

How the local community engages and provides opportunities that support learning:

- ❖ The local estate has no community centre. As a solution for this school A is regularly used by a range of local community groups e.g. dance organisations, as a church and sport groups.
- ❖ School A's facilities are used by 'simply out of school', an after-school provision which provides the children with a selection of games and activities that improve their learning outside of school.
- ❖ School A organises a community funday which all the pupils are involved in, by creating items to be sold on different stalls. These include bath bombs, illustrations and clay ornaments.
- ❖ The school is often used as a polling station, meaning the school must close. However, school A has moved the polling station to the nursery classes because it has a separate entrance and exit from the rest of the school allowing the school to stay open.
- ❖ The local pastor attends the school every Monday to deliver an assembly on values because the majority of pupils identify as Christian.
- ❖ School A work with the community to promote road safety by providing a rotary club. The club provides an opportunity for the children to walk around the community with a supervisor learning about safety of the road while exploring the community.
- ❖ The local food bank work with school A during harvest, asking the children to supply several foods that are not ate at home to provide to the food bank. The children then bag the foods ready to collected.

Additional learning needs support for pupils and families to support their learning and development.

- ❖ **One page profile-** Every ALN can write a one-page profile to ensure the staff can put the child's needs first. This allows staff to gain an understanding of their interests and dislikes to provide the correct care for each child and to create the correct activities that will engage the child.
- ❖ **Individual development plans-** The school works with the parents as well as the child to create suitable goals for the child. The plans are reviewed three times a year to ensure there is a progress with the child development to ensure development milestones are met. The school takes a child centred approach allowing the child to make their own decisions and be in control of their learning.
- ❖ **One to one support-** The school provides one to one support for all children with ALN. Giving the child extra support ensure every child is given the same opportunities to develop their learning.
- ❖ **Additional learning needs meetings-** The school has a meeting with the child and parent to decide whether they require additional help in their learning.

Start at my feet



How the school involves parents in the children's learning:

- ❖ Google classroom- The school uploads the Seren yr Wythnos and photos of visits and activities.
- ❖ Open events- Numeracy e.g. Big Maths, NSPCC number day. Topics e.g. pupils teach parents, spokesperson. Environmental focus e.g. enterprise project and year 4 sing and sell.
- ❖ Parent/career helpers- trips, volunteering in class and grandparents sharing skills/experiences.
- ❖ Eisteddfod and theme weeks videos shared on YouTube and jigsaw.
- ❖ Term newsletter- paper copy is given to every child and is uploaded to the school website.
- ❖ A welcome power point is provided to every parent at the start of each year.

Information about school A and the layout of the school.

- ❖ School A is set out into 14 classes with 23-24 staff members.
- ❖ Each year group has 2 classes.
- ❖ There are approximately 500 pupils from the ages of 3 to 11 years old
- ❖ The school was built to serve Broadlands estate inside of the Bridgend County Borough.
- ❖ The Welsh Government has categorised school A as a 'green' school, with five Platinum awards.
- ❖ Large outdoor area with direct access from each classroom.



How the school support parents/guardians before a child starts school:

- June-** A transition meeting for handover of each class is carried out between the pupil current teacher and their new teacher for children with Additional Learning Needs. The meeting discusses their speech and language development, along with the specialist team.
- July-** For new nursery pupils, there is a meeting provided with a chance for the parents and pupils to meet the staff before September where information booklets are provided. During July, the children are given the opportunity to attend three 'stay and play' sessions inside and outside school hours. The sessions provide the children the chance to get to know the classroom environment, along with building a relationship with staff and pupils. Additional meetings can be arranged for children with ALN.
- September-** At the start of the school year, the school takes on smaller groups of children at a time by a staggered effect to provide each child with the correct support needed and helps the teacher learn more about each child. The school also gradually build up the length of the day for the children to ensure the children are not overwhelmed. For example, attending school from 9am to 11am for the first few weeks and then building the hours up as the child feels more comfortable.
- December-** During this period, there are mandatory 'stay and play' sessions for the rising threes.

Socio-Economic, culture and religion.

- ❖ School A has different socio-economic backgrounds- low- and high-income households (May need free school meals).
- ❖ The school is located in a deprived area.
- ❖ All children are eligible for free school meals in Reception to Year 3. However, other years are not eligible.
- ❖ The other children have the option between school cooked meals or a packed lunch.

