



Ysgol Pen-Y-Bryn ESDGC Policy 2016-2019



Introduction

Ysgol Pen Y Bryn has a staff team that are fully committed to empower our pupils to understand their own rights inside and outside of school, develop resilience and an understanding of the world around them.

We believe in running a healthy school that educates children in the knowledge and understanding of developing our environment and how to care for it, promoting positive life skills, working alongside and within the community, and developing wider links in Wales as well as globally.

Ysgol Pen-y-Bryn

Ysgol Pen-y-Bryn is situated in Morriston, 3 miles South of Swansea and is maintained by the City and County of Swansea Local Authority. It is a special school for pupils aged from four to nineteen years with moderate or severe learning difficulties and autistic spectrum disorders. All pupils have a statement of special educational needs. Most pupils have additional learning needs, which include physical, sensory, medical, emotional and behavioural difficulties. English is the predominant language to nearly all. There are very few pupils from minority ethnic backgrounds and 7% of the pupils have 'looked-after child' (LAC) status and approximately 40% of pupils are entitled to free school meals.

Ysgol Pen-y-Bryn encourages all pupils to 'believe it, achieve it'. Our aim is to develop all pupils to their full potential, both in education and socially in a safe and purposeful environment. We host specialist areas that include sensory rooms and the sensory garden to promote positive attitudes and teach resilience.

We follow the national curriculum, however programmes are individually tailored where it is appropriate. All pupils have IEP's (Individual Education Plans), these targets are designed to their abilities and individual needs. However as of the spring term 2016, Ysgol Pen Y Bryn became a Pioneer school tasked with the opportunity to develop a new curriculum for Wales.

The seven themes for ESDGC outlined in the Common Understanding are used for mapping and planning, however in practice themes often over-lap and inter-connect.

The seven themes are:

- Wealth and Poverty
- Identity and Culture
- Choices and Decisions
- Health
- Natural Environment
- Consumption and Waste
- Climate Change

Aims

To establish where we are and set future targets all teachers contributed to develop a whole school ESDGC mapping grid for the seven themes. This exercise showed us that we are already delivering good practice in most areas and highlighted areas where we need to improve. Consequently, we will be concentrating on two objectives, 'Consumption and Waste' and 'Climate Change' for the duration of this policy (until 2018). For the future we also wish to embed the good practice already delivered and develop all staffs understanding of ESDGC. This is reflected throughout the short, medium and long term actions in the action plan. The ESDGC coordinator will develop their own understanding by attending training within ESDGC and will then be able to deliver training and updates to all teaching staff, the Senior Leadership Team and the Governing body.

The children are actively involved in achieving these targets and making decisions through the School Council and Eco Council.

Management, Monitoring and Evaluation

The action plan will be a working document in order to record, manage and evaluate the process of ESDGC across three years. Between the summer terms of 2016 until the summer term of 2019. The mapping grid will be updated every year by all staff to assess progress. The ESDGC coordinator will use the Common Understanding self-evaluation tool to inform actions and ways to move forward.

The ESDGC coordinator is fully committed to promoting our consumption and waste management and understanding of climate change. They will do this across the short, medium and long term actions within the school action plan. They will evaluate progress at the different times and dates stated and when completed will update the action plan. They will also maintain a portfolio of evidence within the ESDGC file. They will also attend regular courses, seminars and workshops to ensure that all major developments, local or national, are recognised and implemented when appropriate.

The ESDGC coordinator will inform and provide feedback to all teaching staff, the Senior Leadership Team and the Governing Body. Once the ESDGC policy has ended, they will review what went well and create a new action plan for another three years with different areas to develop within the ESDGC themes.

