

Language, socio- economic, Faith, ethnicity and culture in school A.

Language:

- In school A the Welsh language is used continuously throughout the day to ensure that the Welsh government aim to have one million Welsh speakers in Wales by 2025 is being met.
- School A are continuously working hard to improve the children’s Welsh speaking abilities and becoming a bilingual school
- Schools often have children from a range of different family backgrounds and some of these children don’t speak English as their first language. In school A they have opportunities for SLT to come into the setting and work with these children on their English to help benefit their education.
- Children with ALN can often struggle to communicate so in school A they ensure that they are using multiple different language skills to help them communicate their needs.

Socio-economic backgrounds:

- School A is based in a middle class working area and has children attend from various of backgrounds ranging from very low income families and some children from very high income families this is taken into consideration throughout the school especially when it comes to school trips being affordable for all, guaranteeing that children aren’t being left out and their education isn’t being affected.

Faith, ethnicity and culture:

- Children often have parents from different ethnic backgrounds or that believe in different religions and religious beliefs. Schools should use this as an educational experience for the children by studying their heritage. School A allow parents/ children with different ethnic backgrounds to express their religions with their classmates to show support and make them feel included with the community.

Start at my feet!

Involving the community

- The school A allow the community to use their school premises like the halls and field for activities such as fitness classes for adults, football/rugby training for various age groups, ‘rainbows’ which is a scouts club for children, local choir practise.
- The school also allow the community to use their facilities for more important events ranging from polling stations being held, vaccinations being given, foodbank location and community meetings taking place.
- The school A also like to hold charity fund raisers to help local community charities which get the children involved creating a way in which they would like to raise money for an example, non-school uniform days, bake sales and many more.
- Local community attraction allow the school to attend on school trips often to ensure local businesses are being supported.
- Local historic events are studied in the classroom following with talks from people from the community and museums as well as trips to see the artifacts and locations.
- School A have the local pastor from the community church attend and speak at the school assembly every Monday morning.

Supporting families, learners and ALN in School A.

Transition points:

- Prior to any child enrolling in school A the class teacher will have a meeting with the parents/guardian of the child to hand over information about said child to insure child's needs are met and understood.
- School A hold regular meetings with other teachers prior to transitioning on to the next school year, in order for the teachers to have a clear understanding of every child and see what practises worked well for each individual child and their needs. This can then be carried out through each year group and continue to carry out this routine.

ALN support:

- School A have meetings held with parents/guardians to have IDPs reviewed regularly and new tailored targets set with the parents to ensure positive communication and understanding.
- School A have different safe spaces/rooms in the school for children with ALN to have continuous access too throughout the day where they have access to one to one support. These rooms can contain fidget toys and sensory interactive walls and floors to create a calming environment.
- Extra support is given to the child and family especially at the main transition points in the school, joining nursery and going into comprehensive school at the end of year six.

Parental support:

- Parents can access their child's work and often watch lessons take place through apps used in the school like Google Classroom, school website and DOJO.
- Communication with parents/guardians can be on the phone, at the gate during handover, via message on DOJO or meetings can be arranged with parents/guardians where any concerns or issues can be raised or just to go into more detail about the matter.
- School A have policies in place to ensure communication is a high priority in the setting which is that it is mandatory that teachers reply to any messages with parents/careers within 48hours.

Parental roles:

- School A and many other schools allow the parents to volunteer in different roles throughout their child's school experience for example being a part of the PFA, Parent rep for each class, parent council, volunteering to attend school trips and other organised events when adult to child ratio is inadequate.
- Parents in these groups can organise meetings with other parents and teachers to pass over any information gathered or ideas for the school/classroom.

Poverty:

- The school is very aware that children attend the school from low income backgrounds, the school works alongside a food bank in which families have constant access to at all times with no judgements.
- School trips are affordable and most take place in the community making it zero cost to families
- Free school meals are funded by the government for all children in the foundation phase.