



Start at my Feet



My bridging school

- A community primary school for children aged 3 to 11
- 489 pupils on role
- Around 11% of pupils have additional learning needs, lower than the national average of 21%
- Built to serve a housing estate and has significantly
- Has significantly grown since being built
- Located on the outskirts of a large county



Challenges within the school's community

Within the school's community, challenges are imminently faced. A particularly challenging aspect within the local community is the use of the Welsh language. The county is one of the least Welsh speaking areas in Wales, with 18% of people reporting that they speak Welsh. However, school X consistently encourage the use of Welsh through 'Criw Cymraeg', 'Seren a Sbarc' day and persistent promotion of the Welsh language where possible throughout the school.



Other challenges faced by the community include aspects of socioeconomic struggle. Unemployment in the area has risen in recent years, causing more and more families in the community to struggle financially. School X strive to ensure that the wellbeing of each and every pupil is maintained, with adequate provision put in place depending on the circumstances. They invest time into work towards social justice, providing equity for all within the community.

Information Sharing

My bridging school aims to effectively share information with families and the wider community in multiple ways. The school website is used to share details about policies, the curriculum delivered, student groups and committees, as well as any other relevant information such as start times and daily routines This information is frequently updated.

. Additionally, interactive platforms such as SeeSaw and Google Classrooms are utilized to provide information about:

- Homework tasks
- Relevant announcements
- Pupils lessons, giving families the ability to view what their children are learning if they are not able to attend open evenings/information days



Working with parents and pupils when starting school

School X offers various forms of support and guidance when a pupils first starts school, which immediately begins a positive relationship with parents and carers.

Beginning the process in June, staff will firstly arrange a transition meeting for any pupils with additional learning needs. Whether this means transitioning from a previous nursery setting or from home, it provides an opportunity for staff and parents/carers to communicate their child's needs before school commences.

In July, the school holds an information evening for parents to meet staff and to deliver any appropriate information they need before their child starts school. This provides an opportunity for staff to begin building a relationship with parents.

Additionally, 3 stay and play sessions are conducted where parents attend with their children to familiarize themselves with their future classroom and to meet their peers. Home visits or visits to previous settings by staff also take place in July, for any pupils where this is necessary to aid their transition to school.

Finally, in September, pupils start school through a phased or staggered entry process. This helps avoid any overwhelm and allows the process to run smoothly. The length of a child's school day can also be gradually built up from part time to full time if needed.



Parents involvement in learning

Parents and carers are encouraged by the school to play an active role in their children's education. Parents are offered many opportunities to attend the setting to celebrate their children's work and achievements, as well as being provided with workshops and advice on how they can become involved in their child's learning experience. These include:

- LAP (Language and Play), NAP (Numeracy and Play) and OLAP (Outdoor Learning and Play) sessions – interactive sessions introducing parents to new ways of learning through play,
- Topic days – related to the classes current theme and provides the chance for parents to view and celebrate pupil's work
- Parent voice – allows parents to express their opinion on the curriculum content and Relationships and Sexuality Education
- A small but active Parents and Friends group who organize Christmas and Summer fete's, discos, provide funding and improvements to school grounds
- A governing body who attend staff meetings and governing body meetings. Each member is also involved with one of the 6 Areas of Learning and Experience (AoLE)
- Advice on how to help their children with Read Write Inc, a phonics programme designed to help children learn to read
- Parent open days relating to each of the 6 Areas of Learning and Experience



By forming healthy and positive relationships with parents and carers, not only do school X ensure that they are building a strong connection with the community around them, they also benefit their pupils by directly involving parents in their child's learning.

Links to the local community

School X takes an active role in engaging with the local community to support pupils learning. They have numerous links to local businesses and organizations such as:

- The local foodbank that the school supports every harvest
- The Rotary Club that organize events such as Youth Speaks and the Road Safety Quiz
- Sea Quest and Nature Quest who work with schools to promote outdoor learning
- After school provisions ran by agencies
- Sony, who provide digital competency sessions for pupils
- Parents, carers or family contacts who may have expertise in a particular class topic or theme
- Various sports clubs and inter-school leagues



These facilities in the community allow the pupils of school X to access opportunities that may not have been accessible to them outside of school, providing valuable learning experiences.

ALN Support

In line with the Welsh Government ALN Reform, school X uses a person-centered approach, ensuring that the best interests of learners with additional learning needs (ALN) are prioritized. If a pupil is identified as having ALN, an Individual Development Plan (IDP) will be created, detailing the needs of the learner as well as any additional learning provision (ALP) that must be arranged. A meeting is also conducted with relevant staff, parents, the ALN coordinator of the school, and an educational psychologist (if necessary) to ensure that appropriate provision is in place for the learner. Pupils with ALN are also encouraged to help make choices regarding their learning e.g. setting and evaluating targets and contributing to IDP's. Additionally, a One Page Profile is created and shared with staff to keep them informed on needs and provision that must be put in place, as well as things the pupil might like/dislike.



References

- Estyn maes yr haul - <https://www.estyn.gov.wales/system/files/2020-08/Maes%2520yr%2520Haul%2520Primary%2520School.pdf>
- MyLocalSchool - <https://mylocalschool.gov.wales/School/6722367?lang=en>
- [https://www.gov.wales/welsh-language-data-annual-population-survey-april-2020-march-2021#:~:text=The%20highest%20percentages%20of%20Welsh,%2C%20and%20Bridgend%20\(18%25\)](https://www.gov.wales/welsh-language-data-annual-population-survey-april-2020-march-2021#:~:text=The%20highest%20percentages%20of%20Welsh,%2C%20and%20Bridgend%20(18%25).). Lowest welsh speaking
- The percentage of Bridgend pupils of compulsory school age eligible for free school meals (FSM) is 18.0%, higher than the national rate of 17.4%. This level of eligibility is the 9th highest in Wales, out of the 22 local authorities (PLASC 2018). Nine of the 88 areas in Bridgend are now in the 10% most deprived areas in Wales (WIMD 2014).
- [Academic **benefits** from **parental** involvement are stratified by **parental** socioeconomic status: A meta-analysis](#)
- [BRIDGEND COUNTY BOROUGH COUNCIL REPORT TO ...](#)