

Cover Sheet

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AI Statement

B) I confirm that I have not presented any AI generated text as my own work. I confirm I have copies of my drafts, notes and other resources I used before and after the use of AI tools which I may be asked to provide as evidence.

Section One – Agenda

Meeting Members and Agenda:

Blaengwaer Primary School

Members in Attendance:

Jordyn Ferber – Head Teacher and Designated Safeguarding Officer (DSO)

Lauren Beynon – Reception Class Teacher and ALNCo

Nicola Evans – Year Six Teacher and Outdoor Provision Leader

Emma Jones – Year One Teacher and Curriculum Leader

Agenda Points for Meeting:

1. Discussing safeguarding and policies due to an incident last week – Jordyn Ferber (DSO).
2. Preparing for new ALN bill – staffing and training – Lauren Beynon (ALNCo).
3. Improving eco schools and aiming for award – Emma Jones (Curriculum Leader)
4. Development of the Outdoor Areas – Nicola Evans (Outdoor Provision Leader).
5. Any Other Business (AOB)

Section Two - Script

Jordyn: Good afternoon, everyone, thank you all for attending our monthly meeting for Blaengwaer Primary School. For those who do not know my name is Miss Ferber and I am the head teacher and designated safeguarding officer for the school. If we could all introduce each other now and what your role is, please.

Lauren: Good afternoon everyone, I am Miss Beynon. I am the reception teacher and ALNCo.

Emma: Good afternoon, I am Miss Jones, a Year One teacher and have the role of curriculum lead.

Nicola: Hello, I am Miss Evans, and I am the year 6 teacher and the lead of our outdoor provision and will be implementing outdoor learning throughout all the school, so that each child will have the opportunity to learn in the outdoor environment, promoting their holistic development

Jordyn: In accordance with the incident that occurred last week regarding a parent who is not involved with dropping and picking up the child from school, attempting to collect the child from the pickup door, I would like to praise the staff that handled this, it was handled well and in an appropriate manner following all safeguarding procedures that we as a school have in place. HM Government (2023) state that the Children Act (1989) places a duty of care onto professionals in the local authorities to safeguard and support the welfare of children who live within the area and may be in need. WSP Solicitors (2024) also support this by stating that section 8 of the Children's Act (1989) states that there are legal routes that can be taken, such as, having a prohibited steps order or specific issue order. In this case a specific issue order is in place which means that the father of the child cannot collect the child from school and any contact is to be completed outside of school in an appropriate contact building, all staff have been made aware of this.

Welsh Government (2021) suggests that guidance should be in place for all school settings on who the parents are and the parental responsibility each person involved with the child has. This legislation allows for schools to outline relevant court orders that may be in place regarding children and how the school can support these court orders.

Welsh Government (2021) also provides safeguarding guidance for school settings; this is what resulted in the safeguarding situation being dealt with so effectively last week as we had this legislation and framework to insert into our policies to make them effective. The framework the Welsh Government provides states that all school settings have a statutory duty to safeguard and promote the well-being of all children, they set out that the legal responsibilities for settings to follow are to follow the duty of care law and that they have the duty to report any concerns of the child or their families.

Family Rights Group (2025) state that the welfare principle which is in place in the Children Act (1989) focuses on the decisions that a court will decide regarding the child's upbringing and what is best for the child. This therefore means that the decision made must have the welfare of the child at the centre of any decision that is made, this is what has taken place regarding this child, and it is in the child's best interest that any contact this child has with their father takes place in a centre outside of school with supervising professionals.

NSPCC Learning (2025) state that schools within Wales must follow the keeping learners' safe legislation from the Education Act (2022). Welsh Government (2022) states that all schools in Wales must follow the Keeping Learners Safe legislation within the Education Act (2022) as it shows guidance that schools and governing bodies are able to use within their policies and procedures in order to have the most efficient way of safeguarding children and keeping them safe whilst at school settings and whilst going home. The Welsh Government (2022) also lay out directly that safeguarding is preventing and protecting children from abuse, neglect or other type of harm.

Social Care Wales (2025) state that schools can also use the Social Services and Well-being Act (2014) to provide frameworks to improve the well-being of children, whilst also providing support for the practitioners that may need it. They state that this act gives an individual voice and control by putting the individual and the needs they have at the centre of all decisions and allows for prevention and early intervention and the well-being of the children, if neglect or abuse is taking place it allows practitioners to know the signs and to be responsible in reporting it further to other agencies. .

Estyn (2025) state that their purpose is to inspect quality and standards in education. They also ensure that all schools make updates to their safeguarding policy regularly, this is to ensure that the children within the setting are always at the focus of the policies, to provide children with the safety they are entitled to. When children are learning in a safe and secure environment and comfortable enough with their practitioners to trust them then they will get the best from their learning and further their development appropriately.

Online DBS (2025) state that there are five R's regarding safeguarding and it is important these are used within the setting as your role of practitioners, these are to recognise the potential abuse and what sort of symptoms to look for as they are not always visible,

following on is to respond to the safeguarding issue, such as, coming to me and reporting it as I am the safeguarding officer, next is report so I will then escalate the situation and report it to appropriate agencies, then record, it is important that the information taken from the concern, it is important to include who is involved, dates, times and if the child has spoken exactly what they have said. A referral will then take place to get the appropriate support for the child and their families and for us to work with the other agencies.

Overall, I am proud and have no issue with how the safeguarding issue was dealt with last week, however, if any staff have concerns of safeguarding issues please come and discuss these with me and I will provide training for safeguarding for a refresher course. Miss Beynon, would you like to discuss your agenda point with us please.

Lauren:

As suggested in The Equality Act (2010) a crucial part of my role as ALNCO is ensuring that learning is accessible for all, making changes to provision and updating IDP's to ensure all the children in our care's needs are being met. Since the introduction of the Additional Learning Needs Act (2018) which highlights the importance of consistency and inclusivity. I feel that the school has worked collaboratively and implemented strategies to further support children with additional learning needs. This includes working with outside agencies to ensure early intervention and providing tailored support through interventions and following IDP's closely. Additionally, we have had new children joining us this academic year in various classes with additional needs. It is important that planning and provision throughout the school is consistent and meets the children's needs and the children's IDPs are read thoroughly and understood. Maslow (1954) emphasises the importance of this as to meet the need of belonging children need to feel included and valued. Jung (2014) suggests that children's potential is reached by having rich personal experiences and as IDP's are unique to each child, they state how we can support their learning and development to ensure they are having rich learning experiences. Does anyone have any queries regarding this? You can contact me anytime with any questions regarding additional learning needs and I will support you to the best of my ability as Goleman, (2005) suggests that as an effective leader it is important to interact with your colleagues, be open and emotionally aware which is why I have an open door policy.

I feel a lot has gone well in our transition from the previous ALN system. We have slowly integrated the new system to ensure consistency. The school is ensuring we have a child centred approach, with greater input from families and children regarding their learning. We as a school have a good understanding of the legal frameworks regarding

ALN, the importance of IDP's and keeping them updated. Would you agree with this? Is there anything else you think has gone well?

Jordyn: Yes I agree. I believe our ALN provision has improved massively due to the funding we have received, well done.

Lauren: There are also areas we need to develop such as staff training and professional development. I would like to ensure all staff feel confident with their practice and interventions and that children's needs are being met. I have arranged for staff to attend Attention Autism training which will support children's concentration and emotional regulation. We will also be having half termly meetings as staff to monitor children's progress, support required and pedagogy. This links to McKinsey's 7s's which emphasises that success in an organisation happens when staff have shared values and beliefs. It also emphasises the importance of staff and ensuring they have the appropriate skills and training to support the children and provide high quality provision (Johnson, Whittington and Scholes, 2017) Miss Ferber and I believe in a transformative leadership style where we enjoy building positive relationships with staff, providing motivation and caring for individual needs. We feel that this style of leadership allows us to implement positive changes. Burns (1978) suggests that transformative leadership is important as it encourages collaboration and improves wellbeing throughout the school. It is also important that we have up to date training. According to the Education Act 2002, statutory requirements for training include safeguarding to ensure best practice and the safety of the children (Gov.uk, 2002). The ALN code for Wales also states staff need to have the appropriate training to support children with additional learning needs, understand child centred practice and the IDP procedure (Welsh Government, 2021).

We have also received our ALN budget for the year. A successful, transformative leader will need to budget effectively to ensure school improvement that aligns with the school's values of inclusion (Bush, 2020). Due to the number of pupils with additional learning needs we have decided to employ an extra member of staff to support ALN children and work through IDP targets. This will be beneficial as they will be able to work on a 1-1 basis with the children, developing positive relationships. We will also be improving the schools' facilities by creating a sensory room, a calm multi-sensory space where children can go when feeling overwhelmed and unregulated. I will then evaluate the success of these changes that are being made as it is important as a leader that the budget is spent effectively and supports our long-term goals (Leithwood, Harris and Hopkins, 2020).

Emma: Thank you, Miss Ferber, for the agenda of the staff meeting, and Miss Beynon for your plans on enhancing our ALN support within our school setting.

Using my leadership skills, the curriculum of Wales(2022) we must transition from a traditional hierarchy to one of a collaborative, pedagogical leadership that will be focused on the four core purposes of the Welsh curriculum(2022) which is ambitious, capable learners, enterprising creative contributors, ethical informed citizens and healthy confident individuals. All staff in this school at all levels are critical to the curriculum design process, which allows the fostering of trust and professional inquiry that will empower us as school leaders to work together to create an authentic, relevant curriculum that will be built for our learners needs and local context.

Following the safeguarding incident that occurred last week, the Welsh curriculum(2022) incorporates safeguarding in settings by ensuring the safety of each pupil in the school. We have a designated safeguarding leader, which is Jordyn which is publicised around the setting by safeguarding information posters all relevant information and organisations are clearly visible on these. Also all staff if not completed safeguarding courses will be mandatory made to complete the course. Within the setting we follow guidance for keeping learners safe(2015) and Wales safeguarding procedures(2014).

Whilst creating the plans for the new curriculum for the school, pedagogy was used following the curriculum of Wales (2022) guidelines. Pedagogy is based on empowering professional judgement and moving away from traditional, content driven instruction and more towards a focus on individual learner needs and progression. Using observations from all staff, it allows me to get a clearer understanding of how children learn and what learning they engage with and what learning they engage less with so that we can make a stronger need for learning in the subject they need more support with. Observations will also allow us as a team to design a school specific curriculum. Implementing Jean Piaget (1936) theory of cognitive development onto our observation for curriculum will help us achieve for the best for our pupils.

The Welsh curriculum(2022) also focuses on the learning of the Welsh language making it a mandatory element to the new curriculum and for it to be taught in all schools across Wales. The Welsh Language and Education Wales Act(2025) was introduced to ensure all schools set out minimum Welsh language education requirements for all maintained schools. Welsh in Education Strategic Plans(2012) requires all local authorities to create 10 year strategic plans with clear targets for increasing access for pupils to learn Welsh language. I am also planning extra curriculum opportunities with Welsh partners such as the Urdd Gobaith Cymru(1922) which allows pupils access to sports, activities and residential through the medium of Welsh.

As a school we have now become a member of ECO school Wales(1994) which also works alongside Keep Wales Tidy(1994), being part of this organisation as a school will empower and inspire our pupils to make positive environmental

changes within our school and also in the wider community. This will also help towards building other skills such as their numeracy, literacy and the passion to want to learn about sustainability development and global citizenship. In our setting we have created areas that are within the guidelines for ECO schools Wales(1994), we have recycling bins in every classroom , we also have an outdoor area where we have an outdoor provider to come into school and offer outdoor learning session, the children learn about the outdoors and also about helping the environment by recycling . Our school has also now introduced an eco-school council, where children from year three upwards can join and voice their opinions on how the school can become more eco as well as any changes they believe that can be made. I can then use these ideas to enhance our school to be the most eco it can possibly be. Eco club in school will also be creating posters to be placed around the school and in each classroom to highlight the importance of being a eco school, including points such as turning light switches on and off , and also not to leave taps running. Each classroom will give a pupil each week the title of eco monitor , who will check how much recycling has been achieved within each week and whatever classroom that has achieved the highest recycling points by the week will be given a recycling certificate during assembly. The classroom who achieves the highest recycling points within the month will be allowed to have a day of choice for learning .

All staff within our setting are included as enabling learners within the new curriculum of Wales (2022) framework which involves a child centred, inquiry approach that positions the child as an active participant in their own learning and education. This meaning that as educators we should move away from traditional deliverance of learning and take a more collaborative approach with our learners. This will create a more meaningful, authentic learning experiences that will be tailored to the pupils needs, interests, and local context. We can achieve this by creating challenging and supporting learning environments, by using indoor learning as well as outdoor. John Dewey (1952) emphasized the outdoor environment provides an authentic and dynamic setting for a more hands on, inquiry-based learning, which allows for our pupils to engage activities that are practical and experiments that connect directly to their lives and their community.

Alongside Lauren as our ALN co, the new curriculum will offer more support for children with additional needs as well as support for the staff. Following the principles of the Additional Learning Needs and Education Tribunal Wales Act (2018) we will be supporting the new curriculum by creating a more flexible framework for the individual pupil. We will be taking the collaborative approach, ensuring Lauren and our other ALN staff work closely with our staff, parents and other organisations which may be involved, this will also help create a child's individual development plan, ensuring the best educational journey for the pupil.

As curriculum lead, I could also arrange a presentation on the new curriculum for parents so they can be included and offer feedback on the new curriculum this will allow me to listen to parent's voice and make any changes needed to provide the best educational journey for their child.

I hope you agree to what the new curriculum will offer to our setting, as I know we all want the best for our setting. I will continue to observe the journey of the new curriculum and make changes when I feel they need to be made. Thank you for listening, I am now going to pass this meeting on to Miss Evans our Year 6 teacher.

The focus this term is to get the maximum use out of the outdoor area through providing rich learning experiences, Whole-school outdoor learning provision is a powerful tool for realising the Four Purposes of the Curriculum for Wales, offering authentic, experiential learning that spans all Areas of Learning and Experience. From the Foundation Phase to Year 6, outdoor environments provide rich contexts for developing healthy, confident individuals through physical activity and well-being, ethical, informed citizens through environmental stewardship, and enterprising, creative contributors through problem-solving and collaboration. The Curriculum for Wales framework encourages schools to design learning that is locally grounded, cross-disciplinary, and responsive to learners' needs (Curriculum for Wales). The Welsh Government's 2023 report Teaching and Learning in the Outdoors reinforces the importance of strategic, whole-school planning, equitable access, and professional development to embed outdoor learning as a core pedagogy. A whole-school approach ensures progression, consistency, and a shared vision that values the outdoors as a dynamic space for learning, well-being, and community connection. For this to be achieved all teachers will need to be on board with providing their classes and all the children with the tools and resources needed to complete their learning outdoors. I am also aware that some necessary and specialist equipment will be needed therefore we will need to outsource these, I will research some grants to see if we are eligible to apply for and if we are eligible will that be something we as a school could do to enhance the outside learning environment Jordyn?

(await Jordyn's response)

Thank you, as these resources will help the children for them to be able to take part in this during all weathers, my main hope is that we can provide some wet weather gear as I feel some parents may find some financial hardship with having to provide extra clothing and wellies for the use of outdoor.

In the outdoor learning environment, the adult plays a pivotal role as an enabler of learning, shaping experiences through responsive interactions, thoughtful planning, and skilled facilitation. According to the Curriculum for Wales: Enabling Learning guidance, adults are one of three essential enablers of high-quality learning, alongside engaging experiences and effective environments. Their role involves observing children's interests, scaffolding inquiry, and creating emotionally and physically safe spaces that promote exploration, independence, and well-being (Curriculum for Wales – Enabling Learning). Research by Waite et al. (2023) in the Welsh Government's Teaching and Learning in the Outdoors report highlights that adult confidence, pedagogical clarity, and a shift from control to facilitation are critical for effective outdoor learning. Similarly, Bilton (2010) emphasises that adults must balance risk and freedom, acting as co-learners who model curiosity and support children's agency. The Learning Through Landscapes framework further advocates for adults to be intentional in linking outdoor experiences to curriculum outcomes while remaining flexible to emergent learning opportunities. Collectively, these sources underscore that the adult's role is not to direct, but to enable, extend, and enrich learning through meaningful engagement with the natural world.

The Outdoor Education (Wales) Bill, introduced in 2023, establishes a statutory duty for local authorities to guarantee that all students in maintained education are provided with access to a minimum of one week of residential outdoor education during their schooling. This Bill seeks to elevate outdoor education from an optional enrichment activity to a formal entitlement, thereby promoting equitable access for students irrespective of socio-economic background or geographic location. Furthermore, the Bill is consistent with broader Welsh legislation, such as the Well-being of Future Generations (Wales) Act 2015, which advocates for sustainable development and well-being objectives that are directly supported by outdoor learning initiatives.

AOB:

Jordyn: We just have one more discussion, if everyone could have their own input about this also, regarding Miss Morgan starting at the school to cover maternity leave. We aim to make this as smooth as possible for the children and that there is as little disruption as possible to their learning and development. Teach Early Years (2025) state that stability is vital in the early years of a child's life as it provides them to develop emotionally and understand their environmental transitions. They also state that building strong relationships with practitioners aims for positive transitions, due to this we will be introducing Miss Morgan into the class for five afternoons to spend time with the children before permanently taking over the role, this is so that the children can get used to Miss Morgan and feel comfortable with her and also allow parents the opportunity to communicate with Miss Morgan and any worries they may have at the end of the school day. Although it is vital that children take to this transition well and are comfortable within their school environment, parents will also have worries and concerns and it is important that they are also included and kept up to date with what is happening as they will have concerns for their children. I am wondering what everyone thinks about having one open afternoon for the parents to come into the classroom to meet Miss Morgan and do activities with their children so they can observe Miss Morgan's teaching.

Lauren:

I think an open afternoon would be a wonderful idea. This would allow the children to get to know their new teacher, build positive relationships and foster a sense of belonging. Maslow's hierarchy of needs emphasises the importance of belonging for children and that this need should be met to ensure social and emotional development, ensuring children feel valued, supported and ready to learn (Maslow,1954). As both transformative and distributive leaders, we promote a sense of belonging throughout the school by modelling positive relationships and effective collaboration which creates an inclusive learning environment throughout the setting (Heenan,Lafferty and Mcnamara,2024). As the ALNCo I feel that creating a sense of belonging and building positive relationships is especially important for our learners with additional needs as they are often more likely to be lacking in confidence or feeling as though they are different (Booth and Ainscow,2011).

Emma: Miss Ferber, in reply to your thoughts on parents coming in to the school and meeting staff, I agree to this. It is not only a big change for the pupil but also for the parents. Building a strong, collaborative relationship between us educators as well as parents will play a crucial role for each pupil's educational journey, which will form as vital bridge between both home and school environments. Parents also need to feel they can approach us with any concerns they have with their child's wellbeing,

education and we should be able to provide support for parents as well. As curriculum lead, I could also arrange a presentation on the new curriculum for parents so they can be included and offer feedback on the new curriculum this will allow me to listen to parent's voice and make any changes needed to provide the best educational journey for their child.

Nicola

As with any new starters to the team and to keep the transitioning for the children steady, I would also suggest that Miss Morgan be trained in accordance with our outdoor learning environments and stress the importance of this amongst all staff also. Staff training in outdoor learning is fundamental for establishing it as an integral component of the Curriculum for Wales, as opposed to treating it simply as a supplementary activity. Comprehensive training empowers educators with the necessary confidence, pedagogical expertise, and practical skills to deliver curriculum-aligned outdoor experiences effectively. The Welsh Government's 2023 report, Teaching and Learning in the Outdoors, further underscores the importance of strategic professional development, advising that all staff—not solely outdoor specialists—undertake training in outdoor pedagogy, risk assessment, and curriculum integration (Welsh Government Report).). Accredited programmes, such as those provided by the Outdoor Learning Training Network Wales (OLTNW) in collaboration with Agored Cymru, offer structured qualification pathways from Level 1 through Level 4 in disciplines including Forest School, Coastal School, and Outdoor Learning Pedagogy (OLTNW). These qualifications equip staff to plan, implement, and evaluate outdoor learning in ways that are inclusive, safe, and developmentally appropriate.

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