

Relationships with parents/guardians prior to the children starting school:

School X provides continuous support through a chronological approach in order to ensure that the children and their families starting or transitioning to them are thoroughly supported, comfortable and familiar with the school prior to starting.

- During June, a transition meeting is arranged for pupils with additional learning needs who potentially require a handover brief or those who require a discussion regarding developmental needs, individuals such as a speech and language therapist may be present if necessary.
- Occasionally welcome assessment's may be taken in order to allow the staff to understand the needs and developmental stages/delays of the child. However, prior to the ALN meetings and reviews, one-page profiles of the child are often shared to allow staff to get to know the child's basic details.
- During July, information evenings are held to allow parents to meet the teachers and view the nursery/school as well as voice any concerns or ask questions they may have. Additionally, information booklets are provided with topics such as contact information, the school's website details and general information regarding the school's policies.
- There will also be 3 'stay and play' sessions, 2 of these sessions will take place after school hours and 1 during the school day. If needed home visits can take place and additional support for ALN children is provided.
- During September, the children will begin school through a staggered entry approach. Small groups of children at one time will be introduced to the school and their days will be lengthened accordingly to each child and their progress in adapting to their new routine.

Culture, faith and socio-economic context of school X:

School X is collectively made up of many different cultures, ethnicities and backgrounds, therefore includes a diverse range of learners.

- The mission statement of school X states that they aim to engage fully and responsibly as active, respectful citizens of an inclusive local, national and global community.
- School topics within the curriculum allow children to celebrate the difference in cultures and grow their understanding within the meaning of diversity.
- Ethnic minority learners and those who practice a range of faiths and religions.
- Learners whose first language may not be Welsh or English.
- Learners from different socio-economic backgrounds, including low and high household income.

School X is situated within an area where the average annual income is £34,344, as well as the employment rate being 70.4% in the year ending in June 2023.

START AT MY FEET

How the school engages with the community to support learning:

- The local estate has no community center therefore, the school has been used to accommodate multiple different community groups such as dance, rainbows, sports and grace church clubs.
- The school is often used as a polling station for the local community.
- Allows after school activities to take place with the use of their resources and equipment for the children that need to stay after school hours.
- School X hosts the community 'fun day' which includes stalls and activities for the community to enjoy.
- The local rugby team supplies training sessions and PE lessons for school X.
- Seeks the community expertise such as the knowledge of grandparents and family contacts for local and national history.
- School X works with the local food bank and encourages the children to bring in food, the children then help pack and supply the food to the bank.
- Local education companies and attractions such as farms and nature/sea quests allow the school to visit to enrich the children's education outside of a school setting.
- School X work closely with the local church which allows the children to visit and sing within their choir.
- Local charities such as the road safety team assist the school in safe road education, as well as contributing to learning through donations and volunteering.



Relationships with the parents/guardians during the children's schooling experience:

- Regular parent meetings to develop an understanding of what areas need support and encouragement so that additional support and aiding of learning can be done at home.
- Literacy and play (LAP), Numeracy and play (NAP), Welsh and play (WAP) and Outdoor learning and play (OLAP) are sessions that bring a variety of play activities to develop language, communication and social skills. Gives parents the chance to engage within their children's education within a variety of different aspects. Parent voice is incredibly important to school X and is used to allow parents to express their opinions regarding the curriculum content.
- Open events such as 'sing and sell' 'teach parents' and 'number day' allows parents to enter the school and be surrounded by their children's hard work, as well as supporting the school through fundraising for better resources.
- Parent council groups (PFA) include the parents in organizing discos and events such as the Christmas fate. There is 1 parent per year group, and they usually meet once per term to discuss matters.
- Parent council groups (governing body) are involved in areas such as curriculum, health and safety and are able to question decisions made within the school.

How the school shares information parents/guardians:

Termly class newsletters:

- Updates parents/guardians on the educational events during the term.
- Newsletters are often uploaded to the school website termly as well as hard copies being printed out and given to the children to take home.

Twitter page:

- The school twitter page uploads all events and fundraisers to their main feed for parents/guardians to be kept up to date with the ongoing within the school.
- Information specific to particular year groups will be uploaded to the class feed, therefore all parents will be knowledgeable about the events regarding their children.

Parents evenings:

- An evening that occurs once or twice a yearly that allows parents to attend the school and speak with teachers regarding their child's behavior and progress that year.
- Children's work may be shown in comparison to the beginning of the year to show their progress and achievement regarding intellectual development.

School gateway communication:

- Often used in the form of an app, the school gateway communication is a time effective way of ensuring parents receive up to date information regarding their child and key information regarding the schools ongoing.