

Start at my feet

How do schools build a relationship with parents before their little ones begin school?

- Pre-school teachers do home visits to see what ways the school could help and support the family, such as identify a lack of toys within the home.
- There seems to also be a barrier into primary school for children from the traveller community, so breaking that barrier down will ensure that all children have access to education.
- Weekly toddler groups are held in order for the toddlers to engage with one another, making the transition into school easier and less stressful for the children (and for their carers as well).
- School X has a Flying Start provision for 64 two-year-olds.



How do school's build a relationship with parents within the school?

- Parents evenings are a vital opportunity for legal guardians and class teachers to be able to discuss the pupil's development and progress and also give an opportunity for the carer to ask questions or concerns directly to the class teacher.
- Not all guardians had a positive relationship with schools whilst growing up, so it is imperative that you remind them of the importance of school and create a welcoming friendly environment for the carers, to make it less intimidating for them.
- Do check-ins with families during times of need.
- If necessary, schools can help by contacting third parties such as benefits or regarding housing etc.
- Regularly invite parental figures in for engagement sessions to help give guidance on how to support their children at home, linking to what school is teaching at that moment in time.
- Weekly meetings such as 'Find out Fridays' in School X, to help families have their voices heard about concerns, advice or experiences. A different professional representative attends these weekly.
- The 'ELSA family program'. (Emotional Literacy Support Assistant).

How do schools help the local community?

- School X provide a 'Take what you need trolley', an unsupervised and unjudged way for members of the community (who need extra support) to take resources and essentials.
- Create a theme for the entire school to follow, such as 'Homelessness' and get year groups to plan ways to help those who need extra help, such as a soup kitchen or a food donation bank set up by the pupils and get them to participate in the event itself as well.
- Providing fruit at snack time ensures children are at least getting 1 of their 5 a day at school and to help them try and maintain some sort of healthy balanced diet.
- A community choir to help tackle loneliness and give the community members of all ages a hobby to participate in weekly will help bring people together.
- Do projects to help the members of the community, who are currently out of employment, gain new and beneficial skills and experience to help with job applications:
 - 2 days a week voluntary work.
 - Work alongside local collage.
 - Training.



What is the culture, language, faith and socio-economic context of school X?

- School X is located in an area of high deprivation.
- 29.4% of school X's pupils are eligible for free school meals.
- Most pupils who attend the school come from the local surrounding area.
- Almost all pupils at School X Are of White British ethnicity where English is the main language. However, the diversity within the school is growing yearly.
- 2% of the pupils who attend School X have English as an additional Language.
- School x's area is an area where they put communities first and is described as being and area of economic disadvantage.

How does the school share information with parents and guardians and parental roles within the school?

- Use student engagement apps such as 'Seesaw' to send home pupils work for guardians to see their progress.
- Using a school Twitter account or another social media platform such as Instagram to post about the local events or news about the school/classes.
- Physical letters are not used anymore due to the unreliability of them reaching the pupil's carers.
- Teachers at School X always greet children and their parental figures at the start and end of each day. This gives a brief opportunity for any concerns or messages to be passed onto the class teacher or to the career.



How do schools support vulnerable learners alongside their parents/guardians?

- Pupils classed as vulnerable learners include:
 - Service children
 - Pupils where English is an additional language
 - Children of refuge
 - Young carers
- School X have a group of students (who are vulnerable learners) who come together on a regular basis to do activities such as baking.
- Invite the families of the children in as well for these activities.
- Schools should register young carers with the local authority.
- Pupils are normally referred for ELSA support by a class teacher, guardian, a family support worker/officer or an Additional Learning Needs Co-Ordinator (ALNCo).
- The sessions aim is not to 'fix' the pupil's problems but to support them through difficult situations instead. They also encourage the pupils to be able to able to speak when they need to be heard whilst also learning ways to cope and deal with their emotions.
- School X has 2 classes in the learning resource base for pupils aged 3-11 who have been diagnosed on the autism spectrum.
- School X conducts weekly 30 minute sessions of 'Art therapy' where pupils who need to, can draw and talk. (The sessions last a total of 12 weeks).