

About the School

- Around 650 plus students aged 3-11 years old and 65 nursery children. A Flying Start provision is provided for around 64 two-year-olds.
- Approximately 34% of these pupils are entitled to free school meals.
- The school is in a low-income area. The Centre Economic and Social Inclusion reports that 69.2% of the pupils from low-income families and 45.5% from workless families.
- Staff, pupils, parents and governors are some of the school's stakeholders. Together they collaborate on the new curriculum, the local area, the skills, experiences, attributes and knowledge that they expect from their learners. They look at the community and the challenges



Working with Children with Additional Learning Needs

- **ALN transformation**
 - Child centred meetings, providing extra support, create Individual Development Plans (IDPs) and one-page profile
- **Learning Resource Centre (LRC)**
 - For children with Autistic Spectrum Condition (ASC) and Additional Learning Needs. As well as supporting children who has English as an additional language. They can learn in the LRC alongside learning in mainstream classes and supported by specialist staff. Giving children experiences by using Virtual Reality goggles and virtual tours. In the LRC there is an indoor soft play area, sensory room, quiet area, toys, books and a range of resources to help their holistic development. To help children's development in the LRC teachers use a social skill checklist and giving them individual targets.



Start at my Feet



Working with Families

- **Family Support officers**
 - Their role is supporting families with any problem big or small, offering emotional support, monitoring children's attendance, their wellbeing and safeguarding. They can help contact third parties for support regarding housing and benefits. They also do home visits and check ins with families in times of need. Provide transport to families in need to help their children arrive and go home from school safely.
- **Family engagement**
 - The school invites parents and carers in for parental engagement sessions. In their sessions they work with families about ways they can support their children at home and link these sessions with what their child is being taught in school.
- **'ELSA family program'**
 - An additional session for families to attend. It gives families opportunities to discuss difficulties in regards with their child's engagement in learning or attending school. The school discusses roadmaps and action plans with families. They put strategies in place of how the school and families can work together to improve the children's engagement. The school can make referrals if any issues arise.

- **'Find out Fridays'**
 - A way for parents and carers to get opportunities to talk about any issues in the community, these could be issues that affect their children. It allows them to voice any concerns, share experiences and advice. Each week a different professional representative from the community attends these sessions. These could be police, fire service, health visitors or local doctors

Before Children Starts School

- **Home Visits**
 - Gives classroom teachers insight of child's home life, their parents school history, offers support filling out paperwork during visits
- check ins with families can be done in times of needs
- Weekly parent and toddler groups
- Flying Start
 - A playgroup within the early year centre which gives children opportunities to have a routine, make friends, learn new skills and enhance their development
- Open days to show children and their parents/guardians around

Working with the Community

- Community Choir
 - Free for everyone in the local community. It is a way to relieve stress, socialise with others, improves confidence, happiness and wellbeing.
- The School offered a Soup Kitchen which was organised by staff and pupils for people in their community to celebrate dignity day
- They work in partnership with the local doctor surgery to ensure children's health and wellbeing.
- The school offers a volunteer project which allows members of the community to gain a NVQ qualification in Childcare and Teaching. To achieve this, you volunteer for a minimum of 16 hours a week.
- Take what you need trolleys located outside filled with school uniform, clothes for all ages, which changes depending on the weather. As well as soap, nappies, wipes, cleaning supplies, toys and essentials for people in the community to collect if required.



Working with Children during School

- Morning extra-curricular and interventions
- Provide children with a quiet area for them to reflective, relax and rest if the day is getting too much for them.
- Daily bilingual check ins and outs are done every day to ensure any problems or worries children are followed up and they get the right support they need
- Take what you need trolleys located in classrooms for children. On these trolleys there are snacks, dependant on the weather suitable clothing will be provide to them.

Children's Wellbeing

- **Breakfast Club**
 - Children are given the opportunity to attend Breakfast Club every day and the only requirement for their parents to register. Ensuring children are having a healthy breakfast and opportunities to engage in a range of activities with other children across the school.
- **Paths**
 - A programme of learning and strategies to help children manage their emotions, communication and problem-solving skills. It promotes an alternative thinking strategies for children, helping them to prepare for change, understand emotions, how to express their feelings positively and anger management. As well as their self-control, self-esteem, self-confidence, attention and concertation.
- Empathy Lab
 - An organisation to help build children's empathy, literacy and social activism

Working with Vulnerable Learners

- The school works with children who are young carers, service children, refugee children and traveller children. They foster positive relationships between themselves, the child and their families. They invited the children's family into school to do activities together like crafts, baking and cookery
- Forest schools is a way these children can learn new skills, support their development, boost their confidence, self-esteem, communication skills, social and language development
- The school works with the local authority to register some of these children. Support officers work with children and their family through this process