

How the school shares information with parents and guardians.

- School A provides an online resource for every year group which shows the teams working with each year group, their daily routines, uniform requirements, contact details, support for children with ALN, and how you can prepare your child before they start school.
- The school website has useful information on school meals and attendance, additionally, they have a section for parents which includes any letters or forms they require, reading support for their children, support services they can use, and information on extracurricular activities etc.
- Google classroom is a resource used to post work online, give announcements and allows communication between parents and teachers.
- Classrooms also use Seesaw to upload images of work so activities and progress can be tracked and shared with parents.
- Information evenings are also used to provide information on Read Write Inc and early reading. It's an opportunity for parents to ask questions.
- School gateway is another system of communication, which is also used to make payments.

Parental roles and involvement in learning

- The governing body is involved in the curriculum, health and safety, safeguarding, finance and the school buildings for school A. Members of the governing body include parents and community members and they can question strategies within school A as a critical friend, attend governing body and teacher meetings and focusing on AoLE.
- Literacy and Play (LAP), Numeracy and Play (NAP), Welsh and Play (WAP), and Outdoor Learning and Play (OLAP) provides an entertaining and engaging way to involve parents in their children's learning and gives an insight into the AoLEs.
- Open events for numeracy, Big Maths, NSPCC and topic events, typically an environmental focus, gives the parents an opportunity to learn about what the children are learning.
- Parents and carers are directly involved in learning by having the opportunity to become a teacher. They are invited to the school to be the more knowledgeable other for students by sharing their experiences, skills and expertise, which is beneficial for the children because it expands their knowledge and perspective on topics they are covering in the classroom.
- Some parents in the school work in large companies within the community, which provides the opportunity to obtain specialist equipment to support learning.

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Engagement with the community

- The students in school A support their local foodbank, especially in harvest season, by donating, organising and packing the food to then be distributed. This creates awareness that members of their own community, even members of their classroom, are not as fortunate as others and to always support when possible.
- School A acts as a community hall for the surrounding area and they host for dance, sports and Rainbows groups.
- They aim to maintain and strengthen existing and new positive relationships within the community to enrich provisions and ensure students and parents can access a range of services. For example, the police and health clergy.
- The school's facilities are used by Simply Out of School, which is an after-school provision that offers support services for children aged 3 and over, such as Breakfast Club and Holiday Clubs.
- There are several connections between school A and the community regarding visitors. For example, visitors from Sony to complete digital competency framework tasks with learners, the Rotary Club does a road safety quiz, Ospreys to give lessons on health and well-being etc.
- Additionally, they extend their invitations to the community by allowing local college teacher students to complete their placement in their facilities.
- Visits to and visitors from local farms and museums allow the children to engage in humanities as an AoLE, while involving their community.
 - Local charities are involved in the school by working together to raise donations.

ALN support

- One Page Profile is shared prior to parents' meeting.
- Review meetings take place for students with Additional Learning Needs which involves the parents, staff, and agency staff.
- Individual Development Plans are reviewed 3 times a year and new targets are set with the parents present.
- Transition points for nursery students and year 6 pupils before attending comprehensive school to establish a routine.
- Early help support in the form of 1:1 sessions.
- Health support from occupational therapists and diabetes nurse.

Support before starting school

June:

- Transition period for handover with ALN pupils.

July:

- Parents information evening for nursery pupils which is an opportunity to meet staff, head teacher and deputy head.
- 3 stay and play sessions where children get to know the classroom, meet their classmates and for parents to meet class teachers.
- Additional meetings with ALN students can lead to home visits.

September:

- Staggered entry with small groups.
- Length of the day built up gradually if necessary.

December

- Stay and play sessions for rising threes.

There is information on the school website that advises parents on how they can make their child's transition period as smooth as possible. For example, they have provided information on toilet training.

Working with parents from a teacher's perspective

- Building relationships and connections is crucial and is essential to be done from the beginning.
- Communicate during the day if there are concerns during morning handover to eliminate worry for parents during the day.
- Arrange meetings for larger issues. This is to be done sooner than later to avoid escalation. School A's policy is to begin the process for any issue within 48 hours of the first concern.
- Value and respect what parents have to say.
- Respect privacy and confidentiality always, discuss sensitive issues in private.
- Don't share trivial details about the child's day, especially with a child with ALN, because parents disengage.
- Consider the feelings of parents, especially first-time parents, because anxiety can come across as hostility.
- Develop a share strategy and discover together what works best for the child in question.
- Encourage engagement, but don't appear forceful because personal situations aren't apparent.
- Remember that parents are entrusting their child with you.