

School X has begun the use of “Help Yourself Trolleys” inside of the school to help families that may be financially less fortunate than others gain basic resources they may need for themselves and their children. These trolleys are community accessible. Some are tailored to the children and placed in each class. The school uses pupil voice for classroom trolleys and pupils chose items such as hats, coats, gloves, deodorant etc that are accessible at any time for any child that feels they may need it. Communal trolleys include items such as basic hygiene products, nappies and baby food, spare uniforms and books and toys for loan



‘Help Yourself’ Trolleys

When children are starting at school X, staff members will engage in a home visit. This allows the school to visit the child and their family in their own environment to see what their home conditions are and if there is anything they can do to support them in any ways they can. They look at basic living conditions such as cleanliness, how the child acts at home with their parents, if the child has enough toys and similar things. This is just to ensure they know the child is safe and isn’t in a state of neglect or any situation, and let’s parents, struggling or not, that the school is able to help their home life in many ways, from supplying basic needs, to family support sessions.



Home Visits

Attendance is an important factor when it comes to pupils attending school, however for some children who may not have parents who drive and are unable to access another way to school, school X has a minibus that picks up and drops off pupils every day to ensure they not only get a good attendance record to school, but so they can have the time in school that they need. This also removes added stress from parents that are unable to arrange a different form of transport for their children and keeps them reassured that they will still have the time they need in school.



Minibus

The ELSA (Emotional Literacy Support Assistant) provision is an initiative developed by emotional psychologists to help pupils who may have some struggles outside or inside of school that emotionally impact them and therefore effects their ability to work inside of the school environment. Children are referred to an ELSA by parents or staff to help them individually or in small groups using fun activities such as games and role play in a set number of sessions lasting less than an hour. The aim is to support the child through whatever situation they may be in at that time, or simply to help them feel more comfortable in their social skills and make new friends.



ELSA Provision

Children deserve to spend fun times with their families if they don’t have the chance to outside of school time. School X runs weekly ‘family fun time’ sessions in which pupils’ parents can come into the school to play or eat with their children. These sessions are open to any pupil in the school, but separate sessions are also in place for vulnerable students such as service children or refugees. Activities include crafts, games and food making and encourage extended family such as grandparents so participate if parents cannot be there. Family engagement is of upmost importance not only to the school, but to the development and emotional impact of the child. It helps to develop community and sense of place for families and children.



Family Fun Time

Forest School is an association which works with schools to provide outdoor learning experiences for young children through holistic development. By learning through play in woodland and natural environments, children can develop independence, confidence, their language skills, and their personalities. School X has used this with vulnerable learners such as service children to help develop more sense of place. It hosts regular sessions lasting 2 hours or more to ensure the best outdoor experiences are given to the children. Overcoming risks in the natural world helps further build self-confidence as well as resilience, however, pupils are encouraged to take on smaller social and emotional risks as the child’s safety during these sessions is of upmost importance.



Forest School



School X provides transition groups to pupils they find may be struggling in class or have additional learning needs (ALN). These can be children with behavioural or learning difficulties, or disabilities that may affect their abilities within the classroom. All classes in the school are arranged into mixed ability, but pupils found to have ALN are placed into a separate group with children like them until the school believes they can move up in the year. They are given constant support by the staff who cater learning to suit their needs and abilities.

Transition Groups



How schools are supporting children

