



Melin Primary School



School Prospectus 2023/2024

**Information for Parents
School Year 2023-2024**

Melin Primary School
'Manners Makyth Man'



Infant Site
Herbert Road

Junior Site and main address
Mile End Row
Melincryddan
Neath
SA11 2ED

email: melinprimary@npt.school
website: melin-primary-school.j2bloggy.com
Twitter Feed: @melinprimary

Acting Headteacher and Designated Child Protection/LAC Officer:
Mrs. Danielle Harris BA (Hons) QTS, NPQH

**Acting Deputy Headteacher and Deputy Designated Child
Protection Officer:**
Mrs. Laura Jeremy Bsc(hons), PGCert (Prim Ed), PGDip

**Chair of Governing Body and Designated Child Protection
Governor:**
Mrs. Sandra Miller

Mission Statement

At Melin Primary School, we have high expectations that encourage good habits, promote ambition and positive attitudes to learning.

This will enable the children to grow to be literate, numerate, digitally competent and independent life-long learners.

They will be happy, healthy, safe and contribute creatively and ethically to their community, Wales and the world.



Background Information

Melin Primary School is a learning community of just over 250 pupils from Nursery to Year 6, teaching and support staff based on two sites in the Melincryddan area of Neath.

The first school in Melincryddan was built in 1873 on the area currently occupied by the Key Stage Two site on Mile End Row. In 1893 the Infant site was first built as a secondary school. It was extensively remodeled in 1978 to accommodate the infant children. The Infant Site building has been continually updated through the years. Both sites offer a light, spacious and airy learning environment which benefits all styles of learners.

The Melin Infant and Melin Junior schools amalgamated on September 1st 2016 to form Melin Primary School. Both the Infant and Junior schools enjoyed playing an active part in the life of the community. The primary is no different, keeping alive the traditions involving the community in the life of the school and playing a central role in the life of the community.



School Ethos

Early childhood is an important time in a child's life in which many of the habits and attitudes are formed that will stay with us for the rest of our lives. With this in mind, we have high expectations that encourage good habits and positive attitudes to learning that will enable the children to grow to be literate, numerate, digitally competent and creative life-long learners who are happy, safe and empowered within their community. They will have the skills to

succeed and the belief that they can do so, as many who have attended these schools before them have. We believe in creating a caring, nurturing environment that provides a welcome to parents and values them as co-educators of their child.



To do this, we have created an active learning curriculum, giving the children the widest possible range of experiences and the most enjoyment in their learning while developing their skills in readiness for them to move on to their secondary education at Cefn Saeson Comprehensive.

We aim to ensure that children and adults in this school:

- Work effectively together so that our pupils achieve the four purposes of the Curriculum for Wales;
- Are provided with first-hand practical learning experiences that encourage them to be independent and enthusiastic learners;
- Are able to develop as whole human beings where social, emotional spiritual, physical, and intellectual needs are fully met;
- Have equal opportunities to access the curriculum;
- Respect each other, their community and the world they live in;
- Are prepared to face the challenges of the future world, including technological and environmental issues;
- Have an informed and up-to-date picture of the progress that each child is making, being aware of and sharing their

individual strengths and areas for development;

- Encourage and support parents to have an active role in their child's education through purposeful feedback and high quality communication.

We warmly encourage potential pupils and their parents to come to our school to take an informal walk around to meet us before applying through the Local Education Authority to begin our partnership.

Danielle Harris
Acting Headteacher



School Organisation

Melin Primary School is an English medium primary which caters for children between the ages of three and eleven. Currently, there are eight full time classes and two part time nursery sessions, with 10 teaching and 14 support staff. There are at present 240 full time pupils on roll, and 32 part time nursery pupils.

Herbert Road (Infant Site)

Class Name	Teacher	Support Staff
Nursery/Reception	Mrs. L. Jeremy	Miss. K. Gilbert Mrs. J. Thorne Miss S. Williams Miss L. Prescott Miss. K. Knight Mrs. G. Brown Miss F. Evans Miss A. Hillier Miss. C. Harris
Reception/Year 1	Miss. O. Watkins	
Year 1	Mrs. A. Lewis	
Year 2	Miss. R. Stevens	

Mile End Row (Junior Site)

Class Name	Teacher	Support Staff
Year 3	Mrs. B. Burge	Miss. K. Gilbert Mrs. L. Grey Mrs. C. Davies Mrs. B. Pluck Mrs. L. Porter Mr. D. Wyson Miss A. Hale
Year 3/4	Mrs. S. Cooke	
Year 5/6	Miss D. Beer	
Year 6	Mrs. R. Davies	

Clerk: Mrs. Julie Brettle (part time) and Miss L. Findlay

School Bursar: Miss Bethany Radcliffe

Caretaker: Mr. Phillip Crompton

Organisation

Children are organised into mixed ability classes and taught by their class-teacher. Classes may contain one year group or be a mixture of two year groups, but with an age range of less than twelve months.

Each class is supported by a part-time teaching assistant and some children have additional help from support assistants.

Visiting the School

Should you wish to visit the school, please contact the school office to arrange a mutually convenient time to do so as we'd welcome the opportunity to show you around our school.

School Opening Times

Usually, the school opening hours are as follows:

Optional free breakfast club (both sites): 8.20 – 8.50 am
(last entry 8.30am)

Morning session (Herbert Road site): 8.50 am – 11.55 am

Morning session (Mile End Row site): 8:50 am – 12.00 pm

Lunch break (Herbert Road site): 11.55 am – 12.55 pm

Lunch break (Mile End Row site): 12.00 pm – 1.00 pm

Afternoon session (Herbert Road site): 12.55 pm – 3.15 pm

Afternoon session (Mile End Row site): 1.00 pm – 3.20 pm

During this time, children in Foundation Learning have 23 hours per week of teaching time and Key Stage Two children have 23.5 hours of teaching time. This excludes registration, statutory daily acts of worship, breaks and lunchtimes.

Nursery Sessions

Morning session: 8.45 am – 11.15 am

Afternoon: 12.40 am – 3.10 pm

School Security

The security and safety of the children while at school is vital. Children enter the school through a number of entrances which are then secured and remain so until the end of the day.

During the school day a single entry system is electronically operated via the school office on both sites and children who are late or who are being collected early can only enter and leave through this entrance. Should the door not be answered, please ring the school office as we do not have full time office staff on our sites.

During playtimes children are well supervised and playground gates are secured. There are a number of trained First Aiders on duty at all times during the school day, and all members of the

school adhere to the Health and Safety Policy, available for viewing from the school on request.

Regular health and safety checks are carried out by the school in conjunction with the Governing Body and external agencies throughout the year.



Safeguarding Information

The safety of the children in our care is of paramount importance and a number of steps have been taken to ensure that children are safe at all times during the day. It is the particular responsibility of the head teacher to ensure that all Child Protection procedures are followed correctly, and that all staff are trained appropriately to at least the required standard and that pupils have access to a curriculum that teaches them how to stay safe.

Each school site has members of staff who are trained as 'Designated Child Protection Officers', with the head teacher being the school Designated Child Protection Officer. Our Chair of Governors is the Designated Child Protection Governor.

Children who are 'Looked After' by the local authority are also the particular responsibility of the head teacher, who ensures that their educational achievement is promoted at all times.

The Child Protection and Safeguarding Policy, along with information about how to report your concerns, can be found on the school website.

Admissions

In accordance with the School Admission Code stated by the Welsh Government parents are able to express a preference for any school. Full details of Neath Port Talbot admission policy can be found in the

Information for Parent Handbook available from School and Family Support Team 01639 763600, along with a full school list and contact details.

All requests for admission to community schools must be approved by the Council. There are a limited number of admission forms available from the school office, and we are always happy to help with any queries. Additionally parents can contact the School Admission Team on 01639 763580 / 01639 763730 or admissions@npt.gov.uk.

Generally, pupils may enter the part-time nursery class on the day of their third birthday providing there is a space available. Pupils are admitted into full time education at the beginning of the school year in which they are five years old.



Home-School Agreement

Our home-school agreement seeks to strengthen the links between home and school, and parents are asked to sign this when children first enter full time school. We believe that pupils achieve more when home and school work in partnership.

The school will:

- ◇ Encourage children to do their best at all times.
- ◇ Provide a balanced, interesting and appropriate curriculum.
- ◇ Provide a caring, well-disciplined working environment.
- ◇ Set challenging targets for children to achieve.
- ◇ Keep parents informed of their children's progress, by meetings, reports and letters.
- ◇ Keep parents involved with the life of the school.
- ◇ Provide parents with a school prospectus prior to registration at the school.
- ◇ Ensure that the buildings are warm, welcoming, clean and safe.
- ◇ Give special help to pupils as needed.
- ◇ Set and mark homework regularly.
- ◇ Encourage children to take care of their surroundings and others around them.
- ◇ Teach your child to be as safe as possible in partnership with other organisations and agencies.

We ask that parents and carers:

- ◇ Ensure that their child attends school regularly and punctually.
- ◇ Provide a reason for absence on the morning of the absence.
- ◇ Ensure that their child is equipped for the day's work, e.g. PE kit, reading book, etc.
- ◇ Support the school's behaviour policy.
- ◇ Support the school's anti-bullying policy.
- ◇ Support the school's uniform policy.
- ◇ Support the school's acceptable internet use policy.
- ◇ Support their child with homework and other opportunities for home-learning.
- ◇ Attend meetings that involve their child.
- ◇ Make the school aware of any problems that might affect their child's behaviour or work.

We require pupils to:

- ◇ Keep the school uniform code.
- ◇ Attend the school regularly and punctually
- ◇ Keep our school rules and policies.

- ◇ Make every effort to produce classwork and homework to the best of their ability.
- ◇ Be caring and considerate of others.
- ◇ Have respect for their surroundings and keep themselves safe.
- ◇ Show commitment to special events organised for them.

Friends of Melin Primary School

All parents are automatically members of 'Friends of Melin Primary School' – a fundraising organisation, initially set up by the Infant School, to raise money for the school.

Fund raising activities including termly school discos, non-uniform days, Easter egg and cake sales and regular fairs ensure that the children are able to have 'extras' such as 'fun' trips and Christmas activities.

You are warmly invited to take part in the activities and we are always looking for volunteers to help out organising or helping out at events. Please see the school clerks for more information.



Homework

Homework is an important part of the learning process and can help parents take part in their child's education, allow children to extend their learning outside of school or reinforce skills developed in lessons.

The expectations of homework increase as your child moves through Melin Primary School.

Nursery to Year 2

Homework is set by the teacher and marked using a range of strategies including but not limited to by the teacher, a teaching assistant or peer marking. Tasks include:

Daily Do's

- Reading to an adult at home five days a week, and, for older children, regular reading to oneself. This should be recorded in the child's Reading Record book. Both books are expected to travel between home and school daily.
- Daily learning of spelling words, using the strategies and practice pages in the child's Spelling Journal. This book should also travel between home and school daily.
- Mathematical tasks such as learning number bonds and multiplication tables or investigations and problem solving from the 'Learn Its'.

Extended Tasks

- Research using books and/or the internet, to begin, or support a topic being studied in school.
- The collection or creation of data or artefacts for sharing in class activities.
- Learning of words for parts and/or songs for class assemblies and concerts.
- Learning of song words, if the child is a member of the school choir.
- Creative projects linked to the menu of activities within the Cornerstones ILP from pupils

Literacy homework in Nursery and Reception

Structured reading scheme book to develop reading skills. Will be expected to read at least three times in seven days each week. Sounds/spelling words will be given on a Monday and need to be completed nightly. Pupils understanding will be assessed informally through the teaching activities. In Reception, when the

teacher feels that the pupil is also ready emotionally, pupils will be tested in an informal supportive manner.

Numeracy homework in Nursery and Reception

Activities to develop number recognition will be given on a fortnightly basis on a Monday and needs to be completed, to a high standard given the age and abilities of the pupil, and returned on the following Monday. Summer term 'Learn It' activities to develop number skills which will be given on a Monday and assessed on a Friday. These move at the pace of the pupil.

Literacy homework in Year 1 and 2

Structured reading scheme book to develop reading skills. Will be expected to read at least three times in seven days each week. Spelling words will be given on a Monday and need to be completed nightly. They will be tested on a Friday.

An extended piece of homework will be given on a fortnightly basis on a Monday and needs to be completed, to a high standard given the age and ability of the pupil, and returned on the following Monday. This element of literacy homework will not be given when a Cornerstones homework section is active.

Numeracy homework in Year 1 and 2

'Learn It' activities to develop number skills which will be given on a Monday and assessed on a Friday. These move at the pace of the pupil.

An extended piece of homework will be given on a fortnightly basis on a Monday and needs to be completed, to a high standard given the age and ability of the pupil, and returned on the following Monday. This element of numeracy homework will not be given when a Cornerstones homework section is active.

Cornerstones homework in Year 1 and 2

A 'menu' of homework will be given to the children that links in with their Cornerstones topic. It will develop their creative, literacy, numeracy and ICT skills, depending on which activities they choose. The children will be expected to complete at least 2 activities to a high standard given the age and ability of the pupils from the menu over a 6 week period. Pupils may choose from the menu, or may choose to learn about something of their own choice within the theme of the project and present their learning in any way that they wish. The literacy and numeracy homework listed above will not be given whilst Cornerstone homework is set.

Year 3 to Year 6

Homework is set by the teacher and marked using a range of strategies including but not limited to by the teacher, a teaching assistant or peer marking. Tasks include:

Daily Do's

- Reading to an adult at home five days a week, and, for older children, regular reading to oneself. This should be recorded in the child's Reading Record book. Both books are expected to travel between home and school daily.
- Daily learning of spelling words, using the strategies and practice pages in the child's Spelling Journal. This book should also travel between home and school daily.
- Mathematical tasks such as learning number bonds and multiplication tables or investigations and problem solving from the 'Learn Its'.

Extended Tasks

- Research using books and/or the internet, to begin, or support a topic being studied in school.
- The collection or creation of data or artefacts for sharing in class activities.
- Learning of words for parts and/or songs for class assemblies and concerts.
- Learning of song words, if the child is a member of the school choir.
- Creative projects linked to the menu of activities within the Cornerstones ILP from pupils may choose what to learn.

Literacy homework in Years 3 to 6

Structured reading scheme book to develop reading skills. Will be expected to read five times in seven days each week.

Spelling words will be given on a Monday and need to be completed nightly. They will be tested on a Friday.

Homework will be given on a fortnightly basis on a Monday and needs to be completed, to a high standard given the age and ability of the pupil, and returned on the following Monday. If the activity takes longer, pupils will be requested to bring in their work so far to show the teacher. This element of literacy homework will not be given when a Cornerstones homework section is active.

Numeracy homework in Years 3 to 6

'Learn It' activities to develop number skills which will be given on a Monday and assessed on a Friday. These move at the pace of the pupil.

Homework will be given on a fortnightly basis on a Monday and needs to be completed, to a high standard given the age and ability of the pupil, and returned on the following Monday. If the activity takes longer, pupils will be requested to bring in their work so far to show the teacher. This element of numeracy homework will not be given when a Cornerstones homework section is active.

Cornerstones homework in Years 3 to 6

A 'menu' of homework will be given to the children that links in with their Cornerstones topic. It will develop their creative, literacy, numeracy and ICT skills, depending on which activities they choose. The children will be expected to complete at least 2 activities to a high standard given the age and ability of the pupils from the menu over a 6 week period. Pupils may choose from the menu, or may choose to learn about something of their own choice within the theme of the project and present their learning in any way that they wish. The literacy and numeracy homework listed above will not be given whilst Cornerstone homework is set.

Other homework

Occasionally, homework may be given to create entries for either internal or external competitions. These should be completed by the date set by the teacher.

Support for Children and Families

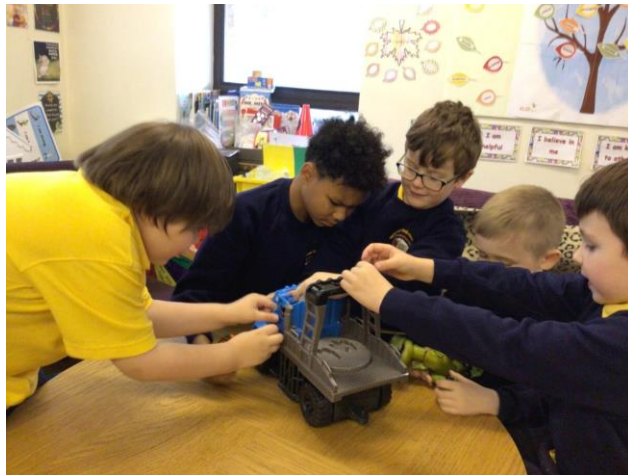
The school aims to support the child and family in encouraging an effective homework routine. This is done through the following:

- The regular loan of books to take home; both reading scheme books and school library books.
- An individual Reading Record book to take home daily.
- An individual Spelling Journal to take home daily.
- Access to Hwb including the use of online communication and presentation tools and information sources such as Encyclopedia Britannica.
- The purchase of book bags for the safe carrying of homework books between home and school.
- Access in Key Stage Two to the '12.30 Club' in which pupils can access support for learning with their literacy and numeracy homework activities.

Involvement of Parents/Carers

It is essential that parental support is given for homework to be most effective. This can include:

- Providing time, space and resources to facilitate the completion of homework.
- Helping the child to organise his/her time to complete homework and organise his/her belongings to bring to school the following day.
- Listening to reading, sharing with reading and making a comment in the Reading Record.
- Checking presentation of work and completion of task.
- Checking work which is to be learnt.
- Providing encouragement and support, e.g. when researching topics, collecting data.
- Ensuring that children have received and completed their homework to maximise their learning potential.



Good attendance and punctuality is essential to good progress. Research shows that children with good attendance levels make better and faster progress than those with poor attendance. As a school we are committed to ensuring that good attendance and punctuality are a high priority for all our pupils and parents/carers.

The school operates a First Day Response system which means that parents will be contacted by our Education Welfare Officer (EWO) if their child is not in school and the school has not been informed that the child is absent. We therefore urge parents to contact the school by 9.30 am if their child is unwell or absent for any other reason, and to keep the school informed if the absence is extended. This can be done by leaving a voicemail or emailing the school.

Children who are repeatedly late often fall behind their classmates as they often miss vital information. In certain circumstances the

EWO may also be asked to call on parents to help work with them to improve punctuality.

School Uniform

The wearing of school uniform is actively encouraged throughout the school, and can help the children feel a sense of belonging and a part of the larger school community.

The school uniform consists of a navy school sweatshirt, golden yellow polo shirt and navy trousers/joggers or skirt/pinafore. During the summer blue gingham dresses, or navy shorts with a school polo shirt can also be worn. Uniform is available to order from our uniform partners. More information will be provided on uniform on admission to the school.

The uniform is deliberately chosen to be hardwearing and practical – children are encouraged to explore and to play freely. As a result their clothes need to be suitable for the purpose – designer clothing or items that do not wash well should not be worn, clothing with difficult buckles or fastenings will hinder children who are learning to dress themselves. Shoes with heels or open-toed sandals are not appropriate for children using outdoor equipment and can be dangerous.

In addition, parents are asked to remember that their children will have outdoor playtimes all through the year and should make sure that children have appropriate outer wear. During the colder months children should always have a warm coat in school, with a hat and gloves if necessary.

During the summer children are likely to spend a lot of time outside and should never come to school wearing clothes that could expose delicate areas of skin to the sun, for example vest tops, strappy dresses etc.

Children should also be provided with a suitable sun hat to protect their heads and should wear appropriately strong sun cream.

Please make sure your child is suitably dressed and that all clothes are labelled clearly with your child's name.

Jewellery

All of the children will be very active during their time spent in school and as such wearing jewellery is discouraged. Small studs

may be worn but please do not allow your child to wear hooped or 'dangly' earrings, bracelets, necklaces or rings to school. Staff will not be responsible for any losses or for any accidents that occur due to the wearing of jewellery to school. **All** jewellery should be removed for PE lessons.

Our Curriculum

At Melin Primary School, we have high expectations that encourage good habits, promote ambition and positive attitudes to learning. This will enable the children to grow to be literate, numerate, digitally competent and independent life-long learners. They will be happy, healthy, safe and contribute creatively and ethically to their community, Wales and the world. To enable us to meet these aims, we have consulted with parents, carers and most importantly our children to find out what our children need in our Melin Primary School curriculum. This has been done through parental questionnaires, school council meetings and assemblies and staff development sessions.

Our curriculum is constructed to meet the requirements of the four purposes with learning opportunities carefully constructed to give pupils the opportunities to develop the skills, knowledge and experiences they need through purposeful themes and real-life contexts which develop pupils who can use their thinking skills to analyse, evaluate and create in different contexts when required.

The 'what matters' statements from the Areas of Learning and Experience have been carefully considered and, through our adapted Cornerstones curriculum, learning opportunities have been identified to provide meaningful learning activities which require the pupils to engage, develop, innovate and express their learning and understanding towards these statements.

Learners progress within our curriculum by building on what they know and can do, by adding to and changing their knowledge, skills, capacities, dispositions and values, or by applying them in more complex situations.

In Melin Primary School, we characterise learning progressions as:

- developing the knowledge and skills specified in a planned curriculum, such as those in mathematics, science, or the arts;
- more broadly, developing the capacity to think about and explain what has been learned or apply this learning in new ways to other parts of the curriculum or to life outside school; and

- even more broadly, developing personal attributes for learning, such as ecological and cultural awareness, commitment, self-regulation, collaboration and independence.

Pupils will be given effective feedback and time to act on the feedback given so that they have a clear idea of what they need to do to improve. This will be achieved through regular and consistent use of success criteria, formative assessment for learning techniques and the use of longer-term targets for literacy, numeracy and wellbeing. A range of assessments will be used by teachers, both summative and formative, to record and evidence the pupils are making and to indicate where they need to go next on their learning journey.

The curriculum will be kept under review by the Governors and school leaders to ensure it meets the aims intended. We will engage with parents and children every two years as part of a planned self-evaluation timetable to review what we need more of, or less of in our curriculum. Any changes will be made in consultation with stakeholders.



School visits to places of interest that support the themes children are studying take place as often as possible, ensuring that children benefit from a wide range of experiences. Additionally, we often welcome visitors into school that can enhance the children's understanding and enjoyment of a class theme.

Our curriculum is constructed on a rich spine of literacy and numeracy opportunities. We aim to introduce the children to the widest range of memorable experiences, both inside and outside of the classroom. Therefore, visits to places of interest and visitors - such as a Tudor Wisewoman or a theatre company - form an integral part of a topic and are often used as a starting point for the study as 'memorable experiences'. Literacy and Numeracy skills are taught, then applied independently by the learners who are encouraged to reflect on advice given on how to improve their work. They are then empowered to do so.

We believe that children learn by doing and discussing. The thematic approach to learning enables teachers to employ a variety of teaching styles to encompass the many learning styles that children possess.

Each child is given the opportunity to express him/herself creatively in a variety of media. Achievement is celebrated through careful display of children's work and through reward opportunities.

Religion Values and Ethics (RVE)

Religion Values and Ethics (RVE) Education is a compulsory element within the curriculum through the Humanities Area of Learning and Experience and is based on the Agreed Syllabus for Wales. The main emphasis is on Christianity, however the children also learn about other major world faiths.

Every day the children take part in assembly, based on moral, historical or spiritual themes, supplemented by visitors from local churches throughout the year. This assembly has an act of collective worship.

Due to Welsh Government legislation, parents do not have the right to withdraw their child from RE should contact the Headteacher to discuss any concerns that they may have.

Use of the Welsh Language

We are proud to have been awarded the Bronze Siarter Iaith award in recognition of our commitment to Welsh language and culture. In addition to Welsh being taught as a second language, the use of everyday Welsh is encouraged amongst children and staff.

An ethos which celebrates the culture and heritage of Wales is promoted within the school. Welsh artists, musicians, poets, writers, sportspersons and celebrities, are identified in the subject schemes of work.

Likewise, the history and geography of Wales is studied, usually at first-hand, through planned themes. Welsh hymns and songs, as well as traditional dances, are sung and performed in assembly or concerts.

Sport

We aim to develop in our children a positive attitude to Physical Education and all children take part in P.E. lessons. The children learn dance, gymnastics, outdoor/adventurous and games skills at specified times through the year, gaining skills and confidence as they progress through the primary school. Children are taught to swim during Years 5 and Year 6 of the Key Stage Two curriculum.

After school clubs include gymnastics, Zumba and sports. The teaching of Physical Education is supplemented by the use of 'experts' such as coaches from the Ospreys (rugby) and Swansea City AFC (soccer).

We are fortunate to have two large halls for indoor sports use, as well as three hard surface yards and use is made of Cefn Saeson's facilities during cluster sporting activities.

After School Clubs

All children have the opportunity to sign up to attend one of the many After School Clubs that are available through the school year on both of our sites. Here, they can experience activities that promote well-being and give access to a broad range of areas of learning including art, drama, sports, dance and digital media.

Relationships and Sexuality Education (RSE)

Relationships and sexuality education is taught as part of the curriculum through appropriate learning activities following guidance from the local Health Board and Local Education Authority, with information given as appropriate to the children's

age and development. Children's questions are dealt with sensitively and accurately.

Year 6 children are given direct instruction regarding puberty, by the school nurse and the class-teacher, with the use of a DVD and commercially produced books and texts.

The teaching is delivered in single-sex groups, but both groups receive the same information. All topics are based on the idea of the family as the main unit for caring relationships and reproduction.

Currently, the Welsh Government has removed the right of parents to withdraw their children from all or part of the sex education curriculum provided by the school. If parents have questions or concerns, they should contact the Headteacher.



Equal Opportunities

Melin Primary School operates an Equal Opportunity Policy for all its pupils and staff. We recognise the uniqueness of each individual and value the contribution of every person to the school and the wider community.

We are opposed to discrimination on the grounds of race, gender, disability or ability. Please ask at the school for a copy of the Equal Opportunities policy, our Strategic Equality Plan or view both on our website.



Additional Learning Needs

The school is currently in a period of transition, moving from the Special Education Needs (SEN) system to the Additional Learning Needs (ALN) system. Mandatory cohorts are moving across to the new system in line with the plans laid out by the Additional Learning Needs Co-ordinators (ALNCOs)

The new statutory framework is underpinned by the following key principles and aims:

- **A rights-based approach** where the views, wishes and feelings of the child, young person and their parents / carers are central to the planning and provision of support; and the child, young person and their parents / carers are enabled to participate as fully as possible in the decision-making processes. This will be achieved through the implementation of Person-Centred Practice (PCP) within Melin Primary School.
- **Early identification, intervention and effective transition planning** where needs are identified and provision put in

place at the earliest opportunity during their time here with us.

- **Collaboration** where services work together to ensure ALN are identified early, and appropriate co-ordinated support is put in place to enable children and young people to achieve positive expectations, experiences and outcomes. We achieve this through highly effective links with Health, previous education providers and an inclusive admissions process to our school.
- **Inclusive education** which supports full participation in mainstream education, wherever feasible, and a whole setting approach within the school to meet the needs of children and young people with ALN.

The ALN system within the school is supported by a person-centred process of collaboration and co-production, which facilitates discussion about needs, outcomes and provision, with disputes and disagreements avoided, or resolved at an early stage.

We believe that teachers should teach all children in a positive, inclusive environment, ensuring that every learner feels valued, respected, nurtured and has a sense of belonging. Within our school, there is a shared understanding that children will progress at different rates and, as a result, there cannot be a 'one size fits all' approach to teaching or for expectations of learning. This means that every child, no matter what their barrier to learning is, has equal access to opportunities to succeed and make progress in their learning.

For most children, their needs will be met through school, utilising Inclusive Learning Provision (ILP). This includes high quality teaching and learning opportunities, differentiation and standard targeted interventions. Where ALN is identified that requires Additional Learning Provision (ALP) an Individual Development Plan (IDP) will be put in place. Again for most pupils, this IDP will be maintained by the school.

However, in some cases, the needs of the children will be over and above what could be reasonably expected to be provided by school, and the Local Authority will adopt the IDP.

The school's Additional Learning Needs policy is available for viewing on request and available electronically on the school website.

Pupils with disabilities

The school has an Accessibility Plan. Pupils with disabilities are given every opportunity to be fully involved in all aspects of school life and have full access to the curriculum. In addition, the school benefits from strong links with the community Health Visitors, specialist support teams from the Local Authority and the school nurse provides advice and support where necessary.

Parents of children with disabilities are welcome to visit the school with their children to discuss admission arrangements and see the provision on offer.

Transition

When the children enter Melin Primary School in Nursery, they start on our Herbert Road Infant site. This site has been specially developed, during the time as an Infant school, to meet the needs of the pupils through an Early Years curriculum. At the end of each academic year, the children will spend a few days with their new class teacher to support planning to meet their needs in the following September.

Children move down to our Mile End Row Junior Site at a time which is dependent on the class structure of the school. This is usually in either Year 2 or Year 3. We aim to make the transition between sites as easy for both the children and the parents as possible. Tours of the Mile End Row Junior Site building for future Year Two/Year Three parents will be conducted in the Summer Term to show you your child's new learning environment.



Charging and Remissions

At certain times through the year, parents will be asked to make voluntary contribute towards the cost of educational visits, which form part of the provision of a broad and balanced curriculum.

Wherever possible the school will endeavour to subsidise such visits through fund raising and will strive to keep visits as affordable as possible.

In the event of a parent/carer being unable or unwilling to make a contribution then the child will not be excluded from attending a curriculum event, as long as sufficient contributions have been received to ensure the costs of the visit can be met.

Complaints About the Curriculum

Any parental concerns about the curriculum offered by the school can be addressed to the Governing Body or the Local Education Authority, or both, under Section 409 of the Education Act 1996.

Details of the arrangements for expressing such concerns, or any other complaints, are available from the school or the Complaints Policy can be viewed on the school's website.

Pupil Voice

The voices of the children of Melin Primary School are clearly heard, listened to and acted upon. We have a firmly established Eco-Committee, School Council and Ambassadors for the Children's Commissioner for Wales.

When reviewing our curriculum, Listening to Learners is an essential part, involving staff, governors and the children themselves.

The children take part in the appointment process of all members of school staff. The actively encouraged to only accept the best for their school, as they deserve only the best from their time with us in Melin Primary School.

Freedom of Information Act

The Freedom of Information Act 2000, requires all publicly funded bodies, including schools, to be clear about the information they publish. Governors have produced a publication scheme setting out all the information we publish on a regular basis and where to find it. The publication scheme is available from the school office.

Melin Primary School Houses

On entry to the primary school, pupils and staff are allocated to houses. In the spirit of aiming for high standards of achievement, house points can be gained for a range of achievements and celebrated accordingly. Our houses compete against each other in sports day and in other competitions throughout the school year. Cups are able to won by the winning house which are proudly displayed in the house colours.

Eaglesbush Yellow	Flowers Red	Mackworth Blue	Millands Green
The Eaglesbush Valley on the outskirts of Melin contains the Cryddan Brook. This brook once served a mill at the bottom of the valley. The brook is ducted under the Old Road and Briton Ferry Road, eventually	Mr Flowers, of Flowers and Leach, was an industrialist and benefactor of the first Melin School of 1873. Mr Flowers used the motto of Winchester College (a public School which his son attended) for Melin School.	Sir Humphrey Mackworth was an industrialist who mined coal from Melin and the Eaglesbush Valley, for use in his mills at the Gnoll. Various roads and streets in Melin are named after members of	Millands is an area in Melin, running alongside the River Neath. This area was once the industrial heart- land of Neath with many heavy industries. The Hollywood actor Ray Milland, born in Melin, took his stage

reaching the River Neath. The brook gives the name to Melin-cryddan.

the Mackworth family.

name from this area.

Summary of Foundation Phase and National Curriculum Assessments

The requirement for schools to report on the end of Foundation Phase and end of Key Stage Two results has been removed temporarily during the COVID 19 epidemic.



School Holidays 2023/24

School is closed on Friday 1st and Monday 4th of September for planning and preparation days.

New nursery pupils will have their start dated confirmed by the school.

Period	Dates
Autumn Term 1	Friday, 1 September to Friday, 27 October
Autumn Half Term	Monday, 30 October to Friday, 3 November
Autumn Term 2	Monday, 6 November to Friday, 22 December
Christmas Holiday	Monday, 25 December to Friday, 5 January
Spring Term 1	Monday, 8 January to Friday, 9 February
Spring Half Term	Monday, 12 February to Friday, 16 February
Spring Term 2	Monday, 19 February to Friday, 22 March
Easter Holiday	Monday, 25 March to Friday, 5 April
Summer Term 1	Monday, 8 April to Friday, 24 May
Summer Half Term	Monday, 27 May to Friday, 31 May
Summer Term 2	Monday, 3 June to Friday, 19 July

Bank Holidays

- The school will be closed for all bank holidays
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Inset Days

- Friday 1st September 2023
- Monday 4th September 2023
- Monday 6th November 2022
- Friday 22nd December 2023