

# Headteacher and Senior Leader Handbook



## Contents

Introduction .....	4
Wellbeing .....	4
Mandatory Training .....	4
Safeguarding .....	4
Premises/health and safety .....	4
Summary of training -mandatory and advised .....	5
Partnership agreement between schools and Swansea Council .....	6
Statutory policies, procedures, and documents.....	6
Policies and procedures.....	6
Documents .....	7
Premises Maintenance Guidance .....	8
School projects.....	8
Landlords Consent Processes .....	9
Premises Management Guidance.....	10
Corporate Landlord's Service .....	10
Report a repair.....	10
Third Party Lettings.....	10
Essential Tree Work.....	10
Wooden Structures .....	11
Planting of edible produce.....	11
Winter gritting preparations for premises.....	11
Pest control .....	11
Business Continuity Plans .....	12
Health and Safety .....	13
Travel Plans .....	14
Climate Change .....	15
ALN.....	16
Education Psychology Service .....	16
Learning support team.....	17
LST contact list.....	17
Statutory Process, Partnership and Data .....	19
Education welfare service.....	22
Services offered by the education welfare officers.....	22
Data .....	23

GDPR.....	23
School improvement advisers .....	23
Safeguarding.....	24
Accessibility plans and intimate care guidance .....	25
Communications.....	27
School Capacity .....	27
Finance .....	28
Budget Shares.....	28
Grants.....	28
Procurements .....	28
Service Level Agreements .....	28
Kitchen SLAs .....	29
Human Resources.....	29
COVID-19.....	29
Education Directory .....	29
Local authority (LA) headteacher meetings.....	29
Appendix One – data examples.....	30
Attendance (half-termly and annual, aggregate data and pupil level).....	30
Exclusions (annual, also more often as required) .....	31
PLASC analysers – contextual data (annual) .....	34
VAP – Vulnerability Assessment Profiles (annual, pupil level) .....	37

## Introduction

Welcome to this handbook for headteachers and senior leaders. A special welcome to those of you new to headship/senior leadership or new to Swansea. This handbook will help to support you with some of your many roles and responsibilities. The range of roles and responsibilities can seem daunting at times and we, as officers of the local authority, are here to support you. Do not hesitate to get in touch with us whenever you need to (contact details can be found here <https://staffnet.swansea.gov.uk/edudirectory> )

## Wellbeing

The local authority is committed to supporting the well-being of all staff working in our schools. Considerable work has taken place to ensure that high quality support is available for all school staff, including (but not limited to):

- Appointment of a school specific stress management counsellor;
- Development of a one-stop-shop wellbeing resource website; <https://swanseavirtualschool.org/wellbeing>
- Creation of a template policy for wellbeing of school staff;

## Mandatory Training

### Safeguarding

The designated safeguarding person (DSP) should have level 1 (awareness training delivered by LA), levels 2 and 3 (child protection training delivered by social services) and DSP training. It is also recommended that pastoral staff, ALNCOs or others who may be involved in child protection processes also access this training. If you have any queries regarding safeguarding, please contact Lisa Collins [lisa.collins@swansea.gov.uk](mailto:lisa.collins@swansea.gov.uk)

### Premises/health and safety

Headteachers and premises managers should ensure that they have undertaken the mandatory training sessions for school premises, and health and safety. These training sessions protect the headteacher as well as the staff, children and school site, and well-trained staff may help to avoid an incident that affects business continuity, and / or provide invaluable knowledge when dealing with an incident. Governor training on premises is also available.

It is advisable that the refresher training is undertaken every 3 years unless there has been a change in health and safety legislation or if there has been a significant accident/incident.

It is good practice for deputy headteachers to attend the training to be prepared for any unforeseen headteacher absence.

All mandatory health and safety training can be found here: [Health and Safety for Managers](#)

### Summary of training -mandatory and advised

<b>Mandatory</b>	<b>Contact/Link</b>
Child protection training – Level 1	Lisa Collins <a href="mailto:lisa.collins@swansea.gov.uk">lisa.collins@swansea.gov.uk</a>
Multi-agency child protection training (if DSP) – Level 2 and 3	Lisa Collins <a href="mailto:lisa.collins@swansea.gov.uk">lisa.collins@swansea.gov.uk</a>
Safer recruitment	Lisa Collins <a href="mailto:lisa.collins@swansea.gov.uk">lisa.collins@swansea.gov.uk</a>
Fire risk assessment	<a href="#">Fire risk assessment course - Staff portal (swansea.gov.uk)</a>
Health and safety	<a href="#">Health and safety: the manager's role and risk management course - Staff portal (swansea.gov.uk)</a>
Premises management	<a href="#">Premises manager's course - Staff portal (swansea.gov.uk)</a>
Supporting employee health and wellbeing	<a href="#">Supporting employee health and wellbeing course - Staff portal (swansea.gov.uk)</a>
Mental health first aid for managers	<a href="#">Mental health first aid for managers - Staff portal (swansea.gov.uk)</a>
Management of accidents	<a href="#">Management of accidents at work course - Staff portal (swansea.gov.uk)</a>

<b>Advised</b>	<b>Contact/Link</b>
PREVENT training	<a href="#">Prevent strategy - Staff portal (swansea.gov.uk)</a>
Finance and budget management	Michelle Thomas <a href="mailto:HRandOD@swansea.gov.uk">HRandOD@swansea.gov.uk</a>
Human resource training	Michelle Thomas <a href="mailto:HRandOD@swansea.gov.uk">HRandOD@swansea.gov.uk</a>
GDPR	<a href="#">GDPR for schools - Staff portal (swansea.gov.uk)</a>

## Partnership agreement between schools and Swansea Council

The Maintained Schools (Partnership Agreements) (Wales) Regulations 2007 require that Local Authority/School Partnership Agreements should last for three years and then be revised.

### Statutory policies, procedures, and documents

There are a number of statutory policies, procedures and documents that schools **should** have and review appropriately. These include the following.

#### Policies and procedures

Policy name	Template or link to advice
Admissions policy	<a href="http://swansea.gov.uk">School admissions (swansea.gov.uk)</a>
Charging policy	<a href="mailto:HRandOD@swansea.gov.uk">HRandOD@swansea.gov.uk</a>
Complaints procedure	<a href="http://gov.wales">School complaints procedures: guidance   GOV.WALES</a>
Curriculum policy	<a href="http://gov.wales">Curriculum for Wales - Hwb (gov.wales)</a> <a href="mailto:education@swansea.gov.uk">education@swansea.gov.uk</a>
Data protection policy	<a href="http://swansea.gov.uk">Education - Management Systems Unit (MSU) - Staff portal (swansea.gov.uk)</a>
Equality policy	<a href="https://staffnet.swansea.gov.uk/equalitiesinschools">https://staffnet.swansea.gov.uk/equalitiesinschools</a>
Health and safety policy	<a href="http://swansea.gov.uk">Health and safety service - Staff portal (swansea.gov.uk)</a>
Pay policy	<a href="http://swansea.gov.uk">School policies - Staff portal (swansea.gov.uk)</a>
Performance management policy	<a href="http://swansea.gov.uk">School policies - Staff portal (swansea.gov.uk)</a>
Pupil discipline (including anti-bullying) policy	<a href="mailto:education@swansea.gov.uk">education@swansea.gov.uk</a>
Safeguarding policy	<a href="mailto:lisa.collins@swansea.gov.uk">lisa.collins@swansea.gov.uk</a>
Relationship and sexuality education policy	<a href="http://gov.wales">Curriculum for Wales: Relationships and Sexuality Education (RSE) Code   GOV.WALES</a> <a href="mailto:Jennifer.Harding-Richards@swansea.gov.uk">Jennifer.Harding-Richards@swansea.gov.uk</a>
Additional learning needs policy	<a href="mailto:ALNU@swansea.gov.uk">ALNU@swansea.gov.uk</a>

Staff discipline, conduct, capability and grievance procedures	<a href="https://www.swansea.gov.uk/school-policies-staff-portal">School policies - Staff portal (swansea.gov.uk)</a>
--	---

## Documents

<b>Policy name</b>	<b>Template or link to advice</b>
Accessibility plan	<a href="https://www.swansea.gov.uk/supportinglearnerswithhealthcareneedspolicy">https://www.swansea.gov.uk/supportinglearnerswithhealthcareneedspolicy</a>
Action plan following school inspection	<a href="mailto:education@swansea.gov.uk">education@swansea.gov.uk</a>
Assessment arrangements	<a href="mailto:education@swansea.gov.uk">education@swansea.gov.uk</a>
Careers education	<a href="https://staffnet.swansea.gov.uk/education">https://staffnet.swansea.gov.uk/education</a>
Freedom of information publication scheme	<a href="https://staffnet.swansea.gov.uk/IGU">https://staffnet.swansea.gov.uk/IGU</a>
Governors' allowances (schemes for payments)	<a href="mailto:schoolgovernorunit@swansea.gov.uk">schoolgovernorunit@swansea.gov.uk</a>
Governors' annual report to parents	<a href="mailto:schoolgovernorunit@swansea.gov.uk">schoolgovernorunit@swansea.gov.uk</a>
Instrument of government	<a href="mailto:schoolgovernorunit@swansea.gov.uk">schoolgovernorunit@swansea.gov.uk</a>
Minutes and papers considered at meetings of the governing body and its committees	<a href="mailto:schoolgovernorunit@swansea.gov.uk">schoolgovernorunit@swansea.gov.uk</a>
Register of pupils and attendance	<a href="mailto:education@swansea.gov.uk">education@swansea.gov.uk</a>
Register of business interests of headteacher and governors	<a href="mailto:schoolgovernorunit@swansea.gov.uk">schoolgovernorunit@swansea.gov.uk</a>
School development plan	<a href="mailto:education@swansea.gov.uk">education@swansea.gov.uk</a>
School prospectus	<a href="mailto:education@swansea.gov.uk">education@swansea.gov.uk</a>
Transition plans	<a href="mailto:education@swansea.gov.uk">education@swansea.gov.uk</a>

## Premises Maintenance Guidance

A cyclical maintenance programme and attendance to maintenance issues promptly, may help reduce the risk of issues arising with the premises that could impact on their use.

Headteachers should ensure that regular cyclical maintenance is undertaken, using the school premises and maintenance guidance. Schools should also refer to their latest condition survey which identifies maintenance priorities to help programme maintenance works.

The maintenance guidance also includes the following information;

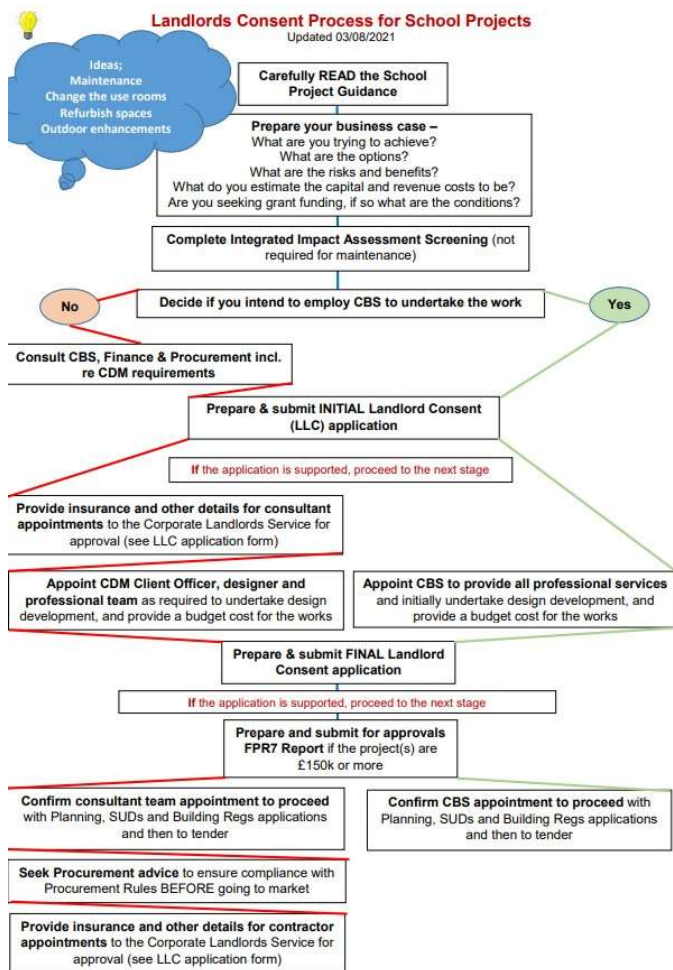
- Building services contact details including the building maintenance manager and project surveyors
- Annual service contracts
- Technical advice
- Health and safety servicing and testing
- Building defects advice
- Governor self-assurance maintenance checklist

The [Division of Responsibilities](#) that can be found in the Corporate Landlord (FM) web pages should be referenced to check where the responsibilities for different types and extent of maintenance lies. Maintenance should be undertaken by schools in a planned and timely way, to avoid the need for unplanned maintenance and issues becoming exacerbated and requiring the need for more expensive work in the long run.

### School projects

The flow chart below sets out what schools should consider if they are embarking on projects.





## Landlords Consent Processes

This is required for all construction work (construction work as defined in the Construction (Design and Management) Regulations 2015\*), such as internal remodelling, building alterations and extensions, refurbishment works and replacement windows; external works such as groundworks, fencing, play equipment, all weather pitches, highway infrastructure within school boundaries, bird boxes, planting beds, trim trails, shelters, gazebos etc; and all ICT works.

It is also required if you plan to change the way that a particular space is used; both internally and externally. So, for example if a withdrawal room is proposed to be changed to a classroom, or if a hard play area is planned to be used for parking. If you are planning on carrying out minor works via the council (corporate building services or the parks department) you may not need to complete the online form - please contact Kevin Webb on 07900 702786 or email him at [corporatelandlords.service@swansea.gov.uk](mailto:corporatelandlords.service@swansea.gov.uk) to check if the proposed scheme requires consent.

Schools are advised to submit an application before investing in the detailed scoping and design of any works, and well in advance of when the works are planned to be

undertaken. This will enable us to provide timely advice and avoid the school incurring abortive costs.

Further current information and application forms can be accessed at the [Corporate Landlords Service](#) intranet page.

### [Premises Management Guidance](#)

Help and advice is provided for premises managers about the running of premises and the statutory requirements.

Checklists are available to assist you to meet legislation which impacts on your building and to assist you if you are inspected by an enforcing authority eg fire authority, or to assist you meet the requirements of differing inspectorates (CSSIW, Estyn) to help you prepare for inspections.

For further information please see the [Premises Management Guidance](#), that can be found in the corporate landlord (FM) web pages.

If you require further advice or support, then please contact;  
[kevin.webb@swansea.gov.uk](mailto:kevin.webb@swansea.gov.uk)

### [Corporate Landlord's Service](#)

Further current information can be accessed at the [Corporate Landlords Service](#) intranet page.

### [Report a repair](#)

If it's an emergency, please ring 01792 635100 (or 521500 out of hours).

### [Third Party Lettings](#)

You must request authorisation from the corporate landlords service (FM) to let your facility/premises to a third-party organisation. The application form can be found on the [Third Party lettings consent](#) intranet page.

### [Essential Tree Work](#)

Essential works identified through the annual tree surveys should be undertaken promptly to mitigate any health and safety risks. If you require further advice or support, then please contact; [kevin.webb@swansea.gov.uk](mailto:kevin.webb@swansea.gov.uk)

## Wooden Structures

Wooden structures (shelters, sheds etc.) must not be constructed too close to school buildings and without submitting a landlord's consent forms. If you are in any doubt as to the compliance of an existing structure, please submit a retrospective application. [Landlords consent application forms](#). All schools MUST follow the correct processes for these structures to keep children, staff and buildings safe. As tenant on the council's site, schools must submit a landlord's consent form prior to undertaking any work on site.

## Planting of edible produce

Due to Swansea's industrial past and the levels of ground contamination that exist in parts of Swansea, unless appropriate soil tests have been undertaken that confirm the suitability of ground for the growing of edible produce, such crops must either be planted in beds that have a suitable membrane installed, or in planters which contain clean purchased soil and not soil that has not been taken from elsewhere on the site. This is a cautious approach as unless the soil has been tested it is not possible to be certain as to the level and type of contamination that exists if any.

The installation of such planters should be subject to the usual landlord's consent process to ensure that they are located in a suitable location which complies with the council's insurance requirements and fire risk assessment.

Regarding the planting of fruit trees, a link to the following guidance has been provided by the council's tree services manager.

[https://www.theorchardproject.org.uk/guides\\_and\\_advice/contamination-issues/](https://www.theorchardproject.org.uk/guides_and_advice/contamination-issues/)

## Winter gritting preparations for premises

Schools must review their winter arrangements and have procedures in place in adequate time. Orders for grit should be placed early, as the highway and transportation department's primary commitment is to keep the public highway clear and safe; and this will take overriding priority in severe conditions.

[Winter grit information and order form](#)

## Pest control

The school rodent pest control contract includes 4 routine visits, advice on prevention, follow up visits where issues are identified and 'any other visits' as required during the contract period.

'Any other visits' have a same day response target for requests received before 3pm, Monday to Friday.

The service covers all rodents but does not cover ants, fleas, bees or wasps etc. The whole school is covered, including the kitchen.

Contact details for the pest control team are as follows:

01792 635600 – call centre staff will direct your call.

[pest.control@swansea.gov.uk](mailto:pest.control@swansea.gov.uk) – the inbox is monitored at all times during our normal working week (8.30am – 5pm Monday to Thursday and 8.30am – 4.30pm Friday) and a call back can be requested.

07796 275265 – This mobile is available for ‘live mouse/rat sighted’ calls, there is also an answerphone service and messages will be responded to asap.

Should you have any queries regarding the service you can contact Jake Tucker [jake.tucker@swansea.gov.uk](mailto:jake.tucker@swansea.gov.uk).

## Business Continuity Plans

Each school must maintain an up-to-date business continuity plan. A business continuity plan can be found here <https://staffnet.swansea.gov.uk/businesscontinuity>

From 1st April 2018, civil contingencies powers have been devolved to Welsh Government. This means there will be greater audit and scrutiny to ensure local authorities and schools are meeting their statutory obligations.

The **Civil Contingencies Act 2004** clearly identifies seven **statutory** duties placed on local authorities, namely:

- Assess the risk of emergencies occurring and use this to inform contingency planning
- Put in place emergency plans aligned to risks
- **Put in place business continuity management arrangements for its critical services (this includes schools)**
- Put in place arrangements to make information available to warn, inform and advise the public in the event of an emergency
- Share information with other local responders to enhance co-ordination
- Co-operate with other local responders
- Provide advice and assistance to businesses and voluntary organisations about business continuity management.

In future inspections schools could be asked, do you (the school) have an appropriate business continuity or disaster recovery plan in place?

This business continuity plan enables a school to fulfil its obligations to:

1. Protect the vulnerable, including pupils and staff
2. Support the work of the Emergency Services
3. Maintain business continuity of education delivery when faced with any disruptive challenge

This is achieved through putting together a business continuity plan, which outlines roles, responsibilities and a leadership structure, working towards a confident and controlled incident response / recovery and school wide training and awareness raising.

It is essential that the plan is kept up to date and it is version controlled and contact lists should be reviewed every six months and the plan must be reviewed and updated annually or following any significant change to the organisation.

It is important to note that this is a plan to be used in the event of an incident that may impact business continuity. If such an incident does occur, the education directorate will provide support. If you require emergency support, please use the following contacts:

Email: [emergency.management@swansea.gov.uk](mailto:emergency.management@swansea.gov.uk)

Telephone: 01792 636999

Webpage: <https://staffnet.swansea.gov.uk/businesscontinuity>

## Health and Safety

The corporate health, safety, emergency management and wellbeing service, employ professional health and safety officers to provide you with health and safety and fire safety advice and guidance. This will assist you in meeting your legal duties in your role as head teacher and premises manager.

The 2 health and safety officer leads for education have been allocated school cluster groups to support, so if you require health and safety or fire safety advice, please contact your lead health and safety officer.

Cluster group	H&S officer lead
<b>Birchgrove Comprehensive</b> - Birchgrove; Clydach; Craigfelen; Glais	Sadie Hapgood Mobile: 07929 782483 <a href="mailto:Sadie.hapgood@swansea.gov.uk">Sadie.hapgood@swansea.gov.uk</a>
<b>Bishop Vaughan</b> - St David's; St Illtyds; St Joseph's Cathedral; St Joseph's (Clydach)	
<b>Bishopston Comprehensive</b> - Bishopston; Crwys; Knelston; Mayals; Newton; Pennard	
<b>Cefn Hengoed</b> - Cwm Glas; Danygraig; Pentrechwyth; St Thomas; Talycopa; Trallwn	
<b>Dylan Thomas</b> - Christchurch; Gendros; Gors; Seaview; St Helen's; Terrace Rd; Townhill	
<b>Pentrehafod Comprehensive</b> - Brynhyfryd; Clwyd; Burlais; Gwyrosydd; Hafod; Plasmarl; Waun Wen	
<b>YGG Bryn Tawe</b> - Gellionnen; Lonlas; Tanylan; Tirdeunaw; Y Cwm	
<b>Pupil Referral Units</b>	

Step-ahead - Gors ave.	
Maes Derw	
<b>Bishop Gore</b> - Blaenymaes; Cadle; Brynmill; Grange; Oystermouth; Portmead; Sketty; Parkland; Whitestone	<p>Rob Lynch mobile tel: 07796 275028</p> <p><a href="mailto:rob.lynch@swansea.gov.uk">rob.lynch@swansea.gov.uk</a></p>
<b>Gowerton</b> - Llanrhidian; Penclawdd; Pen-y-Fro; Gowerton; Waunarlwydd	
<b>Morrison Comprehensive</b> - Clase; Cwmrhydyceirw; Glyncollen; Morrison; Pentre'r Graig; Ynystawe	
<b>Olchfa</b> - Cila; Dunvant; Hendrefoilan; Parkland; Sketty	
<b>Penyrheol</b> - Casllwchwr ;Gorseinon; Penyrheol; Pontybrenin; Tre Uchaf	
<b>Pontarddulais Comprehensive</b> - Llangyfelach; Pengelli; Penllergaer; Pontarddulais; Pontlliw	
<b>YG Gyfun Gwyr</b> - Bryniago; Pontybrenin; Y Login Fach; Brynymor; Llwynderw	
<b>Special Schools</b>	
Ysgol Crug Glas	
Ysgol Pen-y-Bryn	

Local authority health and safety, and fire safety policies and guidance can be accessed on staffnet [Swansea Staffnet - Health and safety policies and procedures](#) or for specific school's health and safety guidance and checklists, head teachers can access via the hwb health and safety group folder [Hwb \(gov.wales\)](#)

### Travel Plans

A school travel plan is aimed at facilitating and encouraging sustainable transport and the reduction of single occupancy vehicle use by staff, parents, pupils and visitors to the school.

Schools are encouraged to develop and maintained a travel plan, which would;

- Help to encourage staff, parents, pupils and visitors to use more sustainable modes of transport to travel to and from site
- Improve awareness of transport issues and reduce the impact of traffic on the local environment
- Minimise the proportion of single occupancy car trips made by staff, parents and visitors to and from the site
- Help identify barriers to active and sustainable travel and perhaps support future funding applications to improve safe routes to schools
- Help to identify the risk and issues relating to travel and enable mitigating measures to be put in place

- Help to reduce traffic in and around schools helping to make them safer
- Help to reduce the negativity around new school build proposals where traffic is a significant issue and cause for objections
- Help to support the climate change objectives and support environmental improvements

Please visit [Microsoft Word - Contents page - Learner Travel Statutory Provision and Operational Guidance.docx \(gov.wales\)](#) for further information.

## Climate Change

Swansea council is keen to ensure that the perspective of schools is taken into account in developing countywide climate policy; working collaboratively to help support schools to work for a net zero, greener Swansea.

A schools' climate change and nature forum is held every 6 months. The forum reflects prioritisation by both council and schools.

Resources and information are available in the compendium including about:

- Salix funding opportunities in Wales to help schools fund the cost of energy efficiency technologies
- Energy warriors to help schools take action to reduce energy consumption in school
- Energy sparks, an online, school-specific energy management tool and energy education programme
- Display energy certificates (DECs) information. DECs tell you how efficiently energy has been used in the building, and may identify that there is scope to improve energy efficiency

There are a range of tools, guides and reports to help school achieve your sustainability goals:

### **EDF Energy (Electricity)**

Tips to Help Save & Cut Your Office Energy Bill | EDF (edfenergy.com)

### **Total Gas and Power (Gas)**

New web site being developed

### **Carbon Trust**

Climate Action Plans & Business Sustainability | The Carbon Trust

### **BBC Bitesize**

<https://www.bbc.co.uk/bitesize>

The Regenerators

### **Energy Saving Trust**

<https://energysavingtrust.org.uk/campaign/energy-saving-schools-challenge/>

## Curriculum Guides

Curriculum Guides | Primary Awards for Green Education in Schools  
([primaryawards4greeneducation.org.uk](http://primaryawards4greeneducation.org.uk))

**If schools are approached directly by companies wanting to install photovoltaic panels (PVs)** for example, please contact Kevin Webb on 07900 702786 or email him at [corporatelandlords.service@swansea.gov.uk](mailto:corporatelandlords.service@swansea.gov.uk). The authority is working with EGNi to install PVs at school sites, and any potential installations outside of this would require landlord's consent and 3<sup>rd</sup> party lettings approval prior to any commitment being made.

## ALN

The additional learning needs (ALN) and inclusion team is responsible for ensuring that learners with ALN in Swansea have their needs identified and appropriate arrangements are made to meet those needs under the Education Act 1996, SEN (Special Educational Needs) Code of Practice for Wales 2002, Equality Act 2010 and ALNET Act 2018.

The team is made of the educational psychology service, learning support team, statutory processes, partnership and data, which includes the ALN caseworker team and designated coordinator team and quality assurance and monitoring team.

### Contact Us:

Additional Learning Needs Unit, Civic Centre, Oystermouth Road, Swansea, SA1 3SN

Email: [ALNU@swansea.gov.uk](mailto:ALNU@swansea.gov.uk)

## Education Psychology Service

### What do we do?

Each school will have an educational psychologist assigned to them according to the time allocation model. Members of the team work with staff of pre-school settings, schools and with parents/carers, applying psychology to achieve better outcomes for all Swansea children through specialist consultation, advice and support.

The use of consultation, observation and a range of assessment techniques are used to gather information to help teachers and parents to resolve problems.

### The Service:

- provides support in a timely and equitable way in consultation with schools, parents/carers and other agencies.
- works holistically with schools and families to assess the needs of children and young people in their family, school and community contexts.
- provide time for staff to develop their skills and knowledge so that the support we provide is evidence based and effective.



- work in a person-centred way to make sure children, young people and their families are given a voice and are at the centre of decision making about their lives.
- apply psychological theory, knowledge and research with partners to find the difference that makes a difference.
- contributes statutory psychological advice in the identification of additional learning needs and the monitoring of progress.
- contributes to local authority policies and procedures relating to all aspects of education and children's welfare.

### How do we deliver these services?

Consultation, planning and review meetings held in school are used to determine priorities for educational psychologist involvement for children and young people that are set within the time allocated to each school.

### Learning support team

The primary role of the team is to provide specialist support services to children and young people with ALN in line with statutory duties currently set out in the Code of Practice for Wales (2002) and the ALN ET Act, Wales 2018 as these two processes will run in tandem during the implementation of the new ALNET.

The team plays a vital role in supporting schools and staff to manage the needs of learners with ALN at a universal, targeted and in some cases specialist level. The team work with outside agencies and have close links with Swansea Bay university health board to co deliver services under the new system of ALN reform.

The learning support team is made up of specialist teachers who support children and young people with a range of special educational needs in the following areas:

- Speech, language and communication needs (SLCN)
- Autism spectrum disorder (ASD)
- Complex and specific needs such as Down syndrome and dyslexia
- Physical and complex needs as well as support and guidance for schools with manual handling training, competency checks and health care plans
- Sensory needs - including deaf children and young people with visual impairments and mobility needs.

### LST contact list

Team	Staff Member	Email
Speech, Language and Communication/ASD Team	Huw Beynon (LST Senior Lead/SLCT/ASD Specialist Teacher)	<a href="mailto:Huw.Beynon@swansea.gov.uk">Huw.Beynon@swansea.gov.uk</a>
		<a href="mailto:Claire.Warlow@swansea.gov.uk">Claire.Warlow@swansea.gov.uk</a>

	<p><b>Claire Warlow</b> (SLCT/ASD Specialist Teacher)</p> <p><b>Reina Den Hollander</b> (SLCT/ASD Specialist Teacher)</p> <p><b>Sian Mitchell</b> (SLCT/ASD Specialist Teacher)</p> <p><b>Tracey Barnard-Dadds</b> (SLCT/ASD Specialist Teacher)</p> <p><b>Claire McKinnon</b> (SLCT/ASD Specialist Teacher - secondment)</p>	<p><a href="mailto:Reina.Den-Hollander@swansea.gov.uk"><u>Reina.Den-Hollander@swansea.gov.uk</u></a></p> <p><a href="mailto:Sian.mitchell@swansea.gov.uk"><u>Sian.mitchell@swansea.gov.uk</u></a></p> <p><a href="mailto:Tracey.Barnard-Dadds@swansea.gov.uk"><u>Tracey.Barnard-Dadds@swansea.gov.uk</u></a></p> <p><a href="mailto:Claire.McKinnon@swansea.gov.uk"><u>Claire.McKinnon@swansea.gov.uk</u></a></p>
<b>Deaf Education Team</b>	<p><b>Misha Goremano</b> (Teacher of the Deaf)</p> <p><b>Sarah Svensson</b> (Teacher of the Deaf)</p> <p><b>Lucy Emanuel</b> (Audiological Technician/Hi TA)</p>	<p><a href="mailto:Misha.Goremano@swansea.gov.uk"><u>Misha.Goremano@swansea.gov.uk</u></a></p> <p><a href="mailto:Sarah.Svensson@swansea.gov.uk"><u>Sarah.Svensson@swansea.gov.uk</u></a></p> <p><a href="mailto:Lucy.Emmanuel@swansea.gov.uk"><u>Lucy.Emmanuel@swansea.gov.uk</u></a></p>
<b>Visual Impairment (VI) Team</b>	<p><b>Shirley Francis</b> (Qualified Teacher of Visual Impairment – QTVI &amp; Sensory TLR)</p> <p><b>Elizabeth Rolfe</b> (QTVI)</p> <p><b>Lyndsey Davies</b> (Braille Technician/VI TA)</p> <p><b>Helen Thomas</b> (Habilitation Specialist)</p>	<p><a href="mailto:Shirley.Francis@swansea.gov.uk"><u>Shirley.Francis@swansea.gov.uk</u></a></p> <p><a href="mailto:Elizabeth.Rolfe@swansea.gov.uk"><u>Elizabeth.Rolfe@swansea.gov.uk</u></a></p> <p><a href="mailto:Lyndsey.Davies@swansea.gov.uk"><u>Lyndsey.Davies@swansea.gov.uk</u></a></p> <p><a href="mailto:Helen.Thomas2@swansea.gov.uk"><u>Helen.Thomas2@swansea.gov.uk</u></a></p>
<b>Physical and Complex Needs and Complex and Specific Needs Team</b>	<p><b>Lyndsay Jenkins</b> (Physical &amp; Complex Needs Specialist Teacher and Manual Handling Needs Co-ordinator)</p>	<p><a href="mailto:Lyndsay.Jenkins@swansea.gov.uk"><u>Lyndsay.Jenkins@swansea.gov.uk</u></a></p>

	<p><b>Annette Eveleigh (Complex and Specific Needs Specialist Teacher – secondment)</b></p> <p><b>Katie Louise Dickie (Moving and Handling Officer – Manual Handling) *</b></p> <p><b>*Not MAPA – see BST</b></p>	<p><a href="mailto:Annette.Eveleigh@swansea.gov.uk">Annette.Eveleigh@swansea.gov.uk</a></p> <p><a href="mailto:Katie.Dickie@swansea.gov.uk">Katie.Dickie@swansea.gov.uk</a></p>
--	---	---

## Statutory Process, Partnership and Data

This team's main function is to ensure that the local authority statutory processes are fulfilled, ensuring that communication with all key stakeholders is effective. They also manage data collection in relation to these functions. The team is made up of local authority designated coordinators (DESCOs), ALN Caseworkers, provision officer, panel and transport officer.

### LA designated co-ordinators (DESCOs)

Local authority designated co-ordinators are responsible for co-ordinating the actions required to prepare and maintain individual development plans (IDPs) in accordance with the Additional Learning Needs and Education Tribunal (ALNET) Act. They follow a person-centred approach in working collaboratively with children, young people, their parents and carers and professionals to ensure a plan (IDP) is created with person centred outcomes.

The DESCos work as part of a multi-disciplinary team to progress referrals which have been submitted to the local authority by schools, parents or learners so that a decision can be reached on whether they have an ALN and or the additional learning provision they require to meet those needs. The DESCOs will be the 'named co-ordinator' that parents/carers, the learner or in the case of looked after learners the independent reviewing officer can liaise with to ascertain any information regarding the referral. The DESCo's key areas of focus will be children who have or are likely to have ALN and who are under compulsory school age, looked after learners and learners with ALN in the justice system, as well as learners in specialist teaching facilities (STFs) and special schools who require a change to provision.

### Role of ALN caseworker

Who are we?

- The ALN caseworker team sit within the ALN and inclusion team.
- Six ALN caseworkers manage a caseload of pupils with ALN which is linked to a school cluster group

- Our main purpose is to act as a point of contact for schools, parents, and other stakeholders to streamline the service and ensure that we are sharing good practice in supporting pupils with ALN
- Caseworkers understand the importance and impact of early intervention and early dispute resolution.

What do we do?

- Caseworkers are a point of contact for parents, carers, schools, and other stakeholders in matters relating to additional learning needs.
- We provide advice regarding the legal frameworks, policies and procedures related to ALN.
- Caseworkers can attend meetings to discuss issues that may have arisen relating to ALN and act as an independent source of help and advice.
- Caseworkers can support in admissions meetings to ensure that there is effective communication between all parties involved in the learner.
- Caseworkers can attend person centred reviews for pupils, particularly at transition points in education and for those pupils who are electively home educated.
- The caseworker team works collaboratively with the educational psychologists to ensure that the needs of all learners in Swansea are being met appropriately and that the principles of person-centred practice are adhered to.

How do you contact us?

You can email the team at [caseworker@Swansea.gov.uk](mailto:caseworker@Swansea.gov.uk)

Alternatively, you can contact by telephone using the following:

Andrea Hill-Jones	07929 782971
Adam Muncer	07900 702762
Kate Jones	07971 962699
Kate Barnett	07790 369529
Hannah Davies	07971 358587

#### Provision officer

Our provisions officer manages contractual arrangements and placements in relation to the delivery of ALN provision as well as supports the financial operation and management of the team.

#### Contact Us:

Additional Learning Needs Unit, Civic Centre, Oystermouth Road, Swansea, SA1 3SN

Email: [ALNU@swansea.gov.uk](mailto:ALNU@swansea.gov.uk)

#### Panel co-ordinator and transport officer

Our panel co-ordinator manages both the ALN and transport panel processes as well as representing the ALN and inclusion team at transport appeals.

**Contact Us:**

Additional Learning Needs Unit, Civic Centre, Oystermouth Road, Swansea, SA1 3SN

Email: [ALNU@swansea.gov.uk](mailto:ALNU@swansea.gov.uk)

**ALN quality assurance and monitoring team**

The quality assurance and monitoring team consists of the ALN performance specialist team lead, early years ALN lead officer (EYALNLO) and ALN performance specialist primary phase (temporary seconded) who support schools and childcare settings to fulfil their statutory responsibilities in accordance with the SEN Code of Practice 2002, Education Act 1996, ALNET Wales Act 2018, The Code in Wales 2021, including supporting colleagues to implement the ALNET Act.

The quality assurance and monitoring team supports educational establishments to ensure effective, evidence-based approaches to teaching and learning within all aspects of ALN provision and to ensure a whole school approach to ALN. As part of the role, they monitor progress towards each school's recommendations and actions for improvement for additional learning needs. The quality assurance and monitoring team have strategic overview of Swansea's arrangements for identifying ALN and provision for children below compulsory school age, collaborating between professionals and agencies working with early years children and the local authority including ensuring that parent information and support services are in place to assist families.

The EYALNLO ensures successful transitions into maintained settings for the early years population and promotes awareness of the duty of the health body to notify the local authority of children under compulsory school age who might have an ALN. Planning of funding and budgets for children under compulsory school age and not attending a maintained school is supported and the local authority's ALN policy for children under compulsory school age.

Responsibilities of this team include identifying training needs for ALN across the authority and to provide a menu of ALN training to support and address these needs. This includes organising ALN network meetings for school colleagues and to support a wide range of professionals including health professional, social services, local authority colleagues, and childcare providers to develop their skills and knowledge and awareness of ALN.

The quality assurance and monitoring team work effectively with the education improvement service to develop and provide training where good practice that has been identified is shared and the team also liaises with school improvement advisors to monitor and evaluate the quality of ALN provision across Swansea. The EYALNLO develops and oversees a professional development programme for ALN in the early years, and provides guidance, support and advice for childcare providers including how they can support the local authority in exercising its functions.

The Team is as follows:

ALN Performance Specialist Team Lead: Natalie Bevan

[Natalie.Bevan@swansea.gov.uk](mailto:Natalie.Bevan@swansea.gov.uk)

Early Years ALN Lead Officer: Samantha Jones

[Samantha.Jones5@Swansea.gov.uk](mailto:Samantha.Jones5@Swansea.gov.uk)

ALN Performance Specialist Primary Phase (seconded): Grace Thomas

[Grace.Thomas@swansea.gov.uk](mailto:Grace.Thomas@swansea.gov.uk)

### Education welfare service

Education welfare officers support parents who may be experiencing difficulty in ensuring that their children attend school regularly.

The education welfare service (EWS) supports the local authority in ensuring that every child and young person in the city and county of Swansea has access to appropriate and relevant educational provision which enables them to learn.

The EWS promotes the welfare of children and equal access to education for all children.

Services offered by the education welfare officers

- Supporting children and families
- Liaison with schools
- Advice on school admissions and transfers
- Information and advice on exclusion procedures
- Helping parents meet their legal obligations on school attendance
- Child employment licensing
- Education and welfare benefits advice
- Promoting child welfare
- Working with support agencies
- Enforcement of legal obligations of the local authority in relation to school attendance
- Investigation of children who go missing from education
- Safeguarding children's welfare
- Supporting looked after children in the authority
- Supporting young carers in the authority.

Education welfare officers offer help and support to families who are experiencing difficulties.

The EWS offers support to parents and children to help ensure that children can attend school regularly.

Education welfare officers can often assist parents and children with a variety of issues. To contact the EWS, use email:

[EducationWelfareService@swansea.gov.uk](mailto:EducationWelfareService@swansea.gov.uk) or phone [01792 771935](tel:01792 771935).

## Data

The management systems team (MST) within the education department provides support for schools with:-

- Management information systems – SIMS and CACI Impulse.
- School and pupil data.
- Performance data analysis and interpretation.
- Statutory returns, such as Pupil Level Annual School Census (PLASC) and attendance.
- Training for systems and data, including statutory data training for school governors.
- Vulnerability Assessment Profiles (VAP).

The main contact address for the management systems team is [msu@swansea.gov.uk](mailto:msu@swansea.gov.uk). Please contact us, and we will be happy to help.

There is a service level agreement (SLA) which is managed by the MST, and this covers most aspects of the team's work with schools, except for things which are statutory in nature, and which must be provided. All schools currently buy into the management information systems SLA.

In Appendix One, you will find some examples of the regular data analysis which the team provides to schools. As well as regular outputs, ad-hoc analyses can also be run on request for individual schools or groups of schools. For more information, please contact us.

## GDPR

All schools need a data protection and access to records policy. This policy is intended to ensure that personal information is dealt with correctly and securely and in accordance with the General Data Protection Regulations (the GDPR), the Data Protection Act 2018, and other related legislation. This policy will apply to information regardless of the way it is collected, used, recorded, stored and destroyed, and irrespective of whether it is held in paper files or electronically. All staff involved with the collection, processing and disclosure of personal data will be aware of their duties and responsibilities by adhering to these guidelines. This policy should be reviewed every three years.

The current policy template can be found at <https://staffnet.swansea.gov.uk/gdpr>

## School improvement advisers

The statutory responsibility for school improvement is retained by the local authority. However, we do work in partnership with our regional partner, Partneriaeth, who

provide a range of professional learning opportunities. Each school is allocated a school improvement adviser (SIA). The main role of the SIA is to:

- support school self-evaluation and improvement;
- broker effective support and intervention;
- develop school leadership; and
- build school-to-school capacity

This work is carried out through a series of support visits and in collaboration in various networks with senior school staff. SIAs will also be representing the director of education in the appointment of any headteachers or deputy headteachers. For more information on the role of the school improvement team, contact [david.thomas1@swansea.gov.uk](mailto:david.thomas1@swansea.gov.uk)

## Safeguarding

Safeguarding is the council's number one priority. Safeguarding is everyone's business. Doing nothing is not an option -spot it, report it!

As headteacher you may also be the designated safeguarding person (DSP) but this is not a statutory requirement. The statutory requirement is that all schools have a DSP (however this role usually remains with the headteacher in primary schools and is delegated to deputy head at comprehensives). Keeping Learners Safe 2022 sets out the requirements for DSPs. [Keeping learners safe | GOV.WALES](#)

As headteacher you will remain responsible for child protection and safeguarding matters in school and if you are not the DSP then you must ensure the staff member with DSP responsibilities has sufficient time in their day-to-day responsibilities to undertake the role. This is likely to include attending multi agency meetings and writing reports to conference.

The LA provides a model child protection and safeguarding policy which can be adapted for implementation in individual schools the policy clearly outlines the expected levels of training required for staff across the school and those in specialist roles.

Safeguarding responsibilities include all pupils on role at school including those receiving alternative education. This role may be delegated to a provider linked to education other than at school (EOTAS). However, school and therefore the headteacher, remain ultimately accountable for safeguarding these pupils.

DSPs should have level 1 (awareness training delivered by LA), levels 2 and 3 (child protection training delivered by social services) and DSP training. It is also recommended that pastoral staff, ALNCoS or others who may be involved in child protection processes also access this training.

It is not advised to send a staff member to a child protection conference if they have not attended the above levels of training.



Keeping Learners Safe 2022 also sets out the expectations of handling allegations against staff. The headteacher as line manager should always have a role in handling allegations against staff whether or not they are the DSP. This is because they are the line manager and responsible for recruitment appointments to the school. It is only the headteacher that can make decisions on employment issues.

The chair of governors is responsible for handling allegations against the headteacher. If you receive a complaint about yourself, it is important that you do not investigate but pass the information on to the chair of governors.

Child protection reports can be made directly via single point of contact [singlepointofcontact@swansea.gov.uk](mailto:singlepointofcontact@swansea.gov.uk). For child protection and safeguarding advice including when to make a report you can contact [lisa.collins@swansea.gov.uk](mailto:lisa.collins@swansea.gov.uk)

### [Accessibility plans and intimate care guidance](#)

Many learners will have a short-term healthcare need at some point which may affect their participation in educational activities. Other learners may have significant or long-term healthcare needs affecting their cognitive or physical abilities, their behaviour or emotional state. The LA has a duty to ensure that schools promote inclusivity and accessibility in the fullest sense to all learners with healthcare needs. We are committed to creating an inclusive and accessible environment for all learners. Our plans for improving the accessibility of our schools are laid out in the Local Authority's Accessibility Strategy and Accessibility Plan - Guidance for Schools. Every school should develop a school accessibility plan, following the LA guidance to outline how they are creating an accessible environment for all learners.

The LA supports schools to ensure they are making reasonable adjustments to ensure all learners are able to access all aspects of school life by providing appropriate auxiliary aids, services and trained staff.

#### **a) All offsite activities**

The LA encourages schools to actively support all learners with healthcare needs to participate in all offsite activities including trips and residential activities and make reasonable adjustments to trips and residential visits to ensure full participation from all learners.

Staff should be aware of how a learner's healthcare needs may impact on participation and seek to accommodate any reasonable adjustments which would increase the level of participation by the learner<sup>1</sup>. Schools must share appropriate information with offsite providers as needed with the permission of parents and carers and seeking the learner's views as well.

#### **b) Social interactions**

The LA encourages schools to take a proactive approach to ensuring learners with healthcare needs are included in structured and unstructured social activities, such as during breaks, breakfast club, productions, after-hours clubs

and residential visits. Staff must be made aware of potential barriers to inclusion and make reasonable adjustments to ensure inclusion.

The LA encourages schools to have a strong ethos which promotes inclusion and the rights of the child and use restorative approaches to tackle the potential problems of bullying and social exclusion.

### **c) Exercise and physical activity**

The LA understand the importance of all learners taking part in physical activities and encourages schools to make appropriate adjustments to sports and other activities to make them accessible to all learners, including after-hours clubs and team sports.

Schools must ensure that staff are aware of the healthcare needs of learners when planning physical activities and seek the views of the learner, their parents / carers and health professionals when planning. Where possible schools must ensure all physical activity is accessible to all learners.

### **d) Food management**

The LA encourages schools to take careful consideration to the dietary needs of learners with healthcare needs and ensure kitchen staff are able to provide lists of ingredients and display any potential allergens for the meals they supply. Schools must understand that learners with healthcare needs may need to eat and drink in class and have snacks available.

It is paramount that the dietary and food intake requirements of individual learners will be set out in their individual healthcare plan and communicated to all staff.

### **e) Risk assessments**

The LA encourages that all activities in schools are appropriately risk assessed and formally recorded by appropriate staff members. Specific risk assessments will be undertaken with all pupils with specific healthcare needs in full consultation with the parent / carer and appropriate healthcare professional and include the views of the learner where possible.

An increasing number of children and young people with disabilities and medical needs attend educational settings. A significant number of these children require assistance with intimate care tasks, especially toileting. However, for a variety of reasons, children without a diagnosed disability or medical need may also experience difficulties with toileting.

Incontinence is not uncommon. Therefore, schools should not delay or refuse admission to children who have not achieved this milestone. As education providers, schools have a duty to meet the needs of children with delayed personal development in the same way as a child with delayed language or any other delay.

Admission policies and practices that require a child to be toilet trained are discriminatory and potentially unlawful; under the Equality Act issues should be dealt

with on an individual basis and schools must make “reasonable adjustments” to provide intimate care accordingly.

Following the Welsh government guidance “Supporting learners with healthcare needs” (which includes intimate care needs), it is the responsibility of schools to ensure that the needs of the learners are met. All schools that provide intimate care of any type for its learners should have an intimate care policy.

## Communications

Swansea council’s corporate communications team is able to assist schools in relation to the media. The team work to promote a positive image of education and our schools in Swansea and can offer advice and assistance to achieve coverage of good news stories from our schools.

There are occasions where the media might approach schools with potentially negative queries. Most journalists know to contact the communications team in the first instance but on occasion may approach a school directly. Should this happen then the team can work with a school, help draft and issue any response should one be needed and liaise with the media on the school’s behalf.

Should an issue arise which has the potential to create a negative impression of a school with the media then they are always happy to advise and an early call to the team can help. It is advisable to call as well as email if outside of the normal working day.

The contacts for the communications team are:

Nick Parry

[Nick.parry@swansea.gov.uk](mailto:Nick.parry@swansea.gov.uk)

07960715274

Patrick Fletcher

[Patrick.fletcher@swansea.gov.uk](mailto:Patrick.fletcher@swansea.gov.uk)

07796275277

## School Capacity

The school admission number refers to the number of pupils that the local authority can admit to a school each year. Every school has an admission number, which is calculated using the Welsh Government’s ‘measuring the capacity of schools in Wales’ assessment. The funding and information team review the school capacity calculations annually to check for accuracy. Any significant change to the building or room use within a school will require a reassessment of the capacity calculation. Admission to a school cannot be refused unless the admission number has been reached. For any queries relating to this, please contact

[Celyn.evans@swansea.gov.uk](mailto:Celyn.evans@swansea.gov.uk)

## Finance

### Budget Shares

Indicative budget shares are issued by the funding and information team to schools at the end of February/early March each year, ready for the coming financial year. The budget share does not change during the course of the year.

The funding formula is reviewed annually by headteacher representatives on the school finance group and school budget forum.

The scheme for the financing of schools outlines how school funding operates in Swansea. More information can be found here

<https://www.swansea.gov.uk/article/8779/Scheme-for-the-financing-of-schools>

Training on school budgets and finance is offered to leadership staff in schools on a termly basis, or bespoke training can be requested by contacting

[louise.rigby@swansea.gov.uk](mailto:louise.rigby@swansea.gov.uk)

### Grants

The funding and information team are responsible for coordinating the delegation of all Welsh Government grants on behalf of education and schools. Information about grant allocations are communicated to schools as soon as possible once confirmation is received from Welsh Government. Please contact Joanne Owens [Joanne.Owens@Swansea.gov.uk](mailto:Joanne.Owens@Swansea.gov.uk) or another member of the funding and information team for any queries relating to education grants.

### Procurements

There is a procurement guide for schools available on staffnet <https://staffnet.swansea.gov.uk/article/15168/Procurement---schools> and annual training is arranged by the funding and information team for any schools staff that wish to attend. Please refer to the guide for contact details regarding procurement related queries.

### Service Level Agreements

Each year as part of the school's budget allocation, schools are delegated money for, and can opt into a number of Service Level Agreements (SLAs) offered by a variety of central local authority departments covering areas of support to schools such as, human resources, technical ICT, finance, and kitchen maintenance. The SLAs are reviewed annually via the school finance group. The cost of each SLA is noted at the bottom of the school's budget share, and confirmation of buy back needs to be sent into Louise Rigby, funding and information team by 31st March

each year. A full list of the SLAs offered, including information about what is covered by the service and the SLA manager information can be found here: [Swansea Staffnet - Service level agreements](#)

### Kitchen SLAs

This is an independent service which ensures that schools are provided with a best value service for compliance in relation to the supply, maintenance and repair of catering equipment and internal kitchen infrastructure. Full details are available here: [Swansea Staffnet - Service level agreements](#)

### Human Resources

The human resources (HR) team provides a comprehensive range of professional HR strategic support to schools, including advice and guidance on all employee relations matters, employment legislation and conditions of service. The team can provide schools with HR policies, providing support and advice on these policies, which include relevant related documentation, In addition, they can provide training to headteachers, deputy headteachers, senior leadership teams and governors on HR policies including recruitment.

### COVID-19

Authority health and safety, and fire safety policies and guidance can be accessed on staffnet [Swansea Staffnet - Health and safety policies and procedures](#) or for specific Schools health and safety guidance and checklists, head teachers can access via the hwb health and safety group folder [Hwb \(gov.wales\)](#) . Any updates relating to COVID-19 will be uploaded to these areas.

### Education Directory

Please see the following link for contact details for all schools  
<https://www.swansea.gov.uk/schoolcontactdetails>

If you have a specific question that you need support with, please email [education@swansea.gov.uk](mailto:education@swansea.gov.uk)

### Local authority (LA) headteacher meetings

The LA hold termly meetings for primary and secondary headteachers (as separate meetings) and cross-phase headteacher meetings for all. These meetings are used to share information and effective practice.

## Appendix One – data examples

### Attendance (half-termly and annual, aggregate data and pupil level)

#### Attendance Summary - FINAL 2018 - 2019

93% and below shown in pink

95% and above shown in green

School	Previous year 2017-2018		2018-2019									
	Att%	Quartile	Autumn Term			Spring Term			Summer Term			Year
			1	2	Term	1	2	Term	1	2	Term	
<b>Primary Schools</b>	<b>94.7</b>	<b>2</b>	95.6	94.3	95.0	94.9	95.2	95.1	94.6	93.2	93.6	94.7
	95.4	1	96.2	95.1	95.7	96.4	96.3	96.4	95.6	94.7	95.0	95.7
	95.8	2	96.6	96.0	96.3	95.9	96.4	96.1	96.1	94.8	95.2	96.0
	92.9	3	93.2	91.8	92.6	90.8	93.9	92.2	93.7	90.9	91.9	92.3
	94.1	3	95.1	93.9	94.5	94.9	95.3	95.1	94.5	92.1	92.9	94.3
	94.7	3	95.1	93.9	94.5	94.0	94.9	94.3	94.9	93.3	93.8	94.6
	94.2	2	95.5	94.5	95.0	94.5	94.8	94.6	94.0	91.8	92.6	94.3
	93.7	2	95.3	92.7	94.1	93.5	95.3	94.3	94.1	93.6	93.7	94.1
	95.1	2	96.2	95.2	95.7	95.7	95.8	95.8	95.4	93.1	93.9	95.2
	96.1	1	96.1	95.3	95.7	96.2	97.0	96.6	95.2	93.7	94.1	95.6
	95.7	1	97.4	94.4	96.0	96.9	96.4	96.7	95.5	94.5	94.9	96.0
	93.4	3	95.2	92.6	94.0	92.9	95.2	94.0	92.9	93.6	93.3	94.0

**Table 1 : Attendance Category Analysis 2018/2019**

Attendance data matched to January 2019 PLASC for pupils in years 1 to 11 only

Term	(All)	Whole academic year	
Gender	(All)	All pupils	
Year group	(All)	All pupils	Select the relevant year groups to analyse attendance by phase
Ethnic background	(All)	All pupils	
Ethnic Main Group	(All)	All pupils	
SEN	(All)	All pupils	
FSM	(All)	All pupils	
WIMD Decile	(All)	All pupils	

School	Number of half day sessions				Percentage of half day sessions		
	Attended	Authorised	Unauthorised	Possible	Attended	Authorised	Unauthorised
	132,874	7,021	2,669	142,564	93.20%	4.92%	1.87%
	121,405	4,120	1,293	126,818	95.73%	3.25%	1.02%
	323,629	15,807	6,562	345,998	93.53%	4.57%	1.90%
	289,821	15,862	8,993	314,676	92.10%	5.04%	2.86%
	328,165	14,661	2,642	345,468	94.99%	4.24%	0.76%
	81,094	2,947	431	84,472	96.00%	3.49%	0.51%
	64,280	4,232	1,468	69,980	91.85%	6.05%	2.10%

**Table 3 : School Attendance Profile 2018/2019**

Attendance data matched to January 2019 PLASC for pupils in years 1 to 11 only

School	(All)	All schools
Term	(All)	Whole academic year
Gender	(All)	All pupils
Ethnic background	(All)	All pupils
Ethnic Main Group	(All)	All pupils
SEN	(All)	All pupils
FSM	(All)	All pupils
WIMD Decile	(All)	All pupils

Year group	Number of half day sessions				Percentage of half day sessions		
	Attended	Authorised	Unauthorised	Possible	Attended	Authorised	Unauthorised
1	927,588	43,793	14,253	985,634	94.11%	4.44%	1.45%
2	1,003,257	42,393	16,526	1,062,176	94.45%	3.99%	1.56%
3	999,797	39,836	13,579	1,053,212	94.93%	3.78%	1.29%
4	967,855	38,296	14,076	1,020,227	94.87%	3.75%	1.38%
5	952,893	40,690	13,713	1,007,296	94.60%	4.04%	1.36%
6	1,018,519	40,345	13,106	1,071,970	95.01%	3.76%	1.22%
7	759,900	31,159	7,514	798,573	95.16%	3.90%	0.94%
8	732,420	34,476	11,009	777,905	94.15%	4.43%	1.42%
9	706,128	34,831	14,531	755,490	93.47%	4.61%	1.92%
10	718,377	33,494	13,414	765,285	93.87%	4.38%	1.75%
11	713,765	34,020	16,503	764,288	93.39%	4.45%	2.16%
<b>Totals</b>	<b>9,500,499</b>	<b>413,333</b>	<b>148,224</b>	<b>10,062,056</b>	<b>94.42%</b>	<b>4.11%</b>	<b>1.47%</b>

Exclusions (annual, also more often as required)

**Table 1 : Number of fixed-term exclusions**

[Menu](#)

Filter the analysis using the selections below:- Selected:-

School type	(All)	
Gender	(All)	
Term	(All)	
Exclusion reason	(All)	
Exclusion length	(All)	
NCY	(All)	
SEN	(All)	
LAC	(All)	
FSM	(All)	
EAL	(All)	
Ethnic Category	(All)	
Ethnic Group	(All)	
First language	(All)	

Totals are shown on the bottom row of the table

School	2016/17	2017/18	2018/19	2019/20	2020/21	Total
	85	7	7	2	5	106
	-	1	-	-	-	1
	42	132	112	62	44	392
	128	127	180	74	104	613
	12	9	14	21	8	64
	-	-	-	1	-	1
	-	27	24	2	4	57
	1	3	-	1	-	5
	1	1	5	3	10	20

**Table 5 : Reasons analysis**

**Menu**

<i>Filter the analysis using the selections below:-</i>	<i>Selected:-</i>
Excluded from	(All) ▾
School type	Secondary ▾ Secondary
Gender	Boys ▾ Boys
Term	(All) ▾
Exclusion length	(All) ▾
NCY	(All) ▾
SEN	(All) ▾
LAC	(All) ▾
F SM	(All) ▾
EAL	(All) ▾
Ethnic Category	(All) ▾
Ethnic Group	(All) ▾
First language	(All) ▾

*Totals are shown on the bottom row of the table*

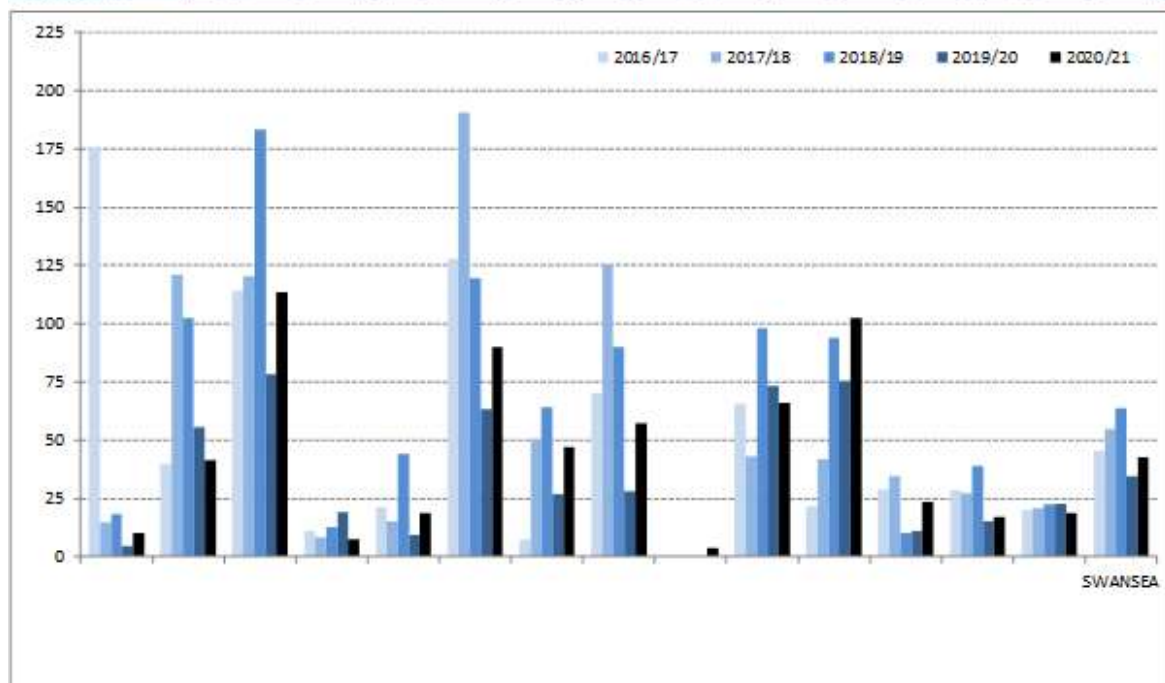
Reason	2016/17	2017/18	2018/19	2019/20	2020/21	Total
Assault/Violence (pupil)	83	77	87	49	78	374
Assault/Violence (Staff)	14	17	8	10	2	51
Bullying	2	1	1	-	1	5
Damage to property	17	24	14	9	3	67
Disruptive behaviour	52	53	62	19	29	215
Other/general	72	135	163	66	145	581
Racial harassment	1	5	10	8	10	34
Sexual harassment	-	2	4	1	1	8
Substance Misuse	4	16	21	18	1	60
Theft	1	7	4	-	-	12
Verbal abuse / threatening behaviour (adult)	148	137	136	99	82	602
Verbal abuse / threatening behaviour (pupil)	29	17	27	14	16	103
<b>Totals</b>	<b>423</b>	<b>491</b>	<b>537</b>	<b>293</b>	<b>368</b>	<b>2112</b>



## 7 : Rates of fixed-term exclusions per 1000 pupils (secondary schools) Menu

Years 7-11 only

Excluded from	2016/17			2017/18			2018/19			2019/20			2020/21		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
	30	307	175	9	19	15	5	30	18	0	9	5	4	16	10
	16	60	40	81	154	121	45	152	102	35	75	56	37	45	42
	47	187	114	41	197	120	105	255	183	68	87	78	85	141	114
	4	17	11	4	12	8	12	13	13	25	14	19	2	12	7
	14	29	21	3	28	15	22	68	44	5	14	9	12	25	19
	21	229	128	89	287	191	117	122	120	61	65	63	43	134	90
	5	10	7	44	56	50	50	78	64	15	40	27	33	61	47
	64	76	70	63	179	125	47	127	90	17	38	28	34	79	57
	0	0	0	0	0	0	0	0	0	0	0	0	0	7	4
	26	98	66	26	57	43	71	122	98	42	101	73	42	86	66
	26	18	21	37	46	42	63	122	94	42	104	75	64	136	103
	11	45	29	3	63	35	8	12	10	3	19	11	7	40	24
	21	38	29	8	51	27	24	56	39	8	23	15	13	21	17
	16	24	20	16	25	21	3	41	22	14	31	23	24	13	19
<b>SWANSEA</b>	<b>20</b>	<b>69</b>	<b>45</b>	<b>29</b>	<b>78</b>	<b>55</b>	<b>39</b>	<b>86</b>	<b>64</b>	<b>23</b>	<b>45</b>	<b>35</b>	<b>28</b>	<b>56</b>	<b>43</b>



## PLASC analysers – contextual data (annual)

### PLASC 2022 : Year Group Profiler

Select school and year group:

Endgower Comp Year 10
Endgower Comp Year 11
Endgower Comp Year 7
Endgower Comp Year 8
Endgower Comp Year 9
Endgower Primary Year 1
Endgower Primary Year 2
Endgower Primary Year 3
Endgower Primary Year 4
Endgower Primary Year 5

All figures exclude dual subsidiary registered pupils.  
 RAC needs show EAC (with a pupil's home) None (but can be used and will be shown under EAC needs).  
 SAC figures are from Capital OMC as these are not input in PLASC.

	School Year Group		Swansea Year Group	
	Pupils	%	Pupils	%
<b>Summary</b>				
All Pupils	531	100.0	2547	100.0
Boys	24	45.3	1341	52.7
Girls	29	54.7	1206	47.3
Looked After Children	0	0.0	14	0.5
<b>Free School Meals</b>				
FSM eligible	19	35.8	660	25.9
Not FSM eligible	34	64.2	1887	74.1
FSM eligible and/or transitionally protected	23	43.4	851	33.4
Not FSM eligible and/or transitionally protected	30	56.6	1696	66.6
<b>Welsh Index of Multiple Deprivation</b>				
WIMD decile 1 (most deprived 10% of all LSOAs)	20	37.7	418	16.5
WIMD decile 2	1	1.9	384	15.1
WIMD decile 3	1	1.9	181	7.1
WIMD decile 4	0	0.0	244	9.6
WIMD decile 5	0	0.0	147	5.8
WIMD decile 6	4	7.5	162	6.4
WIMD decile 7	1	1.9	130	5.9
WIMD decile 8	1	1.9	126	5.0
WIMD decile 9	25	47.2	296	11.6
WIMD decile 10 (least deprived 10% of all LSOAs)	0	0.0	431	17.0
<b>WIMD 30 Total</b>	<b>22</b>	<b>41.6</b>	<b>988</b>	<b>38.7</b>
<b>Additional Learning Needs</b>				
Non-ALN	45	84.9	1956	76.8
School Action	4	7.5	299	11.5
School Action Plus	4	7.5	175	6.9
Statement	0	0.0	112	4.4
School IDP	0	0.0	11	0.4
LA IDP	0	0.0	0	0.0
<b>Total ALN Pupils</b>	<b>8</b>	<b>1.5</b>	<b>691</b>	<b>23.2</b>
Attention Deficit Hyperactivity Disorder	0	0.0	8	0.3
Autistic Spectrum Disorders	0	0.0	87	3.4
Behavioural, Emotional & Social Difficulties	2	3.8	121	4.8
Dyscalculia	0	0.0	0	0.0
Dyslexia	0	0.0	6	0.2
Dyspraxia	0	0.0	4	0.2
General Learning Difficulties	4	7.5	141	5.6
Hearing Impairment	2	3.8	8	0.3
Moderate Learning Difficulties	0	0.0	72	2.8
Multisensory Impairment	0	0.0	2	0.1
Physical and Medical Difficulties	0	0.0	34	0.9
Profound & Multiple Learning Difficulties	0	0.0	7	0.3
Severe Learning Difficulties	0	0.0	9	0.4
Speech, Language and Communication Difficulties	3	5.7	262	10.3
Visual Impairment	0	0.0	6	0.2
<b>Ethnic Background</b>				
White British ethnic group	47	88.7	2064	81.0
Unknown ethnic group	0	0.0	7	0.3
Asian ethnic group	1	1.9	102	4.0
Black ethnic group	0	0.0	52	2.0
Chinese ethnic group	0	0.0	8	0.3
Mixed Heritage ethnic group	2	3.8	96	3.8
Other ethnic group	0	0.0	79	3.1
White Other ethnic group	3	5.7	139	5.5
<b>Total Non White British group</b>	<b>8</b>	<b>1.5</b>	<b>478</b>	<b>18.7</b>
<b>First Language</b>				
First language English/Welsh	50	94.3	2219	87.1
First language not English/Welsh	3	5.7	328	12.9
First language unknown	0	0.0	0	0.0
<b>English as an Additional Language</b>				
EAL Stage A (new to English)	0	0.0	42	1.6
EAL Stage B	0	0.0	95	3.7
EAL Stage C	2	3.8	142	5.6
EAL Stage D	1	1.9	70	2.7
EAL Stage E (fluent)	1	1.9	51	2.0
<b>Total EAL Stage A-D</b>	<b>3</b>	<b>5.7</b>	<b>348</b>	<b>13.7</b>
<b>Total EAL Stage A-E</b>	<b>4</b>	<b>7.5</b>	<b>400</b>	<b>15.7</b>

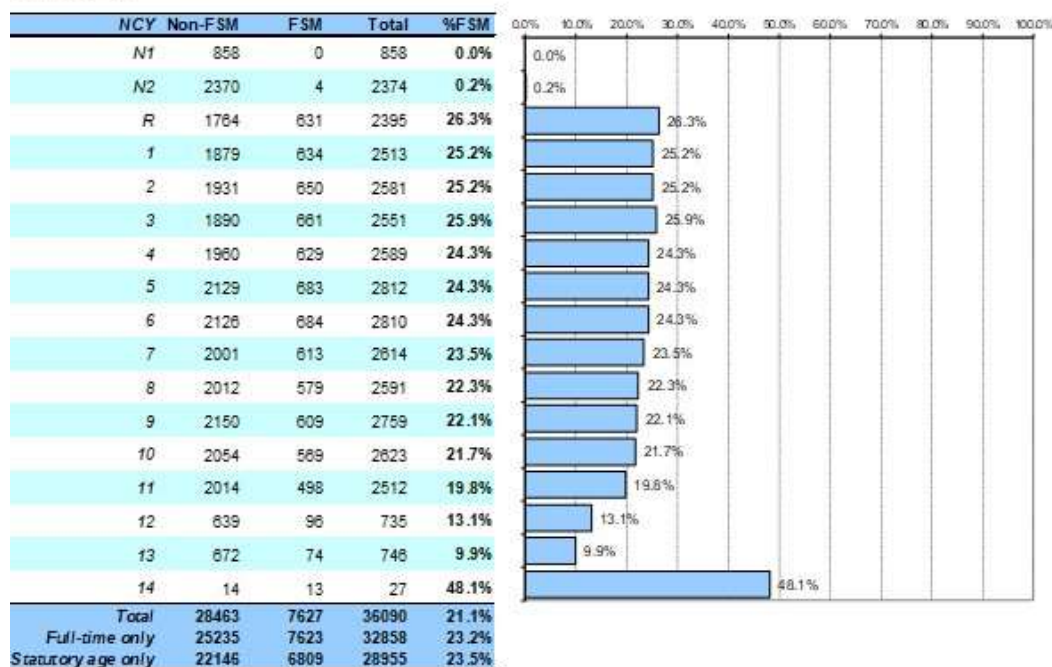
## PLASC 2022 : Free School Meals Eligibility by Year Group

Excluding pupils who have only transitionally protected free meals

Select school below:-

SCHOOL NAME (All) ▾

### All schools



## Pupil mobility / catchment areas (annual)

### Five Year Pupil Mobility Trends 2018 to 2022

Number of in-year leavers and joiners expressed as a percentage of total Y1-11 on roll at the end of the first week in September each year.

Mobility up to summer half term each year. Source: ONE system; excludes planned transition moves.

\*May not be typical data due to the covid pandemic.

(1=highest)

School	2017-2018	2018-2019	2019-2020*	2020-2021*	2021-2022*	5yr average	5 year rank
	8.3	10.9	8.7	7.5	14.4	9.9	18
	8.0	6.0	5.2	7.5	5.5	6.5	48
	7.8	8.1	9.7	7.8	13.0	9.3	23
	5.8	5.7	4.2	3.1	8.6	5.5	58
	2.2	1.3	2.2	2.1	2.3	2.0	87
	2.5	5.3	9.8	10.0	8.7	7.2	41
	9.9	11.5	9.2	7.2	6.7	8.9	24
	4.0	6.7	5.7	4.9	7.0	5.7	53
	30.0	30.8	25.4	16.7	24.9	25.6	1

## 1 : Primary School Rolls by English Medium Primary Catchment Area

Analysis date: 20 February 2022

[Menu](#)

Attends  [← Select English medium primary school name here](#)

### Brynmill

Catchment Area	Year Groups							Total	Percent
	R	1	2	3	4	5	6		
Birchgrove Primary	0	0	0	0	0	0	0	0	0.0%
Bishopston Primary	0	0	0	0	0	0	0	0	0.0%
Blaenymaes	0	0	0	0	1	0	1	2	0.8%
Brynhafod	0	1	1	0	0	1	0	3	1.1%
Brynmill	15	16	22	23	24	22	19	141	53.6%
Burlais	0	1	1	0	0	0	3	5	1.9%
Cadle	0	0	1	0	0	0	0	1	0.4%
Carmarthenshire*	0	0	0	0	0	0	0	0	0.0%

### KS4/5 exam results for secondary schools (annual)

School	Literacy Average Points			Maths/Numeracy Average Points		
	Boys	Girls	Total	Boys	Girls	Total
	39	44	41	41	42	41
	41	43	42	42	41	42
	40	43	41	42	42	42
	49	53	51	51	51	51
	37	43	40	37	40	39
	0	0	0	0	0	0
	25	34	30	31	38	34
	42	47	45	45	48	45
	38	43	39	37	39	38
	48	49	47	48	47	48
	35	42	38	35	38	37
	0	0	0	0	0	0
	40	43	41	40	43	41
	48	48	47	48	48	48
	43	47	45	41	42	42
	49	52	49	44	48	48
	28	24	27	27	26	27
<b>Swansea overall</b>	<b>41</b>	<b>45</b>	<b>43</b>	<b>42</b>	<b>43</b>	<b>42</b>
<b>Swansea 2020</b>	<b>38</b>	<b>43</b>	<b>40</b>	<b>38</b>	<b>40</b>	<b>39</b>

**GCSE Subject Analyser 2017-2021**

**Table 1 : Grade Distribution Based on Number of Entries**

Please select from the options below to refine the analysis:-

Year: 2021  2021

Subject:  Biology  Biology

Exam Type:  Full Course  Full Course

Included in thresholds & points: Yes  Yes - counted in results

Gender: (All)  (All)

Free School Meals Status: (All)  (All)

WMD Decline: (All)  (All)

Looked After Status: (All)  (All)

Ethnic Background: (All)  (All)

Ethnic Group: (All)  (All)

EAL Stage: (All)  (All)

First Language: (All)  (All)

This analysis is based on first grades awarded rather than best grades achieved where students have taken the same subjects more than once.

For subjects graded 9 to 1, results have been converted to approximately equivalent grades for this analysis. 1=F/G, 2=E, 3=D, 4=C, 5/6=B, 7=A, 8/9=A\*.

**Biology - Full Course - 2021**

School	Entries	Grade Distribution										Percentage of Entries			Av Points per Entry
		A*	A	B	C	D	E	F	G	U/X	A*-A	A*-C	A*-G		
22	8	4	5	5	0	0	0	0	0	0	84.4%	100.0%	100.0%	60.1	
33	26	3	2	2	0	0	0	0	0	0	87.8%	100.0%	100.0%	66.8	
53	16	12	7	15	2	1	0	0	0	0	62.8%	84.3%	100.0%	48.5	
71	31	12	8	0	0	0	0	0	0	0	88.7%	100.0%	100.0%	66.9	
0	0	0	0	0	0	0	0	0	0	0	-	-	-	-	
39	6	7	7	10	1	4	1	0	0	3	33.3%	78.8%	92.3%	41.1	
81	20	23	25	9	4	0	0	0	0	0	63.1%	86.1%	100.0%	49.4	
1	0	1	0	0	0	0	0	0	0	0	100.0%	100.0%	100.0%	60.0	
62	28	12	12	7	1	0	0	1	1	1	84.6%	86.2%	98.4%	60.5	
120	48	40	20	9	1	1	0	0	0	0	74.2%	88.3%	100.0%	62.2	
0	0	0	0	0	0	0	0	0	0	0	-	-	-	-	
22	9	9	3	1	0	0	0	0	0	0	81.0%	100.0%	100.0%	65.1	
22	19	3	0	0	0	0	0	0	0	0	100.0%	100.0%	100.0%	67.2	
25	5	4	7	8	1	0	0	0	0	0	38.0%	88.0%	100.0%	47.0	
0	0	0	0	0	0	0	0	0	0	0	-	-	-	-	
<b>Swansea</b>	<b>661</b>	<b>237</b>	<b>130</b>	<b>86</b>	<b>86</b>	<b>10</b>	<b>8</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>68.8%</b>	<b>88.0%</b>	<b>99.3%</b>	<b>61.0</b>	

**Table 1 : Grade Distribution for All Schools**

Subject	Number of Entries							Percentage of Entries									
	A*	A	B	C	D	E	U/Entries	A*	A	B	C	D	E	U	A*-A	A*-C	A*-E
A & D (3D Design)	3	3	6	3	2		17	17.6%	17.6%	35.3%	17.6%	11.8%	0.0%	0.0%	66.3%	86.2%	100.0%
A & D (Art, Craft)	9	11	5	6	3		34	26.5%	32.4%	14.7%	17.6%	8.8%	0.0%	0.0%	88.8%	91.2%	100.0%
A & D (Fine Art)		3	1				4	0.0%	75.0%	25.0%	0.0%	0.0%	0.0%	0.0%	75.0%	100.0%	100.0%
A & D (Graphics)	4	4	4	8	1		21	19.0%	19.0%	19.0%	36.1%	4.8%	0.0%	0.0%	88.1%	86.2%	100.0%
A & D (Photography)	10	11	14	7	5	2	49	20.4%	22.4%	28.6%	14.3%	10.2%	4.1%	0.0%	42.0%	85.7%	100.0%
A & D (Textile)		1	1	1			3	0.0%	33.3%	33.3%	33.3%	0.0%	0.0%	0.0%	33.3%	100.0%	100.0%
Biology	31	54	26	18	13	7	149	20.8%	36.2%	17.4%	12.1%	8.7%	4.7%	0.0%	67.0%	88.6%	100.0%
Business	1	5	10	4	7	1	28	3.6%	17.9%	35.7%	14.3%	25.0%	3.6%	0.0%	21.4%	71.4%	100.0%

**VAP – Vulnerability Assessment Profiles (annual, pupil level)**

**VAP v11 2022 SENSITIVE and CONFIDENTIAL - Swansea Council - Vulnerability Assessment Profile (VAP) 2022 - SENSITIVE**

Year 6

Data relate to 25 April 2022

Ref	DOB	Gender	Attendance %	Attendance last 22 months	Attendance last 12 months	Attendance last 6 months	Other vulnerability factors	VAP Score
002	08/01/11	M	95.0	100	100	100		19
003	12/02/11	F	95.0	100	100	100		19
004	02/03/11	F	95.0	100	100	100		19
005	05/03/11	F	95.0	100	100	100		19
006	08/03/11	F	95.0	100	100	100		19
007	11/03/11	F	95.0	100	100	100		19
008	14/03/11	F	95.0	100	100	100		19
009	17/03/11	F	95.0	100	100	100		19
010	20/03/11	F	95.0	100	100	100		19
011	23/03/11	F	95.0	100	100	100		19
012	26/03/11	F	95.0	100	100	100		19
013	29/03/11	F	95.0	100	100	100		19
014	31/03/11	F	95.0	100	100	100		19

## 2022 Vulnerability Assessment Profile - Pupil Summary Report

: (Year 6)

Pupil:-  
School:-  
Year group:-  
UPN:-

Date of Birth:-  
Started:-  
Gender:-

Attendance for 2021/2022 year up to Easter	Measure	VAP score
Percentage attendance	72.90	2
Percentage unauthorised absence	14.12	2
<b>Attendance total score (max 4)</b>		<b>4</b>

Exclusions for the previous 12 months	Measure	VAP score
Number of fixed term exclusions	0	0
School days lost due to fixed term exclusions	0	0
Number of permanent exclusions	0	0
<b>Exclusions total score (max 6)</b>		<b>0</b>

Additional Learning Needs	Measure	VAP score
Provision Stage	P	2
Maximum Needs Score	2	2
<b>ALN total score (max 4)</b>		<b>4</b>

Other Contextual Factors	Measure	VAP score
Free School Meals (True / False / Previous in last 6 years)	T	2
Welsh Index of Multiple Deprivation Decile, (1 to 10)	2	2
Mainly EOTAS Provision (True / False)	F	0
Child Missing Education (CME) (True / False)	F	0
Looked After Child (LAC) (Current / Previous / False)		0
Child Protection Register (CPR) (True / False)	F	0
Child in Need of Care and Support (CINCS) (True / False)	T	2
EAL Stage of English (A, B, C, D)		0
Home address moves in last 2 years	0	0
School moves in last 2 years	0	0
<b>Other Contextual Factors Score (max 20)</b>		<b>6</b>

<b>Total VAP Score (max 34)</b>		<b>14</b>
---------------------------------	--	-----------