

Ysgol Uwchradd

**Llanishen**

High School



***Our mission is to create a supportive, inclusive environment that nurtures individual growth and personal success.***

[llanishenhighschool.co.uk](http://llanishenhighschool.co.uk)

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To be an outstanding school, developing outstanding individuals

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 High School



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## Destination of Leavers

In 2024, approximately 58% of students continued from year 11 into the school's 6<sup>th</sup> Form. At the end of Year 12, nearly all students continued into Year 13. At the end of Year 13 many students continue on to further education or enter directly into employment or begin an apprenticeship. In 2024 our Year 13 destinations included Oxford and Cambridge University and high numbers of students progressing to Russell Group Universities.

**“Llanishen High School gave me everything I needed to succeed in my future career”.**

Bharvik Patel– Former Student

## Complaints Procedure

The school's complaints policy and procedure is available on the school website or from the school reception office. The school aims to deal with complaints as quickly and fairly as possible. We treat complaints as confidential to those involved. A record of the complaint is kept together with the outcome. We try to help complainants who are disabled or whose first language is not English.

The procedure is available for use by parents, guardians, students, members of the local community or any organisation or individual that has dealings with the school. All complainants, including students, should know that we will listen to them at all times.

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## Dear Parents and Visitors

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It is a great privilege to introduce our school to you. We are a unique school community that is built on a culture that is rooted in mutual respect and pastoral care, and we explicitly teach our values and attitudes.

Our curriculum at Llanishen High School is equally rooted in our moral purpose. We are a large, diverse, truly comprehensive, and inclusive 11-18 school community set in a capital city. Our curriculum is coherent and moves our learners from year 6, escalating their learning experience through to year stage four and beyond.

In designing our provision for our Year 7 students, we place the emotional and mental well-being of students at the heart. This is particularly important to us in light of the pandemic and its ongoing impact on the lives of our young people. Learner wellbeing is a critical enabler of learning and we ensure that our learners are safe, secure and content in order to learn effectively.

We organise our year 7 curriculum in a way that values the relationships between staff and young people and pays genuine attention to well-being.

We also organise our year 7 curriculum so we can take our learners deeper into concepts of learning that are authentic and prepare them for the significant challenges facing humanity. We aim to develop young people who will foster a lifelong love of learning, to live good lives, to earn a living and to contribute positively to society.

During their time at Llanishen High School, we will be developing our young people in to well rounded:

- ambitious and capable learners
- ethical and informed citizens of Wales and the world
- healthy and confident individuals
- enterprising and creative contributors.



**Headteacher**  
**Mrs Sarah Parry BD NPQH**

**In order to be an outstanding school we aim for all students to:**

- feel safe and ready to learn
- enjoy participating fully and have a sense of pride in the school that they carry out into the community
- have pride in their achievements – academic, sporting, creative and other – and opportunity to celebrate these
- feel welcomed and part of the school whatever their family background, faith, ethnicity, disability, gender or sexual orientation
- achieve their full potential and become independent learners
- leave Llanishen HS as confident, capable and considerate young people with the qualifications, skills and attitudes which will open doors and opportunities

**We want our Parents to:**

- have strong and positive relationships with the school
- see home-school communication as a strength, leading to confidence that they can approach the school to resolve issues or concerns
- have high regard for the teaching and learning in school and the outcomes for their children
- always choose to send their children to Llanishen High School

Educating young people is a great responsibility and an immense privilege. We want students from LHS to be able to follow their dreams, because they have the qualifications, skills and attitudes they need to become successful adults. If you are considering sending your son or daughter to Llanishen High School and would like to find out more about us, please get in touch. We would welcome the opportunity to tell you more about the school and to show you around.

Mrs Sarah Parry  
Headteacher



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**Additional Aspects of Appearance**

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**Coats**

For any student in years 7 to 13 this should be plain, dark coloured, and waterproof/ weatherproof coats.

**Jewellery**

One single, or one pair of small studs may be worn by girls or boys in the ear lobe. One plain/simple ring may be worn. A watch may also be worn. Aside from this, no other jewellery should be worn to school.

**Piercings**

Aside from single piercings in each ear, no other body piercings are permitted. This includes nose, tongue and eyebrows.

**Make-up and nails**

We discourage students from wearing make-up and nail varnish to school. However, if make-up is worn it should be subtle and discrete.

**Hairstyles**

Hairstyles should not be eccentric in style or colour. This includes brightly coloured dyed hair, bands of colour, tramlines or shapes cut into the hair. Only plain hair accessories are permitted.

**Mobile devices and Music Players**

Such devices are the responsibility of the student and should be appropriately insured. The school is not liable for any loss, damage or theft. Mobile phones are not permitted to be used on the school site.





Students in the Sixth form are required to wear 'top half' garments bearing the LHS school badge. These identify them as members of our school community and promote a sense of identity and belonging.

Students can select from a variety of different garments, including a t-shirt and sweatshirt. Top half garments which do not display the school badge and other garments, including 'hoodies' are not permitted.

Students can wear any suitable 'bottom half' garments including jeans, trousers or a skirt. Shorts may be worn in the summer term.

It is important that Year 12 and 13 students set an example. The following are not acceptable:

- ◆ Ripped or scruffy jeans
- ◆ Short shorts
- ◆ Short skirts (thick tights must be worn with skirts that are shorter than knee length)
- ◆ Hats worn indoors
- ◆ Offensive slogans of any description
- ◆ High heels/flip flops



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Llanishen has a highly inclusive ethos reflected in its vision statement *'To create a supportive, inclusive environment that nurtures individual growth and personal success.'*

We are an English-medium, mixed 11-18 community comprehensive school situated in the north of Cardiff. We serve an extended geographical area that includes both affluent and less affluent communities.

The full range of ability is represented in the student body at the school. The school roll for years 7 – 11 is approximately 1,470 students. In addition, there is a thriving Sixth Form of over 250 students, the majority of whom progress to university, including Oxford and Cambridge. Around 350 students are identified on the school's register of students with additional learning needs (ALN). Around 100 students have a statement of special educational need. The school also has two specialist ALN support bases for students with Hearing Impairment and students with Autistic Spectrum Conditions.

Approximately 40 students receive support in learning English as an additional language. 30% of students qualify for Free School Meals.

<b>Head Teacher</b>	Mrs S Parry
<b>Deputy Head Teachers</b>	Mr C Maidment and Mr D White
<b>Assistant Head Teachers,</b>	Ms R Evans Mr A Mee Mr M Card Mr J Kiff
<b>School Business Manager</b>	Mrs P Battle
<b>Seconded to the Senior Leadership Team</b>	Mrs C Lockwood, Mr T Beaverstock and Mrs A Geare

The full <sup>39</sup> policy on school uniform is available on the school website. We expect a high standard of personal appearance from all students and anyone arriving at school in non-uniform clothing may be sent home.

### Uniform for Key stages 3 and 4 (years 7 -11)

- ◆ Plain white shirt (short or long sleeved)
- ◆ A school tie
- ◆ A jumper or cardigan bearing the school logo
- ◆ Blazer bearing the school logo (required in the Autumn and Spring terms but optional in the Summer term, following permission from the Head teacher)
- ◆ Black school trousers (not black jeans or skinny trousers)
- ◆ Ankle socks
- ◆ Polishable black shoes in a style suitable for school and with a low heel – not trainers or Vans-style shoes

### Options for Years 7 to 11

- ◆ A school skirt, black with a faint blue stripe, available from YC Sports which must be no shorter than 2 inches above the knee – to be worn with ankle socks or black tights (100 denier)
- ◆ In the Summer term - tailored black shorts available from YC Sports
- ◆ For students wishing to cover their heads for religious or cultural reasons – black or royal blue headwear

### Uniform for PE and games lessons in years 7 – 13

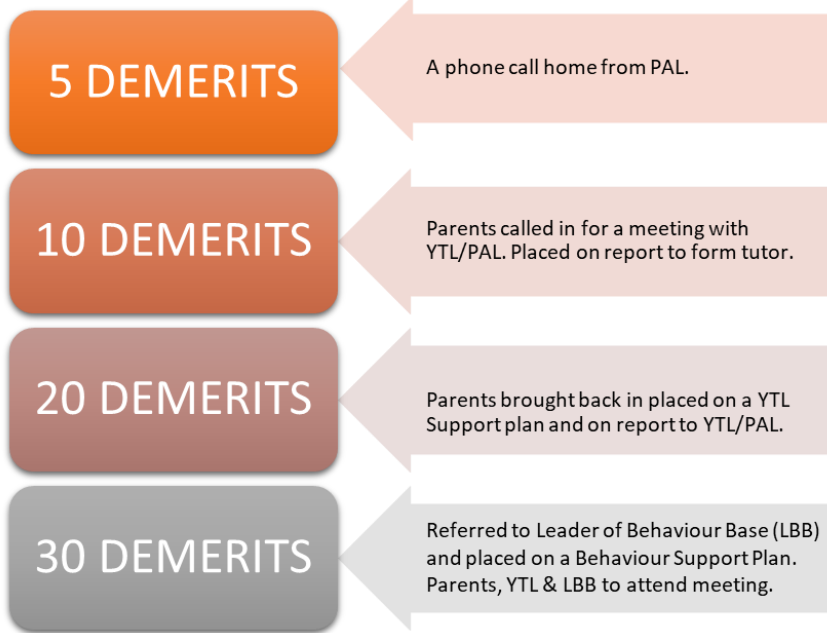
- ◆ Blue T shirt (unisex) LHS
- ◆ Tracksuit bottoms LHS
- ◆ Leggings LHS
- ◆ Trainers
- ◆ Boots (appropriate for the 3G pitch)
- ◆ Rugby shirt, socks and shorts LHS

### Options

- ◆ Polo shirt – girls' fit LHS
- ◆ Skort LHS

*NB: advice on PE uniform can be sought at YC sports or from the LHS PE department*

Going forward the following will be in place so that we have greater clarity:



### Mobile Phones

Pupils are not allowed to use a mobile phone for any reason throughout the school day. We have found that the banning of mobile phones two years ago, has made a positive impact on the quality of learning within the classroom and reduced incidences of bullying within the school day. Therefore, mobile phones will remain banned within the school site and will be confiscated for the day if seen.

Refusal to hand over will result in contact home and potentially parent being required to collect the phone. Staff should also not be on their mobile phones in front of students, including corridors, halls and classroom.

### Governors

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The school has 20 Governors:

- Five appointed by Cardiff County Council
- Six elected by parents
- Two elected to represent the Teaching Staff
- The Headteacher
- One elected to represent the Non-Teaching Staff
- Five co-opted by the Governing Body to represent the local community

Each Governor, apart from the Headteacher, holds office for four years. The Chair of Governors is Mr John Caddick who can be contacted via the school.



### Pastoral Team

In order to provide effective pastoral support each year group is looked after by a team of form tutors led by a Year Team Leader and a nominated member of the Senior Leadership team. Each year team leader is assisted by a pupil achievement leader (PAL). The PALs are the first point of contact on a day-to-day basis for parents and students in their year group. Our year team Leaders, PALs and form tutors remain with the students as they move through the school, allowing students and their parents to be supported by a team familiar with the year group.

As part of our partnership to achieve the best possible education for all our students

### The school will strive to...

- ◇ Provide a safe, healthy, and happy environment.
- ◇ Deal with any cases of bullying or harassment promptly and in an appropriate manner.
- ◇ Ensure that all students are given the opportunity to achieve their full potential.
- ◇ Encourage high standards of work, achievement, and good behaviour.
- ◇ Instill a sense of responsibility and belonging within the community of the school.
- ◇ Provide a balanced curriculum which meets statutory requirements whilst trying to accommodate the needs of the individual student.
- ◇ Provide facilities in the Learning Resource Centre for extra-curricular study.
- ◇ Provide opportunities to monitor and discuss the progress of each student and to help set targets for improvement.

### The parents/carers will strive to...

- ◇ Make sure the student attends regularly, on time, properly equipped for learning and wearing the correct school uniform.
- ◇ Inform the school on the first day of a student's absence.
- ◇ Support the school's policies and rules on behaviour.
- ◇ Support the school's policies on rewards and sanctions.
- ◇ Let the school know of any change in circumstances that could affect the student's work and behaviour.
- ◇ Support the student with homework, revision, organisation, and all other aspects of home learning.
- ◇ Attend parents' evenings and discussions about the student's progress.



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## Merits

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Staff give a minimum of 3 merits per lesson. They reward those who give excellent SHAPE answers, for example, or go over and above during the lesson.

We don't reward for STEPS and SLANT, these means students are meeting our expectations not exceeding them.

We give one reward card per lesson, for an outstanding student. This is worth 5 merit points.

Let students know at the end of your lesson who got them. Form tutors will check weekly.

Those with reward notes will go into a weekly prize draw; which we do in assembly.

## Rewards

Rewards can also take the form of:

### PRAISE

Verbal or in writing in planners/exercise books.

Congratulations letter home from the subject leader or Year Team Leader for excellent work/effort.

Hot chocolate with the Headteacher for outstanding work/effort or service to the School community.

Outstanding Student Certificates.

Positive phone call home.

Free tickets to the Prom in Year 11.

End of term and year reward trips.



## Exit

Expectations	Consequences
<ul style="list-style-type: none"> <li>• Collect books in and time it, count up – have competition between rows. Have the same routine every lesson and this should be done in silence.</li> <li>• 5 minutes before the end of the lesson, have all pupils stood behind their chairs with blazers and bags on – <i>not coats</i>.</li> <li>• Complete an activity that has students reflect on their learning that lesson – Q&amp;A/Chanting etc.</li> <li>• Staff Member to be stood at the door, looking down the corridor and into the classroom. When the bell goes dismiss your class row by row. Check the corridor is empty when you do so, and pupils should exit to the left and single file.</li> </ul>	<ul style="list-style-type: none"> <li>• Use in class sanction system</li> </ul>

## Entry

Expectations	Consequences
<ul style="list-style-type: none"> <li>• Staff Member is on their door checking pupils have their blazers and are walking down the corridor as expected above.</li> <li>• Pupils come straight into the room and stand behind their chairs in silence and get their equipment out on the desk. Have a seating plan.</li> <li>• Teacher gets the pupils in a standing SLANT. Bags put on the floor, Blazers (if they wish) and Coats on the back of the chair. Allows them to sit down when ready.</li> <li>• Staff member does the register whilst students complete a “do now” activity that retrieves prior knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Use in class sanction system</li> </ul>



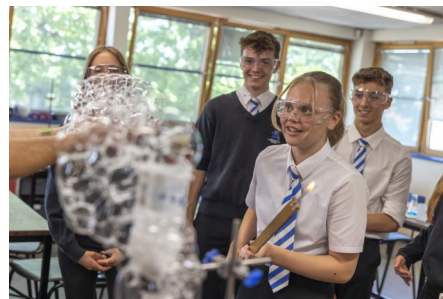
## The student will strive to...

- ◇ Attend school regularly and on time.
- ◇ Bring all equipment needed in a suitable school bag.
- ◇ Wear the proper school uniform.
- ◇ Tell an adult if anyone is being bullied or harassed.
- ◇ Arrive on time for each lesson.
- ◇ Be polite and helpful to others.
- ◇ Respect other people's culture, ideas, and opinions.
- ◇ Respect other people's and the school's property.
- ◇ Complete all homework and classwork on time and to the highest standard.
- ◇ Keep the school free from litter and graffiti.
- ◇ Set out always to do his/her best.

8.25 AM	.....	AM warning bell for students
8.30 AM	.....	Registration & Assembly Time
8.55 AM	.....	Lesson 1
9.55 AM	.....	Lesson 2
10.55 AM	.....	— Break Time —
11.15 AM	.....	Lesson 3
12.15 — 12.45 PM	.....	Lesson 4 - Years 7 9 11 12 & 13 Lunchtime for Year 8 and 10
12.45 — 1.15 PM	.....	Lesson 4 - Years 8 9 10 11 12 13 Lunchtime for Year 7
1.15 — 1.45 PM	.....	Lesson 4—Years 7 8 10 Lunchtime for Years 9,11,12,13
1.45 PM	.....	Lesson 5
2.45 PM	.....	End of the School Day

**Lunchtime Arrangements**

The school canteens provide a varied and healthy menu for students. Students bringing packed lunches are expected to eat them in one of the dining halls. All students must remain on school site during the lunch break, with the exception of Sixth Form students, who have permission to leave the school premises.



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Expectations	Consequences
<ul style="list-style-type: none"> <li>All members of school community to walk with shoulders against the wall, single file and on the left.</li> <li>Pupils should walk at a brisk pace with their head up (STEPS), no running, in order to get to their lesson as promptly as possible in order to maximise learning time.</li> <li>Pupils should only speak to say “Good Morning/afternoon Sir/ Miss” to any adult who walks past.</li> <li>In the English and Maths Towers students must use the correct staircase for entering and exiting the tower.</li> </ul>	<ul style="list-style-type: none"> <li>If a pupil fails to follow our expectations, this should be addressed by the member of staff with a verbal warning.</li> <li>If a pupil fails to correct their behaviour first time, staff member to issue a DEMERIT CORRIDOR to pupil and record on SIMS behaviour management.</li> </ul>



## Consequences

Behaviour systems can be supported by using hand raising and SLANT-ing. If students are talking off task, not fully engaged in work, fiddling with equipment when told not to or refuse to follow any "reasonable request" to behave appropriately, there is a 4 stage system

<b>Warning</b>	There is a verbal indication that the student is at this stage and needs to address their behaviour. If a student arrives late to your lesson without a pass, they are automatically on this stage. Warning not to be recorded on SIMS, but do mark L on register if student is late.
<b>Last Chance</b>	This is a second verbal warning. At this point a strategy (moving groups, removing equipment) should occur to help students refocus their behaviour. This is the last step before the students receives a sanction, make them aware of this fact. Record the last chance on SIMS as it will be monitored in real time.
<b>Demerit In Class</b>	Student should be taken aside or spoken to outside, where a conversation takes place, reflecting on their poor behaviour. Record the Demerit on SIMS. Student will receive a 30 minute after school detention on that day. Staff member recording the DEMERIT should contact home and inform the parent/carer. Staff member can go to the detention for a supported restorative conversation with the student if deemed helpful. Student will complete a reflection booklet in the 30 minute detention.
<b>Emergency Call Out</b>	If the student has progressed through all of the stages and cannot remain in the lesson, or behaves in an extreme manner (swearing, violence, racism, homophobia etc). They will be issued an Emergency call out. They will spend the rest of the lesson in IER and will have a 1 hour detention after school. Staff member recording the EMERGENCY CALL OUT should phone home and inform the parent/carer and record the call on linked documents. Staff member can go to the detention for a supported restorative conversation with the student if deemed helpful. Student will complete a reflection booklet and then complete lines in the 1 hour detention.

Staff members are encouraged to utilise the stages, and progress through them. However, any stage can be issued without progressing through, if the behaviour is deemed worthy of that stage.

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## Term Time

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	Start Date	Half Term Break	End Date
<b>Autumn</b>	Monday 2 September 2024	28 October to 1 November 2024	Friday 20 December 2024
<b>Spring</b>	Monday 6 January 2025	24 February 2025 to 28 February 2025	Friday 11 April 2025
<b>Summer</b>	Monday 28 April 2025	26 May 2025 to 30 May 2025	Monday 21 July 2025



## Inset Days

Monday, 2nd September 2024

Friday, 29th November 2024

Monday, 2nd December 2024

Friday, 21st February 2025

Monday, 10th March 2025

Monday, 21st July 2025

The admissions authority for the school is Cardiff County Council. The school's standard admission number for entry to Year 7 is 300. The standard admission number for Year 12 (6<sup>th</sup> Form) is 150. These give an overall capacity for the school of 1808 students. Numbers on roll in Autumn 2023 are:

The catchment area for the school is the combined catchment area of the seven main partner primary schools – Llysfalen, Thornhill, Llanishen Fach, Coed Glas, Pontprennau and Ton-yr-Ywen in the Llanishen area and Glyncoed and Bryn Celyn in the Pentwyn area.

Year 7	302
Year 8	299
Year 9	294
Year 10	288
Year 11	282
Year 12	151
Year 13	118
<b>TOTAL</b>	<b>1734</b>

Parents are invited to express a preference for the secondary school they wish their child to attend. Students living outside the catchment area can be admitted to Llanishen High School if their parents express a preference for the school and there is space. Places are assigned by March for the following September and there is an appeal process if a place is not allocated for the school of choice. Further information regarding admissions is



### Students living in Llanedeyrn, Pentwyn and Pontprennau

The majority of students live within walking distance of our school. Those living in Pentwyn, Llanedeyrn and Pontprennau can use the school bus service. There are three routes covering these areas. Details of the service and the pick-up points are available from the school office or from Cardiff County Council's school transport department.

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All members of the school community are expected to follow our basic rules:

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- ⇒ Be Ready
  - ⇒ Be Respectful
  - ⇒ Be Safe

Llanishen High School has an emphasis on **warm strict** within the classroom. We have high expectations of the pupils and are not only looking to establish behaviour for learning but behaviour for character. We think that, to enable pupils to achieve what they are capable of, teachers must establish positive relationships with the pupils and combine assertiveness with warmth. We also unapologetically enforce the authority of the teacher and have centralised detentions for pupils who fail to meet our expectations for behaviour, time-keeping, uniform and equipment.

We want pupils to be masters of their fate and moving forward will have an emphasis on 3 important values.

**Personal Responsibility** – Pupils taking personal responsibility for their actions empowers our pupils to become masters of their fate

**Duty** – The value of duty eradicates complacency and builds the discipline necessary to succeed

**Authority** – A belief in authority allows teachers to take charge and impart the knowledge of their subjects and habits for success

We want pupils to have a duty to our school community before themselves, to be willing to take personal responsibility not make excuses and to be grateful and humble rather than entitled. If our pupils lower their standards they will never catch up.

*Our actions become our habits, our habits become our character, our character is “who we are”.*



How we get pupils attention and to ensure they are listening to teacher instruction.

Raise your hand, and have all the pupils raise theirs to get their attention. Then 5,4,3,2 and ... SLANT

<b>S</b>	Sit up straight with your arms folded.
<b>L</b>	Listen to all instructions.
<b>A</b>	Answer all questions.
<b>N</b>	Not interrupt or speak over others.
<b>T</b>	Track the staff member who is speaking.

How we expect questions to be answered.

<b>S</b>	Sentences – Answer all questions in full sentences.
<b>H</b>	Hands away from your face when answering.
<b>A</b>	Articulate - answer clearly and use correct vocabulary.
<b>P</b>	Projection – don't mumble.
<b>E</b>	Eye contact – Make eye contact with the teacher when answering.

## Admission of students to the Hearing Impaired Resource Base and Autistic Spectrum Resource Base

Places are funded by the Local Authority and draw students from the wider Cardiff area. Students are placed by the Local Authority. If parents feel such provision is relevant for their child, enquires should be made to the Local Authority case work team on Tel: 029 2062 9800.

Good links between the school and parents are essential for the well being and progress of students. The school seeks to ensure communication between school and home is efficient and effective. This begins whilst students are still in primary school. The Additional Learning Needs Co-ordinator (ALNCO) attends all year 5 and 6 annual reviews for students with statements of special educational needs. Year 5 & 6 parents are invited to an annual open evening and to new intake meetings. Once students are members of our school there are many opportunities for parents to meet staff at organised events, parents' evenings or specific appointments.



Communication between school and home is also enhanced by the headteacher's weekly blog, parent mail, reports, home school communication via student planners and the Governors' annual report to parents.

Llanishen High is a fully comprehensive school and offers a wide and varied curriculum which helps all students in our community become:

- Independent, confident lifelong learners
- Active learners
- Considerate, ethical members of our society
- Innovative flexible thinkers
- Proud of their achievements and abilities
- Able to work independently and as part of a team with others
- Successful in the right route for the individual: whether vocational or academic.

The ambition for the exciting new curriculum for 2023 aims at nurturing and developing students with a number of key attributes – the ‘4 PURPOSES’.

1. **Ambitious, capable learners who are ready to learn throughout their lives.**
2. **Enterprising, creative contributors who are ready to play a full part in life and work.**
3. **Ethical, informed citizens who are ready to be citizens of Wales and the world**
4. **Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society**

The curriculum is not solely about formal lessons, although delivery of that curriculum is central. The full curriculum is the total experience of a student while at school and incorporates the wider educational programme offered by the school. It is designed to develop the intellectual, spiritual, emotional, sporting and social attributes of every student.

A school culture built on genuine mutual respect. Constantly modelled by staff, insisted upon by all. We use **SLANT**, **STEPS** and **SHAPE** to support this culture.

*“For, if the culture of our schools affects the character of our pupils, and the character of our pupils then eventually shapes the culture of our society, undoubtedly what we teach our pupils does make a genuine difference to the world around us.”*

### What we expect from every pupil in every interaction with an adult.

<b>S</b>	Sir or Miss. Address all adults in this manner or end each reply in this way. The Llanishen Full Stop.
<b>T</b>	Thank anyone who does anything for you by clearly saying “Thank you”.
<b>E</b>	Eye Contact – with any person you interact with.
<b>P</b>	Please. Use this when you request anything either at the start or end of the sentence.
<b>S</b>	Smile. Make sure you do this at all times; a positive facial expression leads to a positive outcome.

*Our school culture has to be bigger than the culture outside of school!*

## Autism Base

The Llanishen Autism Base is a specialist facility setup through the local authority to support just over forty pupils, all of whom have a statement for autism. The specialist support and environmental setup of the base allows pupils to access mainstream education as well as opportunities to develop the skills necessary for social interaction and overall life skills. Staff working in the base regularly communicate with mainstream teachers to ensure that work is accessible and appropriately differentiated for all pupils to ensure that they are able to access and suc-



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In Key Stage 3, (Years 7 and 8) all learners follow a broad curriculum in line with New Curriculum 5 for Wales in both core and foundation subjects. The principles of the new national curriculum 2023 based on the areas of learning experience (AOLEs) are being integrated into the provision for students in Years 7, 8 and 9.



At Key Stage 4, all learners are guided into the best matched learning pathway, designed to give individuals pupils the opportunity to succeed. All pupils continue to study the core subjects of English, Mathematics, Science and Welsh and study and have the option to follow the Welsh Baccalaureate. They also have a choice of other subjects suited to their aptitudes, aspirations, and interests.

In the Sixth Form learners can choose from a wide variety of Level 3 qualifications - A Level, AS Level, and BTEC National. Nearly all students study the Welsh Baccalaureate Advanced Level. Sixth Form learners receive help with their higher education or employment applications. A new skills for life pathway has been introduced for students for whom A, A/S and BTEC courses are not appropriate.

## Welsh

Welsh is taught as a National Curriculum non-core subject and is compulsory at both Key Stage 3 and Key Stage 4. At Key Stage 4 it is studied as a full GCSE course.



## Public Examinations

During Key Stage 4, students are entered for the Intermediate Welsh Bacallaureate and General Certificate of Secondary Education (GCSE) examinations set by the WJEC. In the Sixth Form students study the Advanced Welsh Bacallaureate , AS level subjects and vocational qualifications, completing their A level courses in Year 13. Entry to AS level courses is gained by achieving suitable GCSE grades or equivalent qualifications at the end of KS4.

## Careers

Llanishen High School addresses all the required Learning Outcomes set out in the Welsh Government document 'Careers and the World of Work: a framework for 11 – 19 year olds in Wales.

Careers Wales provide an impartial careers information on the school site, giving advice and guidance service to students and parents. Students in Years 10 to 13 have access to such advice as well as an individual interview.

They can assist with:-

- ◆ Option choices made by year 8 students for Key Stage 4 (years 9, 10, 11)
- ◆ Year 11 choices about further full time study, jobs or apprenticeships
- ◆ Y12 and Y13 choices about going to university, getting a job or modern apprenticeship or taking a gap year.



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## English as an Additional Language (EAL) Support

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This provision gives support for pupils for whom English is an additional language. These pupils can be new arrivals, those acquiring English and those developing English.

## Disabled Access

The school endeavours to provide access to the full curriculum for all students. As a result of the recent building programme all departments have access to at least one ground floor classroom or in the case of the science and technology departments they are housed in buildings with lifts. However, there are some areas of the school which remain inaccessible to wheelchair users and students with limited mobility. Where possible lessons are provided in ground floor rooms but to avoid disadvantaging large numbers of students by denying them access to specialist rooms and resources, some alternative provision for individual students with disabilities may be necessary. The school is committed to continue to improve physical access for disabled students and other disabled users of its facilities.

## Behaviour and Emotional Needs

The school has a Behaviour Support Unit which helps students whose behaviour or emotional difficulties are impacting on their learning. The base is staffed by a team of experienced teaching assistants who work in close collaboration with the local authority's advisory teacher and other professionals who come into school. The support provided by the base includes a resilience programme and a restorative justice room. These functions provide students with intensive support to re-engage with learning and return successfully to mainstream classes.

## Attendance

Students can only learn if they are in school. As well as being a legal requirement, regular attendance and punctuality are good habits essential to the continuity of education and to any future employer. Llanishen High School regularly returns attendance figures in line with Welsh Government targets but we are always mindful of the need to maintain these standards. The overall attendance figure for the academic year 2023-24 was 89.3%. Holidays during term time are not permitted because of the adverse impact on students' learning.

## Strategic Equality Plan

Underpinning the curriculum and all aspects of school life is a rejection of discrimination against students and staff on grounds of gender, disability, race, sexual orientation, religion, ethnicity or culture. Such issues feature prominently in Personal and Social Education, staff inset and assemblies. Further details are contained in the School's Strategic Equality Policy Statement and Annual Strategic Equality Plan.





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### More Able and Talented Students

Llanishen High School seeks to maximise outcomes for More Able and Talented students. More Able students are those who are academically high achievers across the curriculum. Talented students are those who exhibit a flair for a particular subject. These students, normally around 10% of the cohort, are identified according to a variety of assessment criteria and are entered on the More Able and Talented register. Classroom teachers use this to track, support and provide challenges for these students. Provision for More Able and Talented students is monitored by the Assistant Head Director of English (Mr A Mee). A teacher in each department is designated to mentor More Able and Talented students and provide an extension programme of enhancement activities.

## Religious Education and Collective Worship

Philosophy, Religion and Ethics (PRE) is studied in years 7 to 11 as a discrete subject and it also contributes to the Personal and Social Education programme at key stage 3 which addresses a range of moral and religious issues. 'Theme days' dealing with major moral and religious issues constitute the main provision for sixth form students.

Students take PRE as a GCSE full course in key stage 4 and as an A Level course in the Sixth Form. As the school has no affiliations with any particular religion or denomination, the courses followed are those approved by the Local Authority.

School assemblies of a broadly Christian nature take place each morning for individual year groups. Form Tutors are asked to share, discuss and help students reflect on a collection of 'Thoughts for the Week' on those days when their form has no Assembly.

Parents have the right to withdraw their children from Religious Education and from the worship in school assemblies. If a parent wishes to withdraw their child from Religious Education they should make their request in writing to the Headteacher. Appropriate arrangements will be made for the student to undertake supervised study.

## Welsh Baccalaureate Qualification

The Welsh Baccalaureate Qualification aims to provide a broad, balanced curriculum for 14-19 year olds. It helps to develop knowledge and skills that students will require as they progress through education to the world of work. The programme contains a range of activities including personal and social education, enterprise activities, work experience and community participation. Students also gain accreditation in essential and key skills that will complement their wider learning.



Individuals

## Learning Support Department

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The Learning Support Department supports pupils with a wide range of different needs, including dyslexia, speech and language difficulties, ADHD and other learning difficulties, along with support for pupils with different physical and medical needs. We provide a quieter area for pupils who need this for their social times, along with various clubs and activities throughout the week. In addition, we provide a range of different interventions, including literacy and numeracy support, and we work closely with school staff and the other bases in school and with the Wellbeing Centre, to try and help pupils to be happy, and to support them to achieve as well as possible in school.

This provide support for pupils identified as scoring 85 on standardised scores for literacy and numeracy and for pupils with Specific Learning Needs such as dyslexia or speech and language development. Support is provided through focused intervention programmes delivered in small withdrawal groups.





## Hearing Impairment Resource Base

The school houses the Local Authority Resource Base for 20 students with Hearing Impairment. These students come from all areas of Cardiff to access specialist provision from a highly qualified team of specialist teachers and teaching assistants. They are taught in mainstream classes for the majority of the time



## Personal and Social Education (PSE)

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From September 2020 this is being delivered for Year 7 students as part of the provision for the health and wellbeing AOLE under the new curriculum for Wales. For year 8 students PSE is delivered as a discrete subject. It is delivered through the Welsh Bacallaureate programme for years 9 - 11. PSE covers themes such as health education, citizenship, environmental education and economic and industrial understanding.

## Sex and Relationships Education

Sex and relationships features in teaching for all year groups as part of the health and wellbeing AOLE, PSE or the Welsh Bacallaureate. The biological elements of human reproduction are covered in science lessons. The spiritual and moral aspects of relationships feature in religious education.

The school's policy on sex and relationships education (available on the school website) is based on helping students to address the issues they encounter as adolescents and to prepare for responsibilities of adult life. Delivery of sex and relationships education is done carefully and sensitively. It is taught in accordance with the 1996 Education Act and the requirements of the Welsh Government's PSE Framework 2010. All students are encouraged to have due regard for moral considerations and the value of family life.

## Bilingualism

Welsh culture is emphasised throughout the school. The Welsh Department plays a key role in ensuring the delivery of the language through its teaching provision but it also promotes the culture of Wales in a number of extra-curricular activities such as the annual Eisteddfod and the cluster schools eisteddfod evening. The Welsh language is used in day to day activities throughout the school and forms part of every lesson. The Curriculum Cymreig is an integral part of subject specific schemes of work throughout the school. The integration of elements of Welsh culture and language provide an additional dimension to students' studies and help to promote bilingualism.

Students need a range of experiences in order to develop as rounded individuals. Extra-curricular activities therefore form an essential part of the life of the school and encourage students to contribute fully to society in later life.

Some notable examples are:

- Whole school drama and musical productions
- Small drama productions
- Concerts including choral concerts
- Sporting activities e.g. rugby, football, hockey & netball
- School Eisteddfod
- Music tuition in a range of instruments and singing
- Public speaking and debating
- Charity fund raising
- Residential visits to France, Spain, Italy, New York
- Annual skiing trip
- Education visits, residential courses, field trips & theatre visits
- Duke of Edinburgh Award Scheme—Bronze, Silver & Gold
- After School & Lunchtime clubs and societies: Film Club, Art Club, Christian Union, Eco Council, Chess club, Music clubs and numerous sports clubs
- Homework club



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## Health & Safety

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All members of the school community, staff, students, governors and visitors must take individual responsibility for their own health and safety. The school has CCTV recording inside and outside the buildings to support and protect all visitors and members of the school community.

All visitors, including parents, must report to main reception and must not enter any other buildings beforehand. All visitors must sign in and be issued with a photo recognition visitor pass, which must be returned when they leave the site.

All staff wear identification badges. Senior staff and duty staff carry out duty at the gate and in outside areas before and at the end of the school day, during break and at lunchtimes. Regular patrols of the corridors by the senior team take place during teaching time.

There are restrictions on vehicle movements at the beginning and at the end of the school day and strict separation of students on foot from the buses entering and leaving the site.

The school has a number of qualified First Aiders on hand throughout the day.



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## Charges and Remissions

The school runs a range of visits and trips to enrich the curriculum. The school is not legally allowed to charge for any activity which forms part of the delivery of the curriculum. The school can seek a voluntary contribution for additional activities. However the law requires us to ensure that no child is excluded from trips arranged wholly or mainly in school hours if parents have not made a voluntary contribution. Parents in receipt of benefits or experiencing special circumstances should contact the trip organiser for further information.

## Learning Support/Additional Learning Needs

The school's policy on additional learning needs is to provide support and help to all students experiencing barriers to learning, however they arise. Special arrangements for meeting the needs of such students include the provision of specialist resource bases, making class sizes smaller whenever resources allow, providing support teaching in some subjects and an extensive programme of support interventions delivered in withdrawal sessions by trained teaching assistants and specialist teachers. Students with statements of Special Educational Needs or Individual Development Plans are as fully included in school life and the curriculum as they are able to be. Statements/IDPs are reviewed annually. All students are encouraged to take an active part in school life and to experience the widest possible curriculum opportunities and they are supported to feel safe and secure within the school community.

## Wellbeing Department

Here at Llanishen High School, we want all children and young people to be able to feel safe, happy and cared for to ensure that they thrive. Our Wellbeing centre provides a range of services that work together to meet the needs of any pupil for whom extra emotional, social and mental support is needed.

We offer bespoke support for each individual depending on the need. Pupils may make self-referrals, or a referral can be made by members of staff or parents. Some of the onsite support that we offer includes:

- ◇ The School mentoring scheme
- ◇ ELSA support
- ◇ Counselling Services
- ◇ On-site work with the Primary Mental Health Nurse
- ◇ School Nurse referrals
- ◇ Talk about
- ◇ Youth Mentor

## Buildings and facilities

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A major building and refurbishment programme has been carried out since 2010. The facilities already provided include:

- a sports hall
- a design technology block, which includes a hospitality suite and commercial kitchens and allows the school to offer courses in engineering, computer science and hospitality
- an expressive arts wing with state of the art facilities for music and drama, including a dance studio
- a third kitchen for school meals
- a cashless system for meal payments which uses finger print recognition
- an improved visitor reception area and a new pupil support office
- a new student toilet block
- a floodlit – state of the art - 3G all weather sports pitch with changing facilities
- a Wellbeing Centre in the heart of the school which includes facilities to support students who have behavioural or emotional issues
- relocation of the Learning Support Department
- expansion of the Autistic Spectrum Disorder specialist base
- replacement of the flat roofs on the older buildings
- upgraded toilet facilities
- upgraded security and CCTV throughout the school estate
- a rolling programme of internal and external refurbishment of the buildings

## Toilet Facilities

The school has toilet facilities in all buildings, including disabled access toilets. All toilets are monitored regularly throughout the day by the caretakers and duty staff. All toilets have soap and toilet paper and are cleaned daily.

## Sustainability

We are committed to actioning a whole school plan for sustainability. The key elements of this are:

- A zero waste recycling and sustainability project
- Reducing consumption and waste
- Increasing the number of staff and students who cycle to school

- Developing a sustainable garden as a teaching resource – to include a polytunnel, gazebo, pond area, crop area, raised beds and the wild meadow
- Improved infrastructure and provision for IT to improve the quality of distance learning .

Implementation of the plan has started, with use of the garden as teaching resource and promotion of cycling both featuring in the health and wellbeing learning programme for year 7 students.

Our Year 7 pupils thoroughly enjoy their Health and Wellbeing lessons in the LHS garden and polytunnel. They prepare the ground for planting, sow and nurture a wide range of fruits and vegetables, and then harvest the produce to cook delicious and healthy meals.



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### School Policy Outlines

The full <sup>23</sup> policies outlined below are available on the school website.

### Child Protection and Procedures

Llanishen High School has as its priority, the protection and wellbeing of all our students. The Headteacher has overall responsibility for child protection matters. The Assistant Head (Inclusion and Wellbeing) is the senior staff link for child protection and she is supported by members of the Wellbeing team all of whom are trained in child protection measures. These members of staff provide advice and support on child protection matters for all other school staff and can be contacted by any member of the school community, including a parent, who has concerns about a child. The designated safeguarding officer also has responsibility for promoting the achievements of looked after children. The school also has a nominated child protection governor.

The school’s Child Protection Policy is consistent with the Wales Safeguarding Procedures 2019. All staff must act in accordance with this policy where there are concerns about or suspicions of child abuse. All members of staff have annual child protection refresher training. If the school receives information about a child which suggests that he or she has been abused or may be at risk of abuse, we have a duty to refer these concerns to the Local Authority Children’s Services or the Police without

### Designated Child Protection Team

