

Start at My Feet

How the school engages with the parents and community to support learning

Community

- Local Charity fundraisers- The school gives the pupils a chance to be heard by allowing the school council, run by pupils, to decide on the charity they want to support per term. The school gives them a list of local charities which can vary from Velindre, Ty Hafan, or Emmous. This gives the children a chance to voice their opinions as well as giving them responsibility. It allows gives them local familiarity and can see how not everyone has the same opportunities and outcomes as them. It gives the children a feeling of gratitude.
- Pastor- The school invites the local pastor to deliver an assembly on Christianity every Monday. My placement school is situated in Bridgend, approximately 40.4% of residents identify themselves as Christians. Because most pupils maybe considered Christians, the Pastor is the only religious figure to provide assemblies.
- Bridgend foodbank- The school will ask children to bring in any unused food they do not eat in their house to give to the foodbank. The children are heavily involved with the process which includes organising it and bagging it up for the charity to take away. The school holds a little competition too to see what child can bring the most in.
- Rotary club- The school work with the community to promote road safety to the children. They can walk around the community whilst supervised. This allows them to explore their environment whilst learning about dangers of the road.

Parents

- PFA- the school has a PFA club which allows the parents of the pupils to contribute to their children's learning and experience in school. The PFA have contributed funds for equipment for the school such as climbing frames and shelters for play areas. The PFA also have organised discos and Christmas concerts for the children to participate in which has benefitted their social development as well as creativity and individualism.
- Open days- the parents are invited into the school on open days where they have the chance to look at their child's progress and work within the classrooms. The children often create pieces of work which reflect the topic of the term to show the parents which helps the parents understand more of what their children get up to in school. It allows the children to gain confidence through their work and gives them a sense of achievement.

How the school works with families before the child starts school

The placement school takes a chronological approach to guarantee the child and their families feel supported on the journey of starting education.

June- A transition meeting is organized for ALN pupils who may require a handover brief. This meeting will include the speech and language team.

They may also be required to partake in a Wellcom assessment to help the school staff understand their needs.

July- A parents information evening is held at the school to give parents a chance to meet the school staff and get answers to any questions or concerns that they may have. The school also provides the parents with information booklets and introduces the school's website which can be used to access more information as well as contact information of the school. During July, the children will also attend 3 mandatory "stay and play" sessions, one which is during school hours and the other two which commence after school hours. This is beneficial to the children because it allows them to become familiar with the environment, the pupils and the teachers. If required, the school will arrange for extra meeting or home visits for those with additional learning needs.

September- During this period, the school takes a staggered entry approach to the children, where they welcome small groups of children at a time to ensure each child has the best attentive care during this transition period. Having small groups at a time allows the teachers to learn more about the individuals needs and makes it easier to manage and maintain the classroom during the start of an unfamiliar routine for the children. The school can identify the transition to school will be a different experience for each child, so they support the children by building up the length of time they're in school. For example, a child may start by attending for two hours a day and then gradually build up until they feel comfortable to attend the structured hours of the nursery.

December- During December, the rising three's will now attend their mandatory "stay and play sessions".

How the school work with additional learning needs pupils and their families to support their learning and development

The placement school offers support for children with additional learning needs through various strategies ensuring parents are involved as well as the child. The school provides one to one support within the classroom for ALN children to make certain the child has equal opportunities and has the same chances for successful development as their peers in the classroom.

The school provide the ALN children with individual development plans which are reviewed three times a year to guarantee the child's progress is being followed and making sure they're on track of their development milestones. The school will work with child as well as the parents to create attainable goals for the child. This enables the child's motivation as well as creating challenges to ensure improvement.

All ALN children are given the opportunity to write a one-page profile to grant the staff of the school their interests and subjects or social skills they may find challenging. The one-page profile can aid the staff incorporate the child's interests into learning activities which will benefit their engagement in learning.