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Portfield is an all age (3-19) Special School catering for pupils with profound, severe and complex special needs through the medium of English.

The Headteacher Mrs Sue Painter and staff are pleased to present this prospectus to all parents, governors and colleagues. It contains basic information covering the school which we hope will be helpful and informative particularly to ‘new’ parents.

Whilst a prospectus cannot replace direct personal contact between the school and parents, it is hoped that it will support you and act as a foundation for good relations between home and school.
Portfield School was inspected by Estyn in March 2013

“The school’s current performance is excellent”. “The school’s prospect for improvement is excellent”

The current performance of the school is excellent because:
• Nearly all pupils make consistent and very good progress from their starting point
• Most pupils apply a range of skills effectively within practical situations
• Nearly all pupils are enthusiastic, motivated and eager to learn
• The high quality and range of teaching and other activities offer very good learning opportunities to the pupils
• The care and support for pupils and arrangements for pupils’ wellbeing are good
• Exceptionally rigorous assessment procedures are detailed and thorough and clearly linked to effective teaching strategies that address the needs of all pupils
• Excellent strategic links with a range of partners ensure a wide range of experiences and learning activities that contribute greatly towards achieving high standards in pupil outcomes

The school works effectively as a team to ensure high standards of pupil outcomes

The school’s prospects for improvement are excellent because:
• The headteacher and governors have a clear strategic vision that is shared by all staff, parents and pupils
• The headteacher has established a very supportive senior management team that continuously strives to maintain high standards throughout the school
• The governing body understands its role well and is prepared to challenge and support the school effectively
• There is a thorough process for self-evaluation that is continually updated and clearly identifies areas of strengths as well as those for improvement
• The school uses data on pupil outcomes consistently well to inform improvement planning and resource allocation
Dear Parents

Just a few words of welcome from all of us at Portfield School: Your son or daughter may be starting at Portfield one day soon. This prospectus should help you know what to expect so that your child is prepared when that day comes. We always welcome visits from parents and we also make sure new students have plenty of opportunities to visit the school before they start.

Portfield is a friendly school where new children and students soon settle in. Our staff will look after your child’s personal needs as well as their education. Staff at Portfield work very hard to make sure all children and students are given every opportunity to succeed, whatever their difficulties. We expect children and students too, to do their best, and enjoy their work during the day.

If you have any questions, please ring the school where every effort will be made to answer your query.

Sue Painter
Headteacher
**Mission Statement**

**Working together, Learning together, Achieving together**

*At Portfield School we strive to:*
- Create a happy, safe, supportive and stimulating learning environment
- Value everyone
- Develop everyone’s personal, social, emotional health and wellbeing
- Promote relevant academic and vocational skills
- Meet individual needs through an imaginative and flexible approach
- Enable all learners to achieve their full potential

**Portfield School is a Rights Respecting School**

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**Governing Body**

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<tr>
<th>Role</th>
<th>Name</th>
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<tr>
<td>Head Teacher</td>
<td>Mrs Sue Painter B.Ed, M.Ed</td>
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<tr>
<td>Chair</td>
<td>Mrs B Thomas-Cleaver</td>
</tr>
<tr>
<td>Vice Chair</td>
<td>Mr C Blakemore</td>
</tr>
<tr>
<td>Teacher rep</td>
<td>Mrs A George BA (QTS)</td>
</tr>
<tr>
<td>Non – teachers rep</td>
<td>Miss S Harries</td>
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<td>Parent Governors</td>
<td>Mr P Rutherford</td>
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<td></td>
<td>Mr D Parry Price</td>
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<td></td>
<td>Mrs L Llewellyn</td>
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<td>Mr R Barker</td>
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<td>Rev Hugh John Wilson</td>
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<td>Mrs Iola Phillips (Co-opted)</td>
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<td></td>
<td>Mrs Alison Swain – H &amp; S Committee</td>
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<td>Mr Gareth Wilcox – H &amp; S Committee</td>
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<td>Governors</td>
<td>Mrs A Freeman</td>
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<td>Mrs J Khan</td>
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<td>Mr C Martin</td>
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The governing body meets once a term to discuss matters of importance to the school. Additional meetings of governor committees; finance, premises, staffing and curriculum are also held regularly. Governors voluntarily give of their own time to undertake training and enable them to fulfil their role effectively. Governors also pay regular visits to the school.
HEADTEACHER
• Sue Painter - B.Ed. M.Ed.

DEPUTY HEAD
• Ladan Harper – BSc Hons. (PSE & 14-16 Co-ordinator), PGCE, NPQH

ASSISTANT HEAD
• Janet Barnett - B.Ed. NNEB (English & Assessment Co-ordinator)
• Caroline Ball - B.Ed, MEd (History & ASD Co-ordinator)
• Alexis George - BA (QTS) Post Grad Dip. SLD/PMLD (TLR KS3 & Maths Co-ordinator)

TEACHERS
• Katie Pounder - BA Ed, NNEB (PE Co-ordinator)
• Lisa Jones - BA Hons. PGCE (ICT Co-ordinator)
• Karen Foster – BA Ed. Hons, Post Grad Cert in Autism (Science Co-ordinator)
• Caroline Wood - B.Ed Hons (Art & Sensory Co-ordinator)
• Philippa Philips - BA Ed, Post Grad Dip. SLD/PMLD (DT Co-ordinator)
• Alexis George – Gavin Sharp B.Ed. Hons (Geography & Sustainability Co-ordinator)
• Ryan Sheppard - BSc, PGCE
• Anneka Allen Primary Education with QTS (Welsh Co-ordinator)
• Ginny Köther BA Hons (RE Co-ordinator)
• Juliet Glanville (Sensory Co-ordinator) NNEB, BA Hons (Education Studies & Social Inclusion)
• Suzanne Whitby B.Ed, PGCE (Rights Respecting Schools Co-ordinator, Forest Schools)
• Christine Rigby, BA (Primary Education with QTS)
• Cally Scourfield, BA (Physical Ed.) & PGCE (Primary course)
• Hayley Wilkinson – BA , PGCE
• Claire Roberts
• Mark Williams - BSc Sports Science PGCE
• Cari Anne Burden
• Lisa Davies
• Hazel Jurd
• Aled Jones

ADMIN/SECRETARY
• Sheila Davies, Financial Administrative Assistant
• Kate Theobald, Administrative Assistant
• Thelma Lewis, Data Analyst
• Ceri Moremon, Administrative Assistant
• Rebecca Knarston, Administrative Assistant
• Amanda McDonald, Administrative Assistant

SITE MANAGER
• Gareth Wilcox NVQ3, IOSH

IT RESOURCE TECHNICIAN
• Jan Othen

PARENT / COMMUNITY PARTNERSHIP OFFICER
• Donna Lewis
LSAs
- Sarah Cooper NVQ3 0.5
- Caroline Stone NVQ3
- Sally Rothery NVQ3
- Andy Evans NVQ Assessor Award A1
- James Lunt
- Anne Morris Jo Waterman NVQ3
- Hilary Riley
- Claire Morgan NVQ3 childcare
- Natasha Arnold
- Lisa Howlett
- Julie Simpson
- Richard Bevan
- Michelle Smith
- Siana Stewart
- Kirsty Dworakowski
- Emma Goss
- Holly Garratt Morgan
- Angela Morgan
- Michelle Smith
- Lesley Amico
- Susan Barnett
- Tracey Pettit
- Olivia Searchfield
- Angharad Walby
- Zoe Davies
- Laurel Vores
- Leah Rendell
- Louise Phillips
- Katrina Lewis
- Elizabeth Watts
- Hilary Riley
- Sam Morris
- Sophie Colnet
- Elizabeth Crocker
- Karen Wheeley
- Shirley Collins
- Jamie Hatswell
- Fiona Chapman
- Richard Morgan
- Brian Millard
- Linda Warr
- Andrew John
- Mandy Janes
- Jo Raymond
- Amy Clark
- Zoe Manche
- Shauna John
- Chloe Williams
- Connor Planner
- Daniel Murphy
- Tommy Lee Vores
- Jacqui Purcell
- Samantha Jones

CLEANERS
- Carol King
- Elaine Dunsford
- Julie Lewis
- Sally Smith
- Peter Didcote

LUNCHTIME SUPERVISERS
- Meggie Davies
- Kylie Andrews
- Lisa Callen
- Lucy Smith
- Teresa Davies

LITERACY SUPPORT
- Samantha Harries NNEB (Personnel Co-ordinator)

COMMUNICATION ASSISTANTS
- Alison Swain NNEB

PHYSIOTHERAPIST ASSISTANT
- Sian Phillips-Jones NVQ3
- Tamara O’Leary

OTHER PROFESSIONALS
- Physiotherapist – Gina McNamara, Nicky Cornish
- Occupational Therapist – Aveline Woolf, Diane Lewis
- Speech Therapist – Claire Celik, Sara John
- Advisory Teacher Hearing Impaired – Catherine Scott
- Educational Psychologist – Lucy Harrold
- Specialist School Nurse – Anne-Marie Llewellyn
- School Nurse – Jane Phillips

CATERING STAFF
- Tina Lawden
- Alison Ross
- Zoe Billingsley

CARETAKER
- Marc Huggins
- Mark Preston
Teaching in a Special School is a demanding but rewarding task, calling for qualities of understanding, patience and dedication. In addition to initial teacher training, many members of staff have specialist qualifications and have gained invaluable experience in other special or mainstream schools. All teaching staff undertake in-service training and the development of extra knowledge and skills is considered a normal part of the teaching commitment.

The teaching staff are ably assisted by support staff, all of whom have relevant qualifications and/or appropriate background experience.

The staff at Portfield School and Satellite Centres constantly demonstrate their commitment, dedication and skill in enabling our pupils to achieve their full potential through a curriculum tailored to meet their individual needs.
What is the Admission Procedure?

Admissions are negotiated between the school, the LEA and parents. After an assessment involving parents, the present school or playgroup, school doctor, educational psychologist and other relevant professionals a Statement of Educational Need will be compiled. On the basis of this statement, recommendation for admission to Portfield School may be made.

This assessment process can be an anxious time for both parents and children so we encourage parents to visit the school during this period to meet staff, pupils and see classes.

The LEA Inclusion panel makes a decision on the placement of pupils. If Portfield School is recommended, the Education Authority will then confirm with parents when a place is available for their child and an admission date will be agreed with the Headteacher.

What’s it like at Portfield School and Satellite Centres – School ethos?

There is a warm welcome and a friendly and caring atmosphere at Portfield School. Everyone is valued, whether child or adult, for their individual part in the school. Personal development is seen as an on-going and lifelong process and the social and emotional well-being of each child is an integral part of their learning needs. Staff work towards building confidence and self-esteem amongst their pupils who are also encouraged to be caring and sensitive to one another’s needs, to respect one another, to speak kindly and politely to everyone and to play without hurting one another by words or actions.

The school promotes equal opportunities and good relations between persons of different racial groups and between males and females. The school records any racist incidents as and when they occur and reports these to parents, governors and the local authority. The Special Educational Needs policy details the provision and arrangements made for pupils. A copy is available from the office.
What are the aims of Portfield School and Satellite Centres?

• To provide a broad, balanced, relevant, stimulating and challenging curriculum that includes the Foundation phase, the National Curriculum and Religious Education.

• To acknowledge and respect the individuality of our pupils, where everyone is a valued member of the school community through our commitment to equal opportunities for all regardless of age, gender, ethnic origin, socio-economic background or disability.

• To promote positive behaviour, emotional health and wellbeing for the whole school community.

• To ensure that all pupils have access to high quality resources, ICT, communication systems and expertise.

• To provide a safe, attractive, sociable environment that encourages fun, creativity, respect and enjoyment.

• To value the contribution of all staff, pupils, parents/carers and outside agencies as the school’s prime resource.

• To build upon individual and whole school strengths and celebrate all achievements.

• To provide access to experiences and activities that promote communication, self-esteem, motivation and independence.

• To constantly seek to raise standards of teaching through staff development.

• To create an atmosphere in which children and staff alike feel valued and respected and work to the best of their ability for the good of each other and the school as a whole.

• To equip each child with the skills, knowledge, understanding and attitudes that they will need throughout their lives.

• To develop pupils skills to explore, express and manage their feelings and emotions.

• To nurture confidence and a positive self-image in each child, to enable them to lead a contented and fulfilling life.

• To promote the spiritual, moral and cultural development of pupils, encouraging values of tolerance and respect towards all people.

• To develop and sustain positive links with the community, encouraging inclusion across a wide spectrum, as appropriate, including opportunities for work experience.

• To ensure all pupils have access to relevant and appropriate work related education and careers guidance.

• To offer opportunities for pupils to link up with peers in local mainstream schools and colleges. To ensure that these opportunities are carefully planned, managed and supported to make best use of available resources and fulfil educational goals.

• To promote a healthy approach to food and well-being.
At Portfield School and Satellite Centres any child can expect to receive the following:-

- A full, balanced curriculum which follows the National Curriculum and is appropriately differentiated according to the needs of the individual child.
- A wide range of educational experiences and opportunities appropriate to the skill levels of the individual pupil.
- Preparation for living as independently as possible including self-care, personal mobility, personal self-advocacy.
- Preparation for life in the community including appropriate work related education, careers guidance, use of community facilities and social skills.
- A programme of spiritual, cultural, moral and religious education to develop awareness of personal rights and responsibilities towards others and the environment.
How is the school organised – Portfield School, Haverfordwest / Satellite Centre Tasker Milward

- There are two school buildings. The new purpose built secondary unit with 7 classroom bases including a Sixth Form arranged around a courtyard play area, along with physiotherapy, speech therapy and medical rooms and hydrotherapy pool. The lower school consists of 7 classrooms and other teaching areas centred around a main hall. The satellite centre in Tasker Milward consists of two classrooms, a quiet room and kitchen.
- There are 14 classroom bases on the main Portfield School site, divided, where possible, into groups of similar age:
  - Foundation Phase, KS2, KS3, KS4 and Sixth Form classes.
  - Sensory rooms – Primary and Secondary, including a range of technology equipment designed to promote sensory response and development.
  - Class pupil numbers are much smaller than in mainstream schools with a significantly higher staff : pupil ratio. There is an average of 6–10 pupils in each class with 3-5 staff depending on the needs and abilities of the pupils in that particular class.
  - Numbers in the Sixth Form Centre vary since a number of students attend work experience placements and courses off site.
  - The outdoor area includes Foundation Phase play area, sensory wildlife garden, bike track, grassed area, poly tunnel and climbing frames.

Portfield School Satellite Centre – Ysgol Preseli

There are two classroom bases with a quiet area; one for KS3 and KS4/5. One class base houses a kitchen area for the development of life skills. A sensory/physiotherapy room, office/medical room, disabled toilet facilities and outdoor play area.
Pupil organisation – Portfield School

• As far as possible pupils are placed within their Key Stage groups.

• Pupils with Profound and Multiple Learning difficulties (PMLD) are grouped within a sensitive mix of pupils to ensure their particular needs for a sensory curriculum are met alongside their medical needs.

• Pupils with Autistic Spectrum disorders are integrated as appropriate into Key Stage groups in the Primary and Secondary phase or taught in dedicated groups depending on their needs, and aspects of the TEACCH philosophy are used as appropriate.

• Pupils with hearing and visual impairments are taught in their Key Stage groups with support from visiting Advisory teachers from the Local Education Authority.

• Inclusion opportunities in mainstream lessons are provided as appropriate to individual students.

Pupil organisation – Satellite Centres

• As far as possible pupils are placed in the appropriate Key Stage class.

• Inclusion opportunities in mainstream lessons are provided as appropriate to individual students.
What about external agency support?

• The whole spectrum of children’s needs are supported through the involvement of many professionals. Speech Therapist, Physiotherapist, Occupational Therapist and School Doctor make regular visits to the school. The School Nurse and other Specialist Consultants, Educational Psychologists and Social Services are seen as integral and indispensable contributors to the school programme.

• The Speech Therapy assistant support the Speech Therapist in the delivery of individual, group and class programmes. Pupils who have limited communication are encouraged to make choices and communicate their needs and wishes through the use of objects of reference, Sign Along signs, Rebus symbols, PECs and communication aides.

• The Physiotherapist Assistants support the Physiotherapist in the delivery of physiotherapy programmes and deals with issues of equipment and specific problems. Physiotherapy co-ordinators in each class continue the therapies recommended for each pupil on a daily basis or as appropriate. Some pupils’ programmes are also carried out in water either in the school’s Jacuzzi or in the town’s hydrotherapy pool.

• The Occupational Therapist, who spends a day a week at the school, works closely with the Physiotherapy Assistants. As necessary, splint and seating clinics are held regularly within the school.

• The School Doctor visits regularly for annual medical examinations.

• Some of our pupils have problems with hearing or vision and these may have serious educational and social consequences. If parents are at all worried about their child’s hearing or vision they should contact their family doctor, the school doctor or the school itself. We can arrange for the appropriate tests to be carried out. For children with special problems of hearing or vision we are able to call for advice and help from visiting teachers for the hearing and/or visually impaired following referral.
All pupils are offered free home-school transport provided by the Education Authority in accordance to their statutory guidelines.

All minibuses and taxis have escorts to supervise and care for pupils on their journey to school. Pupils attending the satellite centres maybe able to travel on the main school buses which do not have escorts.

A few pupils travel to school independently and some parents choose to transport their children.

If your child is unable to come to school, please inform the minibus or taxi of this to save a wasted journey. Useful telephone numbers are at the back of this prospectus.

Transport is arranged so that pupils arrive at school between 08.45 and 9.00 when school starts.

If your child is going to be late or has to leave school early, please inform the school by writing in the home/school book or by telephone so that lunch can be ordered for your child or arrangements made should the class be involved in out of school activities.
What are the School Hours?

Pupils arrive at school from 8.45 and are taken to their class where members of the class team are ready to receive them ready for a 9am start.

**Early Years / Key Stage 1 / Key Stage 2**

- 9.05 – 9.10 Registration
- 9.10 - 10.45 Lessons
- 10.30 - 10.45 Break for L1, 2, 3 and 6
- 10.45 - 11.00 Break time L4, 5 and 7
- 10.45 - 12.05 Lessons L1, 2, 3 and 6
- 11.00 – 12.05 Lessons
- 12.15 - 12.45 PSE/Lunch Skills
- 12.45 - 1.30 Lunchtime/Playtime
- 1.30 – 3.05 Registration and Lessons
- 3.05 – 3.15 Singing

(21 hours Foundation Phase / KS1)
(23 ½ hours teaching time KS2)

**Key Stage 3/4 and Sixth Form Including**

**Taskers Satellite Centre**

- 8.55 - 9.00 Registration
- 9.00 - 11.00 Lessons
- 11.00 - 11.15 Break Time
- 11.15 - 1.15 Lessons
- 1.15 - 1.30 PSE/Lunch Skills
- 1.30 - 2.15 Lunchtime/Playtime
- 2.15 - 3.00 Registration and Lessons
- 3.00 – 3.15 Collective Worship/Singing

(25 hours teaching time)
What is the Curriculum like?

We hope that all children will enjoy and benefit from their learning whilst at Portfield School. A broad, balanced ‘diet’ of appropriately modified and differentiated learning opportunities are planned and presented by staff based on the requirements of the Foundation Phase, National Curriculum, Pembrokeshire County Council Guidelines and the individual needs of our children. The Curriculum is planned through our own Portfield School and Equals Schemes of Work and regularly monitored, reviewed and developed in the light of new educational initiatives and government directives. There is a greater emphasis on the acquisition of communication, reading, writing, number skills, ICT skills & thinking skills. Sufficient time is also given to many other areas of study as it is recognised that children’s learning experiences should not be restricted to a narrow core, no matter how great their learning difficulties.

Throughout the Primary phase, we adopt a broad topic based approach to the curriculum. Structured activities and creative play enable the children to acquire and consolidate the basic skills, attitudes and concepts necessary for them to operate as independently as possible in both learning and life skills situations.

A range of activities are organised to support children’s development including visiting professionals and specialists. Portfield provides massage and aromatherapy under the guidance of a trained therapist.

During the Secondary phase, pupils continue to follow the National Curriculum through a mixture of thematic and a vocational pathway which culminates with a presentation of the National Record of Achievement. Time is also spent on work experience placements, community service projects, Duke of Edinburgh Scheme.

Link programmes with other schools and vocational providers help to provide pupils with the opportunities to develop independence and responsibility in order that they may strive towards living their lives to the full on leaving Portfield School.

Strong links have been developed with Pembrokeshire College, Portfield Adult Training Centres, Mencap Gardens at Stackpole and many other organisations who provide a range of vocational opportunities for our young people. Our pupils are able to gain accreditation through a range of nationally recognised awards which include:-

- ASDAN Personal Progress
- ASDAN Literacy and Numeracy in Everyday Life
- OCR Life and Living Skills
- OCN Modules in Independent Living and Sexual Health
The school offers a life-skills programme encouraging independence from the earliest stages. The development of personal qualities plays a significant part in the life of the school with pupils encouraged to acquire self-discipline through a carefully structured curriculum which is delivered in a well organised environment. Progression throughout the Key Stages enables pupils to become more self-reliant. Residential visits offer many pupils the opportunity to extend independence skills at centres such as Llangrannog or Red Ridge.

Three minibuses are in constant use supporting the educational programmes available including all curriculum areas, especially the PE programme of swimming and outdoor pursuits such as Riding for the Disabled and a range of other educational and social activities.

The school works as a member of a countywide Federation that delivers the 14-19 curriculum in a collaborative structure to pupils with severe learning difficulties. This enables students to have a broader choice and entitlement in following their appropriate Learning Pathway.
Arrangements for Religious Education

Religious education is a compulsory subject within the whole national curriculum and is taught in accordance with the school RE scheme of work and guided by Pembrokeshire agreed syllabus.

It is compulsory for all pupils to attend a collective worship which is broadly Christian in narrative with a short reflective time, unless parents make a special request for their child to be excluded from such activities, in which case parents wishes will be respected. Sixth Formers have the right to withdraw themselves from collective worship.

Arrangements for Sexual Health Education

Sexual Health Education is dealt with in a sensitive manner through the PSD (Personal and Social Development) Curriculum. The Governors have decided that Sexual Health Education will not form part of the junior curriculum except in exceptional circumstances. A programme established for secondary aged pupils at KS3 is delivered in conjunction with the school nurse. Parents are consulted and required to give permission for their child to take part in this programme. Parents can request that their child does not take part in sex education classes. Sexual Health Education and Relationship Education is addressed, as appropriate, in KS4 and KS5.

Arrangements for Welsh/Modern Foreign languages

Nearly all pupils access Welsh, and in KS3, Modern Foreign Languages unless they are disapplied through their Statements of Special Educational Needs. However pupils will experience and learn incidental Welsh through a range of activities to support the development of Cwrriculum Cymreig. All pupils are involved in activities to develop an awareness of the Welsh culture. This ensures pupils have the benefit of learning their native language and experiencing activities to support their cultural heritage.

In Y Porth, Preseli, a small number of subjects are delivered through the medium of Welsh.
At Portfield School we believe that increased levels of physical ability lead to improved levels of physical well being, positive attitudes and self-confidence.

All pupils take part in physical activities during each week. Suitable clothing is required which should be brought to school in a bag with all items clearly marked with the child’s name.

The school has a hall, grass field area and playground which incorporates climbing equipment and a sensory garden. These are used extensively to support curriculum activities. The school also utilises Tasker Milward Comprehensive facilities.

The Satellite Centre at Preseli utilises Ysgol Preseli facilities.

Through the Riding for the Disabled Association, many pupils have the opportunity to ride at some stage in their school life. Pupils ride at The Bowlings Riding stables and all equipment is provided by the stables. Warm, old clothing is appropriate for this activity.

Pupils have the opportunity to develop confidence and learn to swim at the local Leisure Centre or the school’s hydrotherapy pool. Pupils can gain water skills and distance awards as they improve.

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- Pupils have the opportunity to develop confidence and learn to swim at the local Leisure Centre or the school’s hydrotherapy pool. Pupils can gain water skills and distance awards as they improve.

Our pupils have been extremely successful in local bowling/gymnastics/football and Boccia competitions and have also taken part in athletics, fun runs and other sporting events.

Sports Day takes place in June/July where pupils display their abilities in field and track events, and a swimming gala for upper school pupils takes place annually.
Arrangements for cultural activities and events

We endeavour to help the children’s all-round development by providing a range of experiences that will enhance their understanding and knowledge as well as offer cultural opportunities e.g. educational visits to Llangrannog, workshops with groups such as India dance.

Supporting pupils who are Looked After

The designated member of staff responsible for promoting the educational achievement of looked after children is the Headteacher. The school’s policy on supporting looked after children is available at the school or on the school’s website.

Arrangements for Pastoral care, Personal and Social Education and Behaviour

Personal and Social Education is an important part of our health education curriculum. This programme covers issues such as stranger danger, health and hygiene, personal relationships, physical development and sex education. The pastoral care of pupils is the responsibility of all class staff with the overall responsibility lying with the Headteacher. Please also see our Behaviour, Anti Bullying Policy and Positive Handling Policy on our website. Staff at Portfield are trained in positive handling strategies and techniques. Positive handling (physical restraint) will be reported to parents.

We are part of the ‘Healthy Eating Schools Project’ and encourage all our pupils to have a healthy diet.

Arrangements for Developing Sustainability

As part of the work we do on sustainability we encourage pupils to think about the environment and we are actively involved in recycling paper, cardboard, textiles and fruit and vegetable waste. Pupils are encouraged to ‘reduce’ i.e. save energy by switching lights off, ‘re-use’ i.e. plastic bottles and ‘recycle’.
How Portfield assess, record and report on pupil progress?

The school has a written policy which provides a clear framework for the process of assessment, recording and reporting.

Teachers will aim:-

- To monitor and record pupil progress and encourage self-assessment and to build up pupil profiles containing samples of work.
- To report regularly to parents through an opportunity to attend termly parents evenings with class teachers and the annual review.
- To give parents the opportunity to discuss their child’s progress. Records of achievement are kept for every child providing a profile of each pupil’s achievements, both academic and extra-curricular and including photos, samples of work, copies of reports and opportunities for self-assessment.
- Pupil progress is carefully monitored throughout the year to ensure that our learning objectives match with individual needs and targets. To this end Individual Education Plans (IEPs) are set and reviewed termly in partnership with parents. Pupil progress is also assessed using LNF (National Literacy and Numeracy Framework); Routes for Learning; National Curriculum and Foundation Phase outcomes and levels and also P Levels. These scores are collated for each pupil and also each year group so that progress and trends can be analysed. This data is available in school if you wish to see it.

Learning is about sharing. Parents, governors, teachers and support assistants, friends and visitors all play a major part in the learning process for our pupils, allowing them to develop socially, emotionally, creatively, aesthetically, morally and spiritually as they progress through the school.
How we monitor the curriculum

A whole school monitoring programme follows a planned cycle of class observations and scrutiny of planning and pupils’ work. Subject co-ordinators also ensure that information and resources are distributed throughout the school. All classes are equipped with information/communication technology (ICT) appropriate to the needs of the pupils. Parent views are sought along with other professionals to gain a broad picture of the quality and effectiveness of the curriculum provided.

The Annual Review process

• All pupils have a Statement of Special Educational Need which identifies individual needs and how those needs should be met. A person centred review of the appropriateness of this statement and the pupil’s progress takes place every year. You will receive a copy of the school report in advance of the review meeting.

• The review meeting typically involves a member of the Senior Leadership Team, parents, pupils and, if available, the school doctor. Other external agencies may also attend such as community nurse, social worker etc. where appropriate.

• The first review after reaching the age of 14 is a transitional review when, with the involvement of the careers service, a plan is developed to address the future beyond school. Particular emphasis is placed on future employment, training and/or continuing education.
Parents are regarded very much as partners at Portfield School and we place a strong emphasis on home/school partnerships throughout the entire age range based on an ‘open door’ policy.

It is important for parents to know that they are genuinely welcome to contact the Headteacher when there is any matter, however trivial, causing concern about their child’s education. It is obviously preferable if an appointment can be made, unless the matter is urgent. Please see the copy of Home/School Agreement at the end of this prospectus.

Home/School books are used daily to share relevant information and parents are informed of events and activities through newsletters and individual letters. Parents are welcome to visit the school at any time although it is always wise to telephone before you come to check that the person you wish to see is available or to make an appointment.

The main responsibilities of school, parents and pupils are contained in the home/school agreement which all parents receive on entry to school, and is available on request or on the website.

We are very fortunate to have the support of many of our parents in the Friends of Portfield School who help to raise funds for much needed equipment and special events for the children. If you would like to become involved with the Friends then please do contact the secretary whose name appears on the list of useful telephone numbers at the back of this prospectus.

Parent/Community Partnership Officer is available at school if you have any issues you wish to discuss.
Portfield School’s Community Links
Portfield School is very much part of the community with growing industrial links, a community visits programme and involvement of local Churches. Pupils make use of local facilities for example shopping in local supermarkets, visiting local parks and utilising local forms of transport such as the rail link to Milford Haven.

Portfield School Uniform
We have a school uniform which, though not compulsory, is encouraged. Pupils from 3 - 16 years of age wear red polo shirts, navy blue sweatshirts. Fleeces and PE kit are also available. We encourage all pupils in the Primary and Secondary sector to wear school uniform. Portfield School Council consulted pupils with respect to Sixth Form uniform and has introduced black sweatshirts and white polo shirt with Portfield School logo for pupils aged 16-19.

We would like children to wear suitable low heeled shoes to school. School uniform grants may be available from Pembrokeshire County Council for those children in Yr 7 and above. Other items of clothing we encourage are black/grey trousersskirts.

PE kit is also required and includes blue logo t-shirt and black /navy shorts. Occasionally children lose or misplace articles of clothing so please help us to find them by marking all garments with your child’s name.

Pupils who attend inclusion opportunities at Tasker Milward School are encouraged to wear Taskers PE kit.

Satellite Centre – Y Porth
Maroon Jumper with Portfield/Preseli logos
White polo shirt with Portfield/Preseli logos
Black trousers or skirt
PE Kit Ysgol Preseli Maroon Rugby Shirt

Satellite Centre – Tasker Milward
Tasker Milward has recently changed their uniform so pupils can wear the new uniform or white polo shirt with Portfield and Tasker Milward logos and ‘V’ necked green sweat shirt.
Black trousers or skirt
PE Kit Taskers Rugby Shirt & Black Shorts/Joggers
(depending on year group, please ask class teacher)
Safety at Portfield School & Satellite Centres

The Headteacher and governors are aware of the concerns of parents everywhere regarding school security and the following precautions have been taken:

• A key-pad entry system is connected to the front and rear entrance. Perimeter fencing is in place around the vulnerable areas of Portfield School. Satellite Centres are based in Ysgol Preseli and Tasker Milward School. Pupils are supervised and follow the security arrangements within respective schools. There is no perimeter fence in either school.
• Visitors must sign in (and out) in a book at the reception desk before being given an identity badge which must be worn whilst on the premises.
• Anyone not recognised and not wearing a badge will be intercepted and challenged by staff and the Headteacher immediately informed.
• Fire drills take place termly and fire equipment is checked and serviced regularly. A full fire risk assessment has been carried out and is updated annually in consultation with the local Fire Safety Officer.
• Appropriate DBS checks are made on all staff employed or regularly working at the school.
• Systems are in place to escort irregular visitors who may need to be on the school site for a short period of time.
• The full child protection parent and pupil policy are available, on request, from school or on the school’s website

Supporting pupils medical needs

We understand many children have to take medication prescribed by the family doctor or a paediatrician. The school will administer medication to pupils as long as parents give clear written instructions, signed consent and it is in line with Local Authority insurance.

The school should be informed immediately, in writing, of any changes in a child’s medication, whether this medication is administered at school or at home.

The school doctor and specialist school nurse will complete a Health Care Plan for each pupil which will be sent to parents for checking before being distributed to the class teacher, Holly House staff (as appropriate), parents, school doctor and pupil’s file.

All prescribed drugs and medicines (including cough mixtures, inhalers and any other drugs bought over the counter) should be clearly labelled with the pupil’s name and details of dosage, frequency, with time of last dose given, and any other relevant information from the medical practitioner responsible for the prescription. Parents are requested to ask GPs to prescribe medicines that can be administered out of school hours wherever possible.
Medical Needs Continued...

The drugs and medicines (in the dispensing chemist’s container) should be sent into and out of school ONLY in a special zipped bag that will be provided by the school on request.

The container should be handed from parents/carers to a responsible adult working for the school transport services who will, in turn, hand the container to either the class teacher or a class assistant. No drugs or medicines should be sent either to or from school in pupil’s bags or coats and on no occasion should pupils ever have unsupervised access to their medication.

All drugs and medicines will be safely stored in a lockable cabinet on the school premises and will only be removed for the purpose of administering the medication.

What if my child is unwell?

If your child has been ill, e.g. with chicken pox, etc. there is often conflicting advice on the amount of time they should be absent from school, depending on the doctor they see. To make things easier for you we have asked the Health Authority for guidance and have set out below advice about the most common illnesses and infections.

- **Measles:** Children are infectious for 5-6 days before the rash appears and for 5 days after the temperature returns to normal.
- **Mumps:** Children are infectious two days before the swelling appears and then until the swelling subsides.
- **German Measles:** Children are infectious seven days before the rash appears and at least 4 days after the rash has gone.
- **Chicken Pox:** Infectious until no more spots appear and crusts are dry.
- **Threadworms:** Very infectious. Children should not be in school until the problem has been cleared by treatment from GP.
- **Impetigo:** Highly contagious, spread by direct contact. Needs treatment from the GP. Patches must be covered if child is sent to school.
- **Ringworm:** Treatment from the GP. Once children have been treated they can continue with swimming and PE.
- **Conjunctivitis:** Highly contagious, one day off after treatment has started.
- **Head-Lice:** Responsibility for checking children’s hair for head-lice rests with the parent and should be done regularly - several times a week.
- **Sickness or Diarrhoea:** Highly contagious, should be clear of symptoms for 48 hours before returning to school.

If your child is suffering from one of the above, please comply with these guidelines for the benefit of other children and staff in school.
What is our policy on smoking?

We operate a no smoking policy for staff within the school grounds in line with LEA recommendations., including e-cigarettes.

Portfield School as a Training Centre for Students and Volunteers

We often have volunteers and students from local schools, colleges and other organisations working at Portfield as part of their education or work experience.

Volunteers and students provide support in a variety of ways, assisting with swimming and horse-riding, accompanying groups on out of school activities and helping with class activities.

All adult volunteers must provide references and DBS clearance and must be agreed by Pembrokeshire County Council. These procedures are followed to ensure the protection of the children in the school. If you would like to provide voluntary support to the school please contact the Headteacher. It is school policy for parents not to support in their own child’s class.
Free School Meals
Free school meals are a right if your circumstances necessitate. If you feel you may be eligible please ask the school for details and application forms. The school catering service provides very good lunches, prepared and cooked on the premises and children are encouraged to take school lunches which can be liquidized if necessary.

School Meals
We encourage all pupils to eat school dinners if possible. These are nutritionally balanced and a range of dietary requirements can be provided for.

Free milk
Through the Pembrokeshire County Council School Milk Scheme, children under the age of seven can, if they wish, receive 1/3 pint of free milk per day. Although there are some nutritional benefits, some pupils are allergic to cow’s milk or suffer lactose intolerance. In this case, children should not drink cow’s milk.

Attendance
Parents of registered pupils of compulsory school age are under a legal duty to send their children to school regularly and risk prosecution if they fail to do so.

If your child is absent for any reason, please inform the school by telephone if possible and then provide a brief note of explanation in the home/school book on his/her return.

If your child has a hospital or other appointment and will be either arriving late or leaving early, please inform the school so that a dinner can be ordered for your child if necessary.

The Education Regulations 1991 state all schools must report on the rate of unauthorised /authorised absence which are included in National league tables published annually.

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Authorised absences</th>
<th>Unauthorised absences</th>
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<tr>
<td>93.69%</td>
<td>5.56%</td>
<td>0.75%</td>
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Whole School Attendance Figures 2015/16
Emergency Closures for School

School Emergency Plan e.g. in the event of Fire/Bomb Threat/Severe Weather

Situations when it may become necessary to close the school may include bad road conditions, failure of water supply or failure of the school’s heating system. It is the Headteacher’s responsibility to decide whether the school can open, or should close early, in the light of prevailing circumstances.

The school will continue to operate whenever possible providing, of course, that children and staff are not exposed to unacceptable conditions at school or on their way to and from school. We will not send children home simply because we cannot offer a full service. We understand the worry and inconvenience which can be caused by early closure.

In the event of severe weather e.g. heavy snowfall in the county (even if it is not falling in your immediate vicinity) it may be necessary for your child to come home as the severe weather may be unpredictable and localised.

Should conditions be such that it does become necessary to close the school, parents will be informed by:

• Text message, and
• Pupils will be sent home.

We ask parents to help us to combat emergencies in several ways:

• Keep us informed of where we can safely send your children if we have to close early.
• Provide us with an emergency contact where we can reach you at all times.
• Please do not ring the school during emergencies so that telephone lines may be kept free for vital calls.
What to do if you wish to take your child on holiday in term time?

Parents are asked to take holidays during the school holiday period and not during term time. Dates of holidays are issued annually by the school, please see dates at the end of the prospectus. Parents are requested to ask the school for the appropriate application form when making requests for special leave of absence for their child.

What to do if there is a problem?

The school’s governing body has a complaints procedure which covers complaints made by parents and others. A copy of the complaints procedure can be requested from the school or is available on the school’s website.

Any parent, or other concerned person, who may have a complaint is encouraged to first discuss their concern informally with the Headteacher. She and her staff are committed to dealing with parental concerns, to resolving misunderstandings and to providing real solutions as speedily as practicable.

All members of staff are encouraged to respond personally to concerns which parents and children raise with them.

If it is considered appropriate, your concerns will also be passed to the Headteacher who would wish to respond with sympathy and understanding. If parents are not satisfied with the head’s handling of this complaint they should inform her of this and request her to pass on the complaint to the Chair of Governors who will discuss the issues raised with you. The Chair of Governors may refer the issue to the governing body for their consideration if required. The Chair of Governors can be contacted directly by parents if the complaint is in relation to the Headteacher.
Personal Accident Insurance for Pupils

Pembrokeshire County Council have combined liability and insurance cover for schools visits and home/school transport.

Charging Policy

Parents are asked to make a voluntary contribution to some of the activities the pupils participate in such as visits to the theatre. Parents are asked for voluntary contributions for cooking and making toast, however there is a charge made for all residential visits.

Freedom of Information

The school is registered with the Data Protection Commission. The school has a Freedom of Information Publication Scheme which sets out:
- The classes of information which we publish or intend to publish.
- The manner in which information will be published and whether the information is available free of charge or on payment.
A copy is available from the school on request.

Strategic Equality Policy & Plan & Disability Access Plan

At Portfield School we intend to create an equal opportunities environment in which everyone is enabled to fulfil their potential and to feel pride in their personal identity. The school has a Strategic Equality Policy and Plan.

We are committed to supporting the achievements of each and every person in this school and to develop our pupils as learners, with dignity and self-respect. We are committed therefore to challenging racism, classism, sexism and discrimination based upon sexuality, special educational needs or perceived notions of ability or disability.

Destination of pupils over 16 years 2016

Most pupils opt to stay in school until the age of 19 years.
6 pupils – Pembrokeshire College (Yr 14)
3 pupils – Residential College (Yr 14)
2 pupils – Social Activity Centre (Yr 14)
1 pupil – Social Services package; 1 pupil – community placement
<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Telephone Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Doctor</td>
<td>01437 773857</td>
<td></td>
</tr>
<tr>
<td>School Nurse – Community Children’s Nurse</td>
<td>Anne-Marie Llewellyn</td>
<td>01437 762701 or 773850</td>
</tr>
<tr>
<td>Satellite Centre School Nurse</td>
<td>Jayne Phillips</td>
<td>01437 771378</td>
</tr>
<tr>
<td>Physiotherapy Dept.</td>
<td>Helen Clark, Nicky Cornish, Gina McNamara</td>
<td>01437 773261</td>
</tr>
<tr>
<td>Occupational Therapy Dept.</td>
<td>Aveline Woolf</td>
<td>01437 773052</td>
</tr>
<tr>
<td>Speech Therapy Department</td>
<td>Claire Celik</td>
<td>01437 773393</td>
</tr>
<tr>
<td>County Hall, Haverfordwest – Education Dept.</td>
<td></td>
<td>01437 764551</td>
</tr>
<tr>
<td>Educational Psychologist</td>
<td>Lucy Harrold</td>
<td>01437 775015</td>
</tr>
<tr>
<td>Principal Officer Services to Children</td>
<td></td>
<td>01437 764551</td>
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<tr>
<td>Social Services Department</td>
<td>Sue Young, Senior Social Worker</td>
<td>01437 776322</td>
</tr>
<tr>
<td>Pupil Support Officer</td>
<td>Christine Mathias</td>
<td>01437 765394</td>
</tr>
<tr>
<td>School Transport</td>
<td>Matthew Johns</td>
<td>01437 775222</td>
</tr>
<tr>
<td>Friends of Portfield School:-</td>
<td></td>
<td>01437 762701</td>
</tr>
<tr>
<td>Donna Lewis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Careers Wales West – Sian Gardner, Helen James</td>
<td></td>
<td>01239 622100</td>
</tr>
<tr>
<td>Barnardos Family Link</td>
<td>Deidre Connell</td>
<td>01646 687064</td>
</tr>
<tr>
<td>Advisory Teacher for Hearing Impaired</td>
<td>Catherine Scott</td>
<td>01437 776506</td>
</tr>
<tr>
<td>Action For Children</td>
<td></td>
<td>01437 761330</td>
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