

Relationships with Parents/Guardians and learners before starting school

School X is situated in a deprived area, and have found it beneficial to carry out home visits before a child transitions from flying start to nursery.

- This allows the teacher to meet the pupil in the comfort of their home, in a less formal setting
- It gives the teacher an insight as to what the home life of their pupils may look like, which then allows them to help children accordingly. For example, during some home visits they found that there were no books or toys for the children, as a result of this, the school set up a loan library which allows children to take toys and books as they please and then exchange and swap
- Home visits also allowed for referrals for children to start being made such as patch, provision of uniform, and Christmas presents
- Teachers found that some parents were illiterate, so not only were they able to offer help and guidance whilst filling out forms, but they also knew that if any forms needed filling out in the future, or any information went home that they would need to make direct contact with these parents to ensure they have received relevant messages



Start at my feet



Relationships with Parents/Guardians whilst their child is in school

School X regularly hold parental engagement sessions which allows families to come in and learn ways in which they are able to support their children at home.

- ‘Find out Fridays’ give parents/guardians the opportunity to come into school and gain any information they feel they need either about their child's learning or any events coming up within the school. This also allows parents to voice any concerns, and share experience or advice with other parents or members of staff.
- ‘Stay and Play’ sessions are another method used to help parents gain an understanding on what their children are learning and why, this also helps parents support their children at home when they are given homework
- Parent and toddler group within school X often have health visitors in to discuss and advise on the relevant milestones that the toddlers may be reaching, for example things such as toilet training and sleep patterns, giving the parents a chance to discuss and understand any issues they may be having and ways to overcome this.
- Family ELSA Programmes are also available for relevant families - the families are invited onto the 6 week programme and provided with the additional, relevant support they require. During this programme, the ELSA offer weekly emotional support, home visits, family check-ins, and are also able to help in contacting third party agencies for support.

How the school shares information with Parents/Guardians

All information sent home is via digital platforms

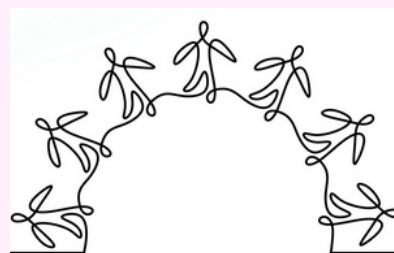
- School X has a messaging service that allows two way messaging between the parents and the school
- Class charts are used for parents to see any positive or negative comments made throughout the day, as well as being notified when their child receives a class chart point
- The school website and social media pages are also updated with relevant information

School X is aware that not all families have access to a device, therefore they have a list of these families and provide a letter or phone call home to keep those parents/guardians informed

How the school engages with the community to support learning

School X often uses the community to support learning by using current issues within their local community.

- There is a “Take what you need trolley” outside of the school which is replenished daily with items for anybody to take. These items are provided by the school or donated by people and include shoes, socks, nappies, bedding, hats, and cleaning products.
- Homelessness is a big issue in the local area, so for a term the whole school topic was based on homelessness within the community. Year 5 pupils organised a soup kitchen for anyone in the community to attend where they made and served soup free of charge. As well as this the school provides a weekly soup kitchen so that everyone in the community can have one hot meal a day.
- Another school topic school X learnt about was racism as this is also a big issue within the community. As a result of this, the school came together to create the whole school topic of ‘Don't hate, educate’, which has helped to create a culture shift across the school



How the school promotes diversity and inclusion

School X has a variety of pupils from a diverse range of backgrounds. Within the school they have:

- Young carers
- EAL children
- Service children
- Refugee children
- Gypsy traveller children
- Children from different cultural backgrounds
- Children with different faiths and religions

School X participate in whole school topics celebrating different cultures, as well as being involved in ‘Cymbrogi’ which allows schools with refugee children to meet and interact with each other

School X has been recognised for being a safe and welcoming place by receiving a School of Sanctuary reward.

How the School works with Parents/Guardians and the community

- Doc leaf Project – aims to get the people in the community back into work. This is done by initially volunteering at the school two days a week whilst undertaking an NVQ in childcare with the support of a school-based mentor. This opens the door for future employment for individuals as well as putting money back into, and upskilling the community
- Police Visits – The police visit the school on a weekly basis to familiarise themselves with the children and to act as an early intervention
- Doctors Surgery – The local doctor surgery do the pupils vaccinations from the school as they found that families don't take their children to the doctors surgery
- Similarly to this, hospital consultants and health visitors also visit the school to run necessary clinics as more children are likely to attend if it is within school hours
- Community choir – Is held weekly for members of the community which sees a variety of people