



Park Lane School Prospectus

Imagine Believe Achieve



2025

Park Lane School, Park Lane,
Trecynon, Aberdare, CF44 8HN

Admin@parklanespecial.rctcbc.cymru

01685 874489

www.parklaneschool.uk

Croeso!



Simon Type
Headteacher

Welcome to Park Lane.

It gives me great pleasure to introduce you to our school along with the wonderful pupils and staff, that makes it a happy, bustling place where all our learners grow. Park Lane serves the Cynon Valley catering for pupils aged 4-19 with a diverse range of ability and needs.

We at Park Lane provide a caring and nurturing environment where all our pupils develop into individuals who are happy, confident, creative and well informed. Providing a safe, secure environment that is person-centred and building strong relationships and trust are essential ingredients within our school.

Our committed and dedicated staff team aims to provide the best provision for all our learners, supported by extensive professional learning opportunities. We aim to ensure that Park Lane is a learning organisation for all, supporting pupils, staff, governors and parents to reach their full potential.

We aim to ensure all children develop a love of learning supported by caring inspirational staff. High expectations and aspirations challenge pupils and staff to be the best version of themselves. Our school motto of "Imagine, Believe, Achieve" supports this, as we prepare our pupils for the next stage of their lives, whatever that may look like. Our experience rich curriculum offered to the pupils on a day to day basis, is a key factor as we build a curriculum that we believe our pupils deserve.

We have an open door policy at Park Lane so please do not hesitate to contact the school if you require any further information.



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School Information

Park Lane Special School is a Local Education Authority Maintained Community Day School, which educates pupils with severe learning difficulties.

Age range of pupils > 3 - 19 years old

Pupils on roll September 2024 > 147

Headteacher > Simon Type

Senior Assistant Headteacher > Diane Llewellyn

Assistant Headteacher > Megan Gosling

Chair of Governors > Rebecca Demery

Contact Details

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Fax > 01685 883207

Email > Admin@parklanespecial.rctcbc.cymru

Address > Park Lane, Trecynon, Aberdare, RCT. CF44 8HN

Vision & Values



Our vision at Park Lane is to provide a caring and nurturing environment where all our pupils develop into individuals who are happy, confident, creative and well informed. Providing a safe secure environment which is person-centered building strong relationships and trust are essential ingredients within our school, driven by our moto of:

IMAGINE BELIEVE ACHIEVE

Values

- 1 Grow to be **Independent**.
- 2 **Opportunity** to Thrive.
- 3 **Respect** for one another.
- 4 **Wellbeing** for all.
- 5 **Confidence** to be who I am.



Grow to be Independent

Grow to be Independent is at the heart of our vision. We believe every child deserves the opportunity to develop life skills, confidence, and a sense of autonomy at their own pace. Through tailored learning, caring support, and real-world experiences, we empower our students to make choices, solve problems, and prepare for adulthood with dignity and self-assurance. Our commitment is to nurture each individual's journey toward independence, however that may look for them.

Opportunity to Thrive

Opportunity to Thrive reflects our commitment to nurturing every learner's emotional and social development. Inspired by the Thrive Approach, we create a safe, relational environment where children feel secure, supported, and ready to learn. Using evidence-based strategies and personalised action plans, we help pupils build resilience, improve wellbeing, and overcome barriers to learning—so they can flourish both in school and in life.

Respect for one another

Respect for One Another At our school, we foster a warm and inclusive environment where every individual is valued. We teach our pupils to understand and appreciate differences, encouraging kindness, empathy, and cooperation in all aspects of school life. Respect is woven into our daily routines—whether through thoughtful communication, shared responsibilities, or celebrating each other's achievements—ensuring every member of our community feels safe, heard, and empowered to thrive.

Wellbeing for all

Wellbeing for All is the foundation of our school community. We are committed to creating a warm, inclusive environment where every learner—and the adults around them—feel valued, supported and empowered. Our dedicated Pupil Support Team works closely with pupils, families and staff to ensure that individual needs are met with compassion and expertise. Learners benefit from enhanced Physiotherapy provision, as well as regular input from Speech and Language Therapy, Occupational Therapy and Music Therapy. Together, we foster a nurturing setting where confidence, independence and a deep sense of belonging can grow.

Confidence to be who I am

Confidence to Be Who I Am At our school, we nurture every pupil's confidence to embrace their individuality. Through a supportive, respectful, and creative environment, we empower each child and young person to discover their voice, celebrate their uniqueness, and develop the self-belief to thrive both in and beyond the classroom. We also foster a deep sense of belonging in Welsh culture—honouring our language, traditions, and community spirit. Pupils are encouraged to explore their identity within the richness of Welsh heritage, helping them feel proud of who they are and where they come from.



Imagine Believe Achieve



Home School Agreement

When your child starts at Park Lane School, you will be asked to complete a home-school agreement. This is an agreement between you and the school, showing how we can all work together for the best interests of your child. The home-school agreement has been adopted by the governing body of the school. We will work together through collaboration and honesty to ensure your child is provided with a range of exciting opportunities in a safe environment. The details of the home-school agreement by the parents and carers are as follows:

The school will make a commitment to:

1. Work collaboratively with the pupil, yourselves and all professionals to ensure they receive the best education possible.
2. Provide a safe, well-ordered, happy and caring environment. (enriched, opportunities)
3. Have clear aims and learning objectives for all pupils.
4. Demonstrate that each and every child in our school is valued as an individual.
5. Arrange meetings with you to discuss progress and be available to discuss any concerns you might have (phone calls, or face to face).
6. Keep you informed about school activities through , Seesaw, texts and phone calls.
7. Enrich the child's education through a comprehensive range of educational visits and links with the community and industry.
8. Support your child in any transition they face e.g. internally , to college, residential or another school setting.

As parents/carers I/we understand:

1. Home and school will work collaboratively to ensure the pupil receives the best possible education
2. I/We will attend, if possible, our child's PCP Meeting, Parents Evening or any other meetings the school deem it necessary to call.
3. I/We will make every effort to get involved in my child's life at school.
4. My/Our child will attend school regularly and be on time for their home/school transport.
5. I/We will inform the school at the earliest convenience if my child is absent due to illness or for any other reason. I/we can do this by telephoning the school or via Seesaw.

Governing Body



Under the 1988 Education reform Act, the Governors take an important role in the running of the school. Our Governors have responsibility for the content of the curriculum, particularly with regard to sex education, the appointment of staff and control of the school finances.

| | | |
|-------------------------------------|---|----------------|
| Chair of Governors | ➤ | Rebecca Demery |
| Community & Safeguarding | ➤ | Stevie Pyne |
| Parent | ➤ | Rhian Smith |
| Parent | ➤ | Karla Davies |
| Community | ➤ | Glynis James |
| Staff | ➤ | Janet Lewis |
| Headteacher | ➤ | Simon Type |
| Teacher | ➤ | Fiona Sherif |

Staff Structure



Simon Type

Headteacher



Diane Llewellyn

Senior Assistant Headteacher



Megan Gosling

Assistant Headteacher



Rhian James

Middle Leadership -
ALNCO



Hannah Watkins

Middle Leadership -
Pupil Support



Nicola Davies

Middle Leadership -
Head of Secondary



Sophie Richards

Middle Leadership -
Head of Primary



TEACHERS

Bethan Thomas
Carly Coston
Catlin Jehu
Dawn Williams
Fiona Sherif
Hannah Watkins
Heather Williams
Katrin Thomas
Megan Gosling
Melissa Grisley
Michelle James
Nicola Davies
Rhian James
Sophie Richards
Tom Lawthom

APPRENTICES

Charlotte Venn
Darcy Morgan

HLTAs

Aimee Clayton
Julie Taylor
Kelly Phillips
Kirstie Jones
Leigha Jones

SUPPORT STAFF

Amy Straczek
Alisha Rawlings
Annette Lewis
Bethan Avey
Chloe Gilbert
Claire Llewellyn
Daniel Waters
David Brake
Elinor Barlow
Ellie Dixon
Emma Locke
Hannah Jones
Holly Morris
Jackie Keenan
Jamie Nott
Janet Lewis
Joanna Jones
Karen Davies
Kate Davis
Kate Paul

OFFICE STAFF

Anna Murphy
Deanah Haines
Rachel Venn

Kelly Needs
Kimberley Crisp
Kori Davies
Leah Evans
Leanne Clement-Williams
Lisa Broome
Louis Jones
Lowri Owens
Lucy Jones
Lucy Reeves
Matt Pawan
Molly Francis
Natalie Phillips
Ozlem Riley
Pamela Moore
Rebecca Weeks
Rebekkah Howells
Samantha Morgans
Sarah Pope
Shauna Rivers

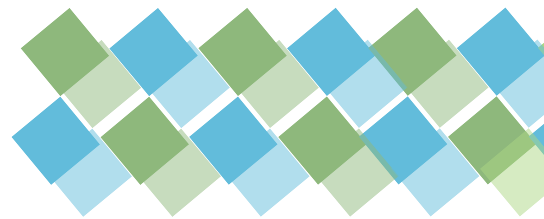
CARETAKER

Thomas Clayton

SCHOOL NURSE

Kate Scorey

The School Day



School Day

The times in the school day differ for pupils in the primary and secondary department. However the beginning and end of the school day is the same for all pupils.

Times in the school day are as follows:

| | Time |
|----------------------------|---------------|
| Start of School Day | 08:50 am |
| Break time | 10.30 am |
| Dinner time | 12:00-1:00 pm |
| End of School Day | 3:00 pm |

Admissions

Admission to the school is by the Access and Inclusion Panel of the Local Authority. The panel includes: The Head of Service, System Leaders, Educational Psychologist and Head teacher representation where necessary. Following assessment of pupils, the Panel will identify Park Lane School as the most appropriate provision. Parents will then be notified and will have the opportunity to accept the place for the child.

Once a place has been accepted, school will work closely with the families to ensure a smooth and successful transition. This could include several visits at different times of the day, transition books with photos, meetings with the class teacher to develop One Page Profiles and health meetings with our onsite school nurse Kate Scorey.



Charging and Remissions

Educational visits/activities covering all aspects of the curriculum are organised to take place largely during school hours and involve all pupils. Events will sometimes be dependent on the schools' ability to attract adequate voluntary contributions to fund such projects. No child will be excluded from an activity simply on the basis of a non-contribution.

Safeguarding



Diane Llewellyn
Designated Safeguarding Lead



Simon Type
Deputy Safeguarding Lead



Megan Gosling
Deputy Safeguarding Lead

Park Lane School has, as its priority, the protection and wellbeing of all pupils in the school.

Diane Llewellyn has overall responsibility for safeguarding matters, and acts as a source of advice and support to other school staff.

All staff receive safeguarding training, at an appropriate level on an annual basis. All visitors to the school are required to sign in on the iPad at Reception where they are informed and must accept that they are aware of the safeguarding leads within the school. Our school also has a nominated safeguarding governor, Stevie Pyne, who is responsible for ensuring the school's child protection policy is in place and consistent with the All Wales Child Protection Procedures (2002), which all staff must follow where there are concerns or suspicions of child abuse.

If we receive information about a child, which suggests that they could be at risk, we have a duty to refer these concerns to the social services department or the police without delay. We have no discretion in this matter. This is clearly stated in our safeguarding policy.

Our first concern as a school is your child's welfare and where we have general concerns these will be raised with you, and we would want to work with you to remedy the situation. However, there may be concerns, as listed above, where we would have to talk to other agencies before we contact you. Should this be necessary, we want to reassure you that any concerns we have about your child will then be fully discussed with you in a way which is consistent with your child's best interest.

A copy of the school's safeguarding policy is on our website. If you wish a paper copy, then this is available on request from the school office.

Children and Young People Looked After

Our designated teacher for CLA is Rhian James, and she is available to support pupils and carers with the transition into school and during their time here.

Our Curriculum

Our curriculum at Park Lane is continually evolving to meet the individual needs of all our learners. It focusses on delivering a broad range of skills across all Areas of Learning and Experiences (AoLEs) in a way that is meaningful to pupils from 3 to 16 and beyond.

These are:

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

Our curriculum takes a thematic approach over a 4-year cycle. At Park Lane, pupil voice is essential to creating meaningful learning experiences. When developing the topics that would be included in this cycle, learners were involved in deciding what would be included.

AUTUMN

SPRING

SUMMER

Year
1

Food - AoLE focus - Health and Wellbeing

Foundation Phase - Colours on my plate
Key Stage 2 - Ready, steady cook!
Key Stage 3 - Field to fork
Key Stage 4/5 - MasterChef

Home and away - AoLE focus - Humanities

Foundation Phase - Our big world
Key Stage 2 - Travelling tales
Key Stage 3 - Race across the world
Key Stage 4/5 - Local and global

Animals - AoLE focus - Science & Technology

Foundation Phase - Spots and stripes
Key Stage 2 - At the zoo
Key Stage 3 - All creatures great and small
Key Stage 4/5 - Happy habitat

Year
2

Celebrations - AoLE focus - Expressive Arts

Foundation Phase - All that glitters
Key Stage 2 - Let's celebrate
Key Stage 3 - Festival of the senses
Key Stage 4/5 - Celebration

People who inspire us - AoLE focus - Health and Wellbeing

Foundation Phase - I am a superhero
Key Stage 2 - Emergency heroes
Key Stage 3 - Inspire us
Key Stage 4/5 - Inspirational

Water - AoLE focus - Humanities

Foundation Phase - Splish, splash
Key Stage 2 - Land ahoy!
Key Stage 3 - The big blue
Key Stage 4/5 - Clean water

Year
3

Space - AoLE focus - Science & Technology

Foundation Phase - To infinity and beyond
Key Stage 2 - Blast off
Key Stage 3 - Solar system superstars
Key Stage 4/5 - Let's gravitate

Animation- AoLE focus - Expressive Arts

Foundation Phase - Cartoon capers
Key Stage 2 - Picture this
Key Stage 3 - Life through the lens
Key Stage 4/5 - Silver screen

Sports - AoLE focus - Health and Wellbeing

Foundation Phase - Everyone can play
Key Stage 2 - Ready, steady, go!
Key Stage 3 - We are the champions
Key Stage 4/5 - Olympic dreams

Year
4

Hiraeth - AoLE focus - Humanities

Foundation Phase - Wishes and wans
Key Stage 2 - Towers, tunnels and turrets
Key Stage 3 - Yma o hyd
Key Stage 4/5 - Cynefin

Games - AoLE focus - Science & Technology

Foundation Phase - Let's play
Key Stage 2 - Toy shop
Key Stage 3 - Game on!
Key Stage 4/5 - Computers and me

Fun and frolic - AoLE focus - Expressive Arts

Foundation Phase - Fun at the fair
Key Stage 2 - Carnival
Key Stage 3 - Life is a rollercoaster
Key Stage 4/5 - Festival fun

Topics are adapted for each age range so that pupils have opportunities to revisit themes at different stages of their lives as they move through the school.

The Thrive philosophy is a key component to supporting all learners ensuring they feel safe, secure and have their needs met daily so that they are able to reach their full potential.

Our curriculum aims to be person-centred, offering bespoke opportunities and rich learning experiences for all pupils whilst acting as a vehicle for developing each learners' individual targets and focussing on what matters for our learners now and in the future.


The Curriculum for Wales guidance sets out:

- the proposed curriculum requirements set out in legislation for all learners aged 3 to 16, to ensure all schools cover the same core learning and to secure a consistency of approach for learners across Wales.
- guidelines for schools in developing their curricula.
- expectations around assessment arrangements to support learner progression.





The purpose of every school's curriculum will be to support our children and young people to be:





- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society






The Four Purposes have been adapted into our "I can..." statements at Park Lane to make them more accessible for our pupils and to support in developing a shared understanding.












PARK LANE SCHOOL
Imagine Believe Achieve





 I know  who to talk to
 when I  feel unsafe.




 I can  move my body and
 know  exercise is important.





 I know  that we
 can  have  different beliefs.




 I can  make safe
 and  healthy choices




    
Healthy, confident individuals at Park Lane


 I can  feel confident
 to  take part.

 I can  try and
 try again






 I am  confident to
 talk about  my feelings.






 I can  make positive
 friendships.





 I can  do some things
 for myself.













PARK LANE SCHOOL
Imagine Believe Achieve





 I can  use technology in
 real  life  situations






 I can  communicate in different
 ways  with  different people




 I can  ask questions
 and  solve problems

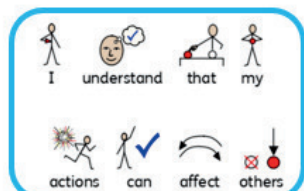
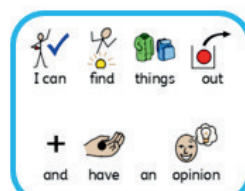
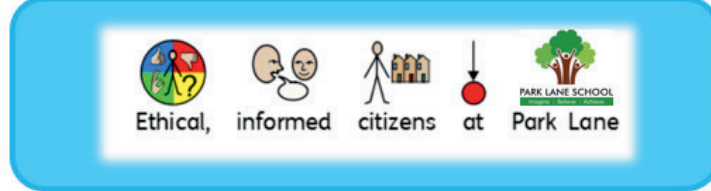
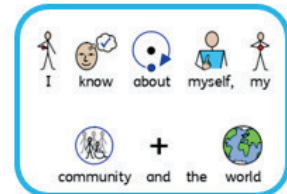
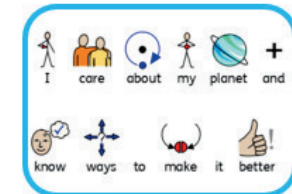
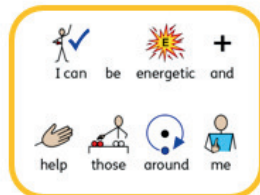
     
Ambitious and ready to learn at Park Lane

 I can  aim high
 and  try my best

 I can  use numeracy skills
 in  everyday situations

 I am  learning new skills and
 can  use them in  different ways

 I can  tell you what
 I am learning



The Four Purposes underpin all that we aim to achieve for all our pupils at Park Lane and are central to our curriculum offer.

14-19

Learning Pathways



Pupils follow the Curriculum for Wales, and as part of the 14-19 curriculum, they engage in enriching opportunities to develop essential Life & Living skills. This is achieved through the completion of OCR Accredited courses covering key areas such as Numeracy, Communication, Environment & Community, Personal Skills, ICT, Home Management and Arts & Crafts, ensuring a well-rounded foundation for independence and future success.

Developing Life & Living Skills

Our curriculum is designed to support pupils in developing essential life skills that foster independence and self-confidence. From practical activities such as using money skills, cooking and self-care to social and emotional development, we create meaningful learning experiences that prepare pupils for everyday living. By fostering independence, self-advocacy, and life-long learning, this equips our pupils for a smooth transition to adulthood. During their time here, pupils are given a variety of experiences, to help them develop skills, while supporting them to make decisions about the next phase of their lives when they leave Park Lane.

Collaboration with External Agencies

We believe in the power of partnerships to enhance learning opportunities and ensure successful transitions beyond school. We work closely with key external agencies, including:

- Education, Employment, and Training (EET): Offering insights into the world of work and careers, tailored to individual aspirations and abilities.
- Careers Wales: Supporting our pupils in exploring their strengths, interests and offering information about a range of jobs and what people do, as well as developing a Learning & Skills plan for when our pupils leave school.
- RCT Travel Training: Developing road safety and travel skills so that pupils can access their locality and education settings safely.
- Youth Engagement and Progression Service (YEPS): Offering engaging activities and issue based sessions, in line with developing pupils' life skills.
- Coleg y Cymoedd Aberdare: Our post-16 learners benefit from a satellite provision at Aberdare College which plays a vital role in supporting their transition into both college and adulthood. This experience fosters independence and confidence while providing valuable opportunities to engage with a wider community. By interacting with a diverse range of people, pupils enhance their social awareness and develop essential communication skills for life beyond school.
- Community engagement: We also work alongside members of our community who can offer our pupils volunteering opportunities. This includes working alongside the 'Police Community Support Officers (PCSOs) doing litter picking and volunteering on a community hub stall at Aberdare Market.

Pupil Support/ Interventions

Here in Park Lane School we use a wide range of interventions to ensure that we meet every pupil's needs and support our learners in the most appropriate manner. the Thrive philosophy.

Most of these will take place in the classroom with the class staff, although there will be occasions where it will be deemed more suitable to have sessions out of the class with a trained practitioner e.g. AAC/ELSA. If this is to happen, then the member of staff will work closely with the class teacher to ensure a consistent approach and to support the generalisation of skills.

A brief description of each can be found on the website or please contact the school if you require further information on any.

Examples of programmes used in this area include:

- PECS
- TEACCH
- Read Write Inc
- Attention Autism
- AAC
- ELSA
- Story Massage
- Intensive Interaction
- Sensory stories
- Hydrotherapy
- Music Therapy
- Tac Pac
- Dog Mentor
- Touch Trust activities
- Rebound Therapy
- Thrive
- Horse riding
- Sensory Circuits
- Relationship Based Play
- Talkabout
- Makaton
- Sensology
- Colourful Semantics
- MOVE
- Lego Therapy

We have regular visits and work in partnership with NHS Occupational Therapy, Speech and Language Therapy, Physiotherapy and nursing teams. The core Physiotherapy team are on site for one day a week, in addition to this we also have enhance support from the Physiotherapy team for two and a half days a week.

The school have developed partnerships with the Educational Psychology team, they provide a range of support including running parent workshops and advice drop in sessions with teachers.



Religion, Values and Ethics (RVE)

At our school RVE is delivered in a nurturing and inclusive environment that meets the diverse needs of our learners. Concepts are adapted to be accessible and engaging, using sensory-rich resources, real-life experiences, and interactive activities to help pupils explore a range of beliefs, values and ethical issues. We focus on promoting respect, empathy and personal reflection, encouraging each child to develop their own sense of identity and moral understanding in a way that is meaningful to them. RVE at our school supports the whole child—spiritually, socially and emotionally.

There are daily acts of worship at Park Lane which are largely Christian in character, but important festivals in other religions are also celebrated throughout the year. RVE is a mandatory part of the curriculum for learners 3-16, and forms an integral part of the Humanities AoLE. Parents may still request that their child is withdrawn from 'collective worship.' Please contact the school to let us know if this is your wish.



Relationships and Sex Education (RSE)

RSE is a mandatory part of the curriculum at Park Lane School. RSE is broken into 3 strands; Relationships and Identity, Sexual Health and Wellbeing and Empowerment, Safety and Respect. At Park Lane we consider learners' developmental level to ensure that stands are delivered at an appropriate level for our pupils. RSE is predominantly covered through our Science and Technology and Health and Wellbeing AoLEs.

Cymraeg – Welsh

Park Lane is committed to developing a sense of Welsh identity through our new curriculum. This includes incidental Welsh, teaching Welsh as a second language, and Curriculum Cymreig. Welsh culture is encouraged across the school involving pupils in the learning of Welsh songs, verses, stories and the complete breadth of Welsh heritage.

Every year we hold an Eisteddfod where all pupils are given the opportunity to perform and celebrate with the whole school. There is also the opportunity for some pupils to participate in an Eisteddfod that we organise alongside other Special Schools in the region. This is always a day full of singing, music, celebration and enjoyment.



Sport

Park Lane School believes that all pupils must be given opportunities to achieve through sporting activities, at a level individual to them, promoting healthy lifestyles and an understanding and awareness of their own bodies. We believe that increased levels of physical ability lead to improved levels of physical wellbeing, positive attitudes and self-confidence.

All pupils take part in PE activities every week. Children should wear suitable clothing for these sessions. For PE the school uses the school hall and our Multi-Use Games area in our playground.

Pupils in the primary department are offered opportunities to take part in Riding for the Disabled in Green Meadows Riding School in Aberdare and all equipment is provided by the stables. Warm, old clothing is appropriate for this activity.

Key Stage 2 pupils have the opportunity to develop confidence and learn to swim at the local Leisure Centre. Pupils, where appropriate and beneficial, have the opportunity to use the school's hydrotherapy pool. Pupils can gain water skills and distance awards as they improve. Your child's class teacher will let you know when your child has swimming. Please send in a swimming costume and towel. These will be returned to you each week.

Pupils in Post 16 have the opportunity to visit Cwm Cycling or the Gym every week.

The school has a sports day which is held each year at the Ynys sports track. All pupils are given the opportunity to take part in activities and races, and parents are encouraged to come along to support. The school will let you know when the sports day will be taking place.

We have trained staff in the MOVE programme, which will benefit many pupils across the school to enhance their movement capabilities. We also work closely with the physiotherapists on site to encourage a culture of 'Movement for all! Our MOVE lead is Dawn Williams.



Further Information

Strategic Equality Policy & Plan & Disability Access 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, Additional Learning Needs or perceived notions of ability or disability. Copies of our policies on these matters are available at the school on request and will be found on our website.

School Security

At Park Lane safety and security is very important to our school. All visitors are required to go to the reception area and sign in, showing ID where required. Visitors are requested to make an appointment or phone before coming to school wherever possible. Our office staff will ensure you speak to the right person if possible and visitors will be supervised around the school. Please do not be offended if staff ask you who you are, as they are ensuring the safety of all pupils and staff in the school. You will also be asked if you have a current DBS number.

All doors in school are fobbed (with additional codes on some) to ensure the safety of all of our pupils.

Emergency Closures for Schools

Situations may arise in the future, as they have done in the past, when it will become necessary to close the school. Reasons 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 understand the worry, inconvenience and even dangers which can be caused by early closure.

Should conditions be such that it does become necessary to close the school, parents will be informed by Seesaw. We ask you to provide us with an emergency telephone number so that you can be contacted should the need arise. Please do not ring the school during emergencies so that telephone lines may be kept free for vital calls.



Complaints

If you have a problem concerning your child, please make an appointment to see the class teacher at the earliest opportunity. Most problems can be dealt with informally by the teacher concerned. The Headteacher will normally refer parents to the class teacher if approached in the first instance.

Problems will be referred to the Headteacher when standard procedures have not been effective in resolving the issue.

If the above procedures prove unsuccessful a formal complaint may be made to the Chair of Governors care of the school. It is hoped however that any matters of concern can be resolved by informal discussion at the school in the first instance. Copies of the school Complaints policy can be obtained from the school office if required.

Attendance

Attendance is very important to us all at Park Lane. We understand that children sometimes cannot come to school due to illness and medical appointments and in these situations we do not expect pupils to come to school. However, we do need to know why they are not in school. Please ring the school to let us know as soon as you can or use Seesaw. If we don't know where they are, we will contact you to find out. When pupils' attendance becomes a worry, we will contact our Attendance and Wellbeing Officer, who will then contact you.

School Uniform

We believe that a school uniform is important:

- It looks smart
- Wears well
- Contributes to a sense of belonging and community
- Makes children feel equal to their peers in terms of appearance
- Fosters a feeling of pride
- Is designed with health and safety in mind

We encourage our children to wear the uniform and maintain a good standard of clean and tidy dress in school. However, we understand that wearing a uniform can be difficult for some of our children and appreciate that it isn't a viable option for all. We are flexible with this.

The uniform is designed to be practical, maintainable and good value for money. Hair accessories such as slides, ribbons bobbles, etc, should be fairly simple and if possible in school colours.

Parents are asked to ensure that all items are labelled clearly with their child's name. For safety reasons we ask that the children do not wear jewellery in school.

For health reasons it is important that children are properly dressed for physical activity. PE and swimming kit should be kept in a named bag.

School uniform can be obtained from:

School Trends

<https://www.schooltrends.co.uk/uniform/ParkLaneSchoolCF448HN>

Medication Policy

All medication to be administered to children need to be prescribed by a registered doctor and clearly labelled. Parents/carers will be required to give written permission for the medication to be administered and provide a supply of the medication to the school. Parents/carers should liaise with our school nurse with regards to any changes. A care plan will be available to all children requiring emergency medication. This will be completed by the school nurse and reviewed annually. All routine medication must be stored in a locked cupboard and only designated staff will have access to these cupboards.

School staff are only able to administer routine medications if they are given at least 4 times a day or if the medication is to be given at a specific time, this should be clearly outlined on the pharmacy label attached to the medication.

Inhalers should be stored safely in a safe accessible place agreed with the school staff and documented in the child's care plan.

GDPR

In May 2018, new data protection laws came into force. These have been updated to move in line with the rapid changes in technology and strengthen the right of individuals so they have more control over their information.

At Park Lane we take handling of information about children, young people and families very seriously. We will tell you what information we collect, the reason why we collect it, and how we use the information. (GDPR Policy)

Subject Access Requests - All individuals whose data is held by us, has a legal right to request access to such data or information held. We shall respond to such request within a one month period.

School Meals

The Local Authority has issued every school with a specific protocol for the collection on Dinner money which must be adhered to; this protocol includes the following:

Parents are requested to pay online for school meals every Monday for the forthcoming week.

- All pupils of primary school (3 – 11) age are entitled to Free School Meals.
- For parents who do not want to have a full week of dinners but a part week, then they should pay online for those days only on a Monday for the week ahead.
- If meals are not taken, then a credit is transferred to the following week. Similarly, if more meals are taken, then a debit balance is carried forward to the following week.
- All schools must enforce the 10 day rule. School meals will not be provided once the level of arrears per child exceeds 10 meals. At this stage, Parents/Guardians are required to provide their child with a packed lunch or make arrangements to collect them at lunchtime.

In addition, parents are asked to complete a Parental Acknowledgement Form for every child who will be receiving a school dinner.

This will be provided in the school welcome pack and must be completed and returned to school even if your child has free school meals.

The cost of school meals > Primary school age - *FREE*
Secondary school age - £2.95



Imagine

Believe

Achieve

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