiene (this would preclude unsuitable footwear, knives and other items considered dangerous).

(c) to observe all the safety rules of the school and in particular the instructions of teaching staff in an emergency.

(d) to use and not wilfully misuse, neglect or interfere with things provided for his/her safety.

HOUSE STRUCTURE

For social and cultural purposes the school community has also been organised into four Houses. Sporting and other competitions are arranged between the four Houses, e.g. rugby, hockey, Sports Day and Eisteddfod. Each pupil is allocated to a House on entry to the school. Staff are also allocated to one of the four Houses:- Dyfed, Gwynedd, Morgannwg, Powys.

House Assemblies are held on a regular basis, fronted by the House Leader, and are responsible for inculcating spirit and enthusiasm of both staff and pupils to ensure the success of House competitions. These House Assemblies are held in the following venues:

Dyfed – 'D' Block Assembly Area

Gwynedd – Sixth Form Hall

Morgannwg – Jubilee Theatre

Powys – Dance Studio, Powys Block

KEY STAGE 3 RESULTS

The following table illustrates the school's performance in the Key Stage 3 tests for the 2016/2017 academic year. The results are illustrated by subject and a comparison is made between the LEA and all Wales performance.

Each table indicates the % of pupils who gained a level 5 or above.

	English	Maths	Science	CSI
Porthcawl	97.3	96.7	99.5	95.1
LA	91.6	92.1	95.5	89.0
Wales	90.5	90.8	93.5	87.4
Family	96.6	95.9	97.2	94.2

NB The CSI is the core subject indicator for those pupils who gained all three subjects at level 5 or better.

PHYSICAL EDUCATION/SPORT

Physical education is an integral part of the curriculum at Porthcawl. All pupils will participate in physical education lessons unless he or she brings a letter to seek to be excused from a particular lesson.

The school has the following sporting amenities:

- A four badminton court Sports Hall
- A heated indoor Swimming Pool
- A full size Gymnasium
- A Multi-gym/Conditioning Suite
- Two full sized Rugby pitches
- A Soccer field
- A floodlit all weather surface
- Tennis courts with partial floodlighting
- Four Netball courts
- Indoor Cricket nets in the Sports Hall
- Outdoor Netball courts

The facilities are used for timetabled Games and PE lessons. Many clubs, organised by staff, enable pupils to use these facilities during lunchtime and after school.

Note: Sports facilities are available for hire in the evenings and on weekends. All requests to be made to the Headteacher in writing.

Pupils in Year 11

Number of pupils in Year 11 who were on roll in January 2017 : 209

Percentage of pupils in Year 11 who

	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Average capped 9 (2) points score per pupil	Average capped 8 (2) wider points score per pupil	Average wider points score per pupil
School 2016/17	100	100	82	64	400	366	585
LA Area 2016/17	99	94	68	53	357	332	505
Wales 2016/17	99	94	67	55	351	326	459
School 15/16/17	100	. .	. .	. .	. .	360	506
School 14/15/16	100	. .	. .	. .	. .	239	462

Number of boys in Year 11 who were on roll in January 2017 : 92

Percentage of boys in Year 11 who:

	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Average capped 9 (2) points score per pupil	Average capped 8 (2) wider points score per pupil	Average wider points score per pupil
School 2016/17	100	100	80	58	384	350	534
LA Area 2016/17	98	92	65	49	343	318	475
Wales 2016/17	99	93	62	51	338	314	435
School 15/16/17	100	. .	. .	. .	. .	346	473
School 14/15/16	100	. .	. .	. .	. .	237	439

Number of girls in Year 11 who were on roll in January 2017 : 117

Percentage of girls in Year 11 who:

	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Average capped 9 (2) points score per pupil	Average capped 8 (2) wider points score per pupil	Average wider points score per pupil
School 2016/17	100	99	84	68	413	379	624
LA Area 2016/17	100	96	71	57	370	346	535
Wales 2016/17	100	96	73	59	364	339	484
School 15/16/17	100	. .	. .	. .	. .	372	535
School 14/15/16	100	. .	. .	. .	. .	241	481

(1) For details on approved qualifications, point scores and contribution to thresholds, please see the Qualifications Wales website (QiW) at https://www.qiw.wales/

(2) Average capped 9 / 8 wider point scores are calculated using the best 9 / 8 results but must include certain subjects. See notes for further details.

. . Data not available.

Pupils in Year 11

Number of pupils in Year 11 who were on roll in January 2017 : 209

Percentage of pupils in Year 11 who:

	achieved an A*-C Grade in :							
	English / Welsh	English	Welsh (2)	Science	Maths	Maths - Numeracy	Best of Maths	Core subject indicator (3)
School 2016/17	70	70	0	97	69	73	76	64
LA Area 2016/17	62	61	84	76	58	56	61	51
Wales 2016/17	65	64	74	76	59	57	62	53
School 15/16/17	76	76	0	98	. .	. .	. .	. .
School 14/15/16	76	76	0	97	. .	. .	. .	. .

Number of boys in Year 11 who were on roll in January 2017 : 92

Percentage of boys in Year 11 who:

	achieved an A*-C Grade in :							
	English / Welsh	English	Welsh (2)	Science	Maths	Maths - Numeracy	Best of Maths	Core subject indicator (3)
School 2016/17	61	61	0	98	68	73	76	58
LA Area 2016/17	54	54	76	74	58	57	62	47
Wales 2016/17	58	56	65	73	57	57	62	49
School 15/16/17	67	67	0	97	. .	. .	. .	. .
School 14/15/16	68	68	0	96	. .	. .	. .	. .

Number of girls in Year 11 who were on roll in January 2017 : 117

Percentage of girls in Year 11 who:

	achieved an A*-C Grade in :							
	English / Welsh	English	Welsh (2)	Science	Maths	Maths - Numeracy	Best of Maths	Core subject indicator (3)
School 2016/17	77	77	0	96	70	73	75	68
LA Area 2016/17	70	69	92	77	59	55	61	55
Wales 2016/17	73	72	82	78	60	56	63	57
School 15/16/17	84	84	0	99	. .	. .	. .	. .
School 14/15/16	83	83	0	98	. .	. .	. .	. .

(1) For details on approved qualifications, point scores and contribution to thresholds, please see the Qualifications Wales website (DAQW) at https://www.qiw.wales/

(2) Note that the denominator for this indicator is the number pupils in Year 11 who entered Welsh First Language, rather than the total number of pupils in Year 11

(3) From 2017 onwards Welsh and English literature qualifications do not count in the calculation of the CSI.

. . Data not available.

PRUDENT USE OF IMAGES

Permission is sought from all parents/carers for the use of images on entry into the school. Those parents/carers who object to the use of photographs of their children should write to Mrs V Hunt Assistant Headteacher, confirming this fact.

SCHOOL CODE OF BEHAVIOUR FOR PUPILS

Pupils of the school are expected to realise that, whatever their age, ability and interest, they are also members of the community and should act in a manner which reflects the general well-being of the school.

To do this pupils must show respect for:

Themselves - by being sensible and behaving in a dignified manner.

Their Teachers - by being courteous and conducting themselves in an orderly manner.

Their elders – by being polite on the way to and from school and being a good neighbour to the people who live near our school.

School Property – by preventing damage to furniture and equipment and not writing on property or walls.

Any damage caused will be charged for.

Uniform – you must present yourself for school neatly dressed in the school uniform as stated in this booklet. Pupils not in school uniform may be sent home to change. In the case of a dispute the Headteacher's decision will be final and binding. Please see the 'Uniform Policy' for full details.

Jewellery - jewellery and make-up are <u>not</u> permitted.

Hair - shaved heads, partially shaved heads and dyed hair are not permitted.

NO SMOKING (INCLUDING E-CIGARETTES) ON SCHOOL PREMISES OR AT ANY TIME WHEN WEARING SCHOOL UNIFORM.

THE FOLLOWING ITEMS MUST NOT BE BROUGHT TO SCHOOL: SHARP OBJECTS, ALCOHOL, E-CIGARETTES, CIGARETTES, MATCHES, LIGHTERS OR ANY ILLEGAL SUBSTANCES, MP3 PLAYERS, I PODS AND OTHER ENTERTAINMENT SYSTEMS. MOBILE PHONES SHOULD NOT BE USED DURING THE SCHOOL DAY.

MOBILE PHONES: mobile phones must be switched off throughout the school day (including break and lunchtime) and kept in a safe place. A mobile phone being used during the school day without permission risks being confiscated. The school will not investigate the theft or damage of mobile phones howsoever it is caused.

USE OF COMPUTERS AND THE INTERNET: it is unacceptable to download or store unsuitable images in school and on school equipment. The school requires all pupils and parents to sign the agreed internet protocol. In the event of unacceptable behaviour, the school will contact parents to arrange an immediate meeting to discuss the issues. These are simple rules to follow which ensure the safety of pupils in the school. Where a pupil fails to obey the rules, firm and fair action will be taken.

SCHOOL DAY

The School operates a two-week timetable – Week A and B. The times of the lessons, breaktimes and lunchtimes are shown below. **Note that there are six lessons on Monday & Friday.**

Tuesday – Thursday

Time	Activity
8.45 am	Registration and Morning Assembly
9.05 am	Lesson 1
10.05 am	Lesson 2
11.05 am	**BREAK**
11.20 am	Lesson 3
12.20 pm	Lesson 4
1.20 pm	**LUNCH/Lesson 5**
2.20 pm	Lesson 6
3.25 pm	**END OF DAY**

Monday &Friday

Time	Activity
8.45 am	Registration
8.55 am	Lesson 1
9.45 am	Lesson 2
10.40 am	**BREAK**
10.55 am	Lesson 3
11.45 am	Lesson 4
12.40 pm	**LUNCH/Lesson 5**
1.40 pm	Lesson 6
2.35 pm	Lesson 7
3.25 pm	**END OF DAY**

It is school policy that pupils in Years 12 and 13 only are allowed off-site during lunchtimes. Thus, all other year groups remain on site for the whole school day. Parents/guardians of pupils in Years 7 to 11 inclusive who wish their child to go home for lunch must provide a letter to this effect to the Head of Year. It should be noted that each time the pupil goes home for lunch s/he **MUST** sign out and sign in on returning to school at the attendance desk in order to comply with Health & Safety fire regulations.

SCHOOL ORGANISATION

ACADEMIC STRUCTURE

School Curriculum and Organisation

The organisation of the school is designed to create a disciplined environment in which learning can take place. The school timetable consists of a twenty-six period week with four lessons before lunch on each day and one lesson in the afternoon except on Monday and Friday when there are 6 lessons. The majority of teaching is done in specialist rooms. It is school policy that as far as possible all staff should teach across the age and ability range.

Assessing, Monitoring and Reporting Pupil Progress

Pupil progress is regularly assessed. This may take the form of homework, class tests, projects, demonstration of oral and practical skills or formal examinations. Two interim reports and an end of year report on progress are sent to parents/carers. Where a pupil's lack of progress is causing concern parents are contacted as a matter of urgency and pupils may be placed on a mentoring programme. Meetings are organised once each year for parents of pupils in every year group to discuss their progress with their teachers. It is important that good study skills are established at an early age to achieve examination success in later life.

KEY STAGE 3

This Key Stage is followed in Years 7, 8 and 9. Programmes of study for this key stage are internally assessed and reported at the end of Year 9.

Year 7
When pupils enter from the Primary School they continue programmes of study in the National Curriculum subjects along with other new subjects.

The subjects taught are:- Art, Biology, Chemistry, Drama, English, French, Geography, German, History, Information Communication Technology, Literacy, Mathematics, Music, Numeracy, Physical Education, Physics, Religious Education, Technology, and Welsh.

A Tutor Health and Wellbeing period is timetabled once fortnightly when pupils remain with form tutors. On entering the school the majority of pupils are placed in general tutor groups representative of the range of pupil ability and the primary schools attended.

Years 8 & 9
At the beginning of Year 8, pupils will remain in the same registration forms and keep the same form tutor wherever possible. However, in some subjects different pupil teaching groups may be created depending on progress made in Year 7. The composition of pupil groups is regularly reviewed throughout Years 8 and 9 and adjusted as a result of an individual's progress.

In Year 9, pupils make a choice of subjects after consultation with their teachers and parents.
A meeting with parents is held to offer advice and guidance on subject choices. Individual choice reflects personal aptitude, interests and career aspirations but will still maintain breadth and balance for all pupils at Key Stage 4.

KEY STAGE 4

Years 10 & 11
This key stage covers programmes of study in Years 10 and 11. Pupil achievement is externally assessed and reported at the end of Year 11, although some external examinations now have modules examined at the end of Year 10.

The curriculum is highly structured and, at present, is as follows:-
Compulsory Core for all pupils - English, Mathematics, Welsh, Science, PE, PSE, Welsh Baccalaureate and RE.

The pupils also have a range of options to choose from e.g. humanities, languages, creative and technological subjects which enable pupils to experience a broad, balanced curriculum at Key Stage 4.

The range of options offered is published in a Year 9 Subject Choice booklet issued to pupils and parents.

Examination success in Year 11 is an aim for all pupils and examinations are offered for pupils throughout the ability range.

The above courses are examined at GCSE, Certificate of Education by the WJEC.

A range of vocational courses is available.

THE SIXTH FORM

Years 12 & 13
All pupils have the opportunity of returning to school to join Sixth Form after the period of compulsory education has been completed. There are courses of study on offer to meet the needs of the full spectrum of ability. There are approximately 25 different A level subjects on offer, together with the Welsh Baccalaureate for all pupils and the option of BTEC Performing Arts. It is possible for pupils to take a combination of these courses to satisfy individual needs.

The subjects offered at present in Year 12 are shown in a separate booklet prepared for prospective Sixth Formers. This is available on the school website.

Sixth Form pupils are expected to demonstrate a mature attitude to their studies which is reflected in three basic requirements expected of pupils:-

(a) that they attend regularly and work hard to achieve the goals they need to attain.

(b) that they are involved actively in school life as full-time pupils.

(c) that they pursue a timetabled course of instruction.

CAREERS EDUCATION

Careers education is included as part of a Personal, Social and Health Education programme throughout the school. Guidance is also offered by officers of the Careers Wales Service who deliver information sessions to pupils and signpost them to further support including opportunities for interviews where appropriate.

PASTORAL CARE AND GUIDANCE

We have invested heavily in pastoral care and this is designed to ensure that the general welfare of each individual child is closely monitored in a caring community. The objective of pastoral care is to ensure that each child fulfils his/her academic and social potential.

Every child should be known well by at least one member of staff - the Form Tutor. Form Tutors play an important role in the delivery of the school's pastoral programme of personal, social and health education during a tutor period. Every Form Tutor is more than the marker of a register; each one is required to take a special interest in the welfare of the pupils in his/her tutor group.

The school is organised on a horizontal structure in year groups, with a Year Tutor having overall responsibility for the pastoral welfare of a year group. Deputy/Assistant Headteachers are responsible for supporting the Year Tutor as well as having important Senior Management duties.

Any matters concerning the welfare or progress of any child should be directed, in the first instance, to the appropriate Year Tutor.

SCHOOL TERMS AND HOLIDAYS 2018/19

Autumn Term/*Tymor y Nadolig 2018*
Begins Monday, 03/09/18
Ends Friday, 21/12/18

Half Term/*Hanner Tymor*
Monday, 29/10/18 to Friday, 02/11/18

Spring Term/*Tymor y Pasg 2019*
Begins Monday, 07/01/19
Ends Thursday, 12/04/19

Half Term/*Hanner Tymor*
Monday, 25/02/19 to Friday, 01/03/19

Summer Term/*Tymor y Haf 2019*
Begins Monday, 29/04/19
Ends Monday, 22/07/19

Half Term/*Hanner Tymor*
Monday, 27/05/19 to Friday, 31/05/19

All schools will be closed on Monday,6th May 2019.

Parents will be informed in writing of amendments to the above schedule and additional closure days (5) for staff training.

All dates are published on our school website: www.porthcawlschool.co.uk and are updated throughout the year.

SCHOOL UNIFORM

Boys Years 7 to 11 • White shirt with stiff collar • School tie • Navy-blue V-neck jumper/sweatshirt with school badge • Navy-blue trousers of traditional style • Dark socks (grey or navy) • Flat black shoes • Dark overcoat/anorak	**Girls Years 7 to 11** • White blouse with stiff collar • School tie • Navy-blue V-neck jumper/sweatshirt with school badge • Navy-blue/pinstripe knee length skirt or navy-blue trousers (no stretchy or lycra skirts; trousers of traditional style) • Navy tights or dark socks • Flat black shoes • Dark overcoat/anorak
Boys Years 12 & 13 • Blue shirt with stiff collar • Sixth form school tie • Black V-neck jumper/sweatshirt with school badge • Black trousers of traditional style • Dark socks • Flat black shoes • Dark overcoat/anorak	**Girls Years 12 & 13** • Blue blouse with stiff collar • Sixth form school tie • Black V-neck jumper/sweatshirt with school badge • Black/pinstripe knee length skirt or black trousers (no stretchy or lycra skirts; trousers of traditional style) • Black tights • Flat black shoes • Dark overcoat/anorak
Boys Physical Education • Royal blue and red school rugby jersey with school badge • Black shorts • School rugby socks • Rugby/soccer boots • Trainers • Swimming trunks/shorts (no ¾ board shorts) • School PE shirt	**Girls Physical Education** • Navy skort or shorts • Trainers • School PE shirt • Swimming costume and hat • Plain navy jog bottoms • Red hooded sweatshirt with school badge

Please note that make-up and jewellery should NOT be worn to school. This includes nail varnish and false nails. Jewellery worn to school may well be confiscated.

NO DENIM JACKETS, LEATHER JACKETS, HOODIES, HEAVILY LOGO'D TOPS, BASEBALL CAPS OR TRAINERS ARE TO BE WORN TO SCHOOL. Further advice on styles of trouser, shirt etc can be found in the 'Uniform Policy' available on the school website.

Mobile phones should not be used in school. In all cases of dispute or interpretation of the school's rules the decision of the Headteacher will be final.

SEX EDUCATION POLICY

AIMS

Porthcawl Comprehensive School believes that sex education is a vital part of its health education programme. It encourages the acquisition of skills and attitudes which allow young people to manage their relationships responsibly and to make choices and decisions about their health. This has implications for the well being of individuals, families and the community as a whole.

The sex education programme is designed

- to support and enhance information given by parents
- to help young people develop and improve their self esteem
- to help young people adapt to physical and emotional changes in themselves and others
- to give young people a basic personal health knowledge and an understanding of human development
- to emphasise to young people that they have control and choice over their health and personal lifestyle
- to enable young people to understand and formulate attitudes and value judgements about themselves and others
- to encourage young people to have due regard for the moral considerations of adult life.

This programme is in line with the school's stated aim: "to provide a caring, disciplined learning environment based on mutual respect in which all pupils, irrespective of gender, race or ability develop their talents to the full".

It follows the guidelines in the document "A Policy Statement and Guidelines for Sex Education 3-18" produced by Mid Glam Advisory Service (1992). It complies with the recommendations of government circular 5/94 relating to the Education Act (1993): Sex education in schools.

SEX EDUCATION PROGRAMME

The sex education programme is developmental and builds on learning year on year. It includes such topics as:

Year 7	Personal relationships - family, friends. Emotional changes at puberty
Year 8	Relationships and personal decisions - avoiding situations of risk.
Year 9	Personal responsibilities within relationships Contraception Assertiveness
Year 10 and 11	Consequences - the results of choices about sexual relationships.
Year 12 and 13	Responsible attitudes to sex.

Parents have the right to request that their child be wholly or partly excused from receiving sex education at the school, other than sex education contained within the national curriculum, for example in science. If they wish, parents can provide a written request to effect their child's removal from all or part of this programme.

VALUABLES

Please do not bring expensive items or large sums of money to school. **I Pods and other entertainment systems** should NEVER be brought to school under any circumstances. Any other item is brought to school at your own risk. **If you have to leave a bag outside an area, ALWAYS remove your valuables.** Purses and wallets should never be left unattended (e.g. in bags outside rooms). Always lock your bicycle in the rack provided outside the **Administration Block.**

In the event of any loss/damage to such items the school will accept no responsibility whatsoever.

POLISI'R IAITH GYMRAEG
WELSH LANGUAGE POLICY

Porthcawl Comprehensive School will endeavour to reflect the life of the community in such a way as to ensure that pupils have opportunities of extending their personal interests together with the knowledge of the language, culture and heritage of Wales and their understanding of them. The content of the curriculum and teaching methods should encourage the development of self-respect amongst the pupils and their ability to be proud of their neighbourhood and their nation, thus enhancing their respect towards other cultures and nations. This school will have a positive corporate image and the ethos will reflect its determination to further the Welsh dimension.

The school acknowledges that the introduction of the Welsh language as a foundation subject on the National Curriculum in Key Stages 1-3 has raised its whole profile. We recognise the fact that the Welsh language enjoys an unprecedented place in the schools of Wales and that it has become more of a public language in society as a whole. This school sees the need to prepare its pupils for the increased number of career opportunities that now exist for citizens who possess varying degrees of proficiency in English and Welsh alongside other European languages. The curriculum at Porthcawl Comprehensive School will reflect the changing nature of Welsh society and prepare its pupils for the demands of that society.

Our aim is to stimulate a healthy interest and attitude towards the Welsh language. We believe that every effort should be made to show pupils that Welsh is a living language and there is a practical purpose in learning it.

IMPLEMENTATION OF THE ABOVE-STATED AIMS

The following have been or are intended to be implemented as part of the Welsh dimension to the school:-

a) The erection of bi-lingual signs around the school.
b) The continuation of Welsh assemblies wherever possible.
c) Clwb Cymraeg will continue to run on a weekly basis.
d) The Eisteddfod will continue to develop.
e) Bi-lingual letterheads.
f) The school prospectus, pupil handbook, school stationery and signs outside the school will bear the school name bi-lingually.
g) Residential Welsh courses both in county and those organised by the Urdd will be supported whenever possible.
h) Extra curricular activities relevant to the Welsh language will be attended if at all possible.
i) To develop the relationships already established in the feeder junior schools in order to ensure a smooth transition between Key Stage 2 and Key Stage 3. This will enhance the continuity of the 5-14 curriculum.

j) Welsh in the pupils' planners.
k) Internal signs – bilingual.
l) Cultural trips e.g. St Fagans.
m) Copies of National Anthem and Lord's Prayer in Welsh in assembly areas.
n) Target language posters given to every teacher.
o) Daily and weekly bulletins to contain Welsh vocabulary/phrases.
p) Welsh flag erected in Welsh Dept area of P Block.
q) Use of intranet to display/inform pupils of Welsh language phrases etc.
r) Information screens have been placed around the school and Welsh vocabulary etc appears on these.
s) Welsh resource materials on the Hwb.

The policy will necessarily be reviewed on a regular basis to ensure it is always fresh and dynamic and to agree on new developments. The implementation of this policy will reflect Welsh national policies.

HOME-SCHOOL AGREEMENT

PARENT/CARER COPY

As a parent/carer , I will try to:

- take an active interest in all aspects of my child's school life
- see that my child attends school regularly and on time
- communicate to school all relevant information which may affect my child's work or behaviour
- notify the school if, for any reason, my child cannot attend
- encourage my child to follow the school's behaviour policy and support associated action taken by the school
- support the school's policy on homework and encourage my child to make the required effort
- agree to make good the costs of damage wilfully caused by my child

Signed: _____ Date: _____

The school will:

- provide a safe and stimulating environment for your child;
- ensure that your child fulfils his/her potential as a learner and as a member of the school community;
- offer a broad and balanced curriculum to pupils of all abilities;
- encourage all pupils to take responsibility for their own actions, feel proud of their achievements and enjoy being a pupil at the school;
- keep you informed about your child's progress and general school matters;
- insist that pupils observe the school's behaviour and anti-bullying policies;
- set and mark regular homework.

Signed:_____ Date: _____