

About school A

- School A was established during 2001
- Altogether there are approximately 633 pupils
- The 3 - year average for school A's free school meals is 29.3%
- In 2016 it was identified that 25% of pupils in school A have an additional learning need
- Furthermore 2.1% of pupils attending school A speak English as an additional language
- School A is also a multicultural school with 5.7% of pupils being from a minority ethnic group
- During 2016 school A was a 'pioneer school' as it was one of the first school to develop the new curriculum alongside the Welsh government. As a result they received extra funding
- School A also has a £4834 budget per pupil

How school A support children from different cultures, faith, socio-economic backgrounds and low income families

- Firstly, school A has children from a variety of different cultures due to 5.7% of pupils are from a minority ethnic group
- It's also known that school A have 2.1% of pupils that speak English as an additional language
- Additionally, according to a news article in 2011 school A's local area were ranked in the 10% of most deprived areas in Wales
- School A holds different support systems for different vulnerable children that meet a certain criteria such as being young carers, refugee children and also children who speak English as an additional language
- Once a child has their catered group, activities are created for their specific needs such as for young careers it's important for them to have a break from the stress of their responsibilities therefore fun activities such as arts and crafts and trips are organised.
- Within school A they believe in supporting the children in their school depending on their individual needs as a result this programme allows children from vulnerable backgrounds to build relationships, develop good attendance and behaviour
- School A is located in a deprived area as a result the school prioritise looking after the families and community located around the area by supplying them with household items, toys and books
- school A also complete home visits for the families in the early years. this allows the school to gather information but support theme with resources and getting in contact with charities
- school A also have their own flying start onsite

START AT MY FEET!

Contact with parents before starting school

- School A also provides a toddler group session where children can play whilst the parents and families get to know the setting and build relationships with the teachers and staff within the school
- School A prioritises the transition into a new school as a result a phone calls and emails are made to gain as much information about the family and child as possible

Contact with parents after starting school

The first day of school

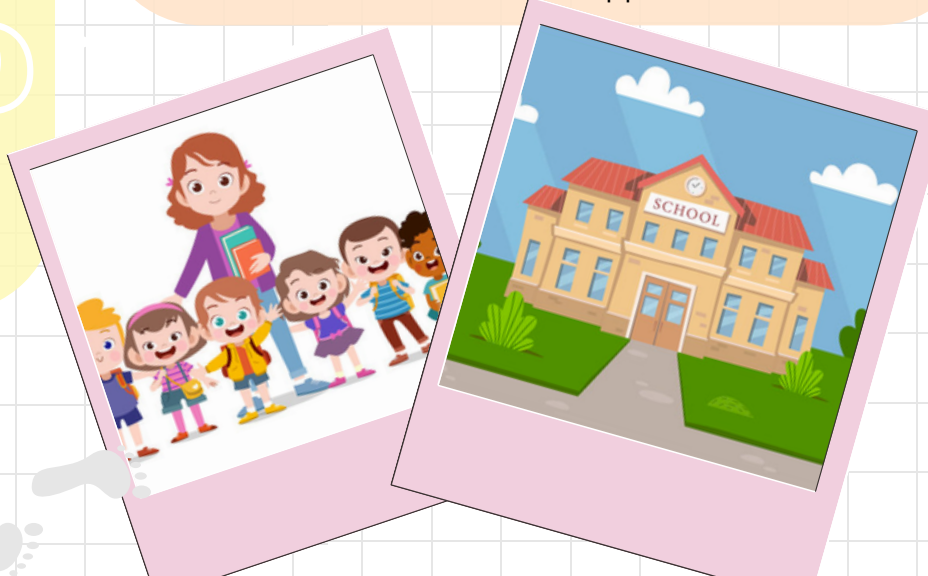
- School A prioritises a smooth transition into school for the child as a result a teacher greets the new pupil in reception and walks them to class
- Additionally, to supporting the pupil on their first day school A also keeps in contact with the parents throughout the day with regular updates

Contacting families

- School A use's different sources to contact parents and carers such as social media, their school website and the school app see saw
- Furthermore, school A do not use paper due to the cost and loss of time
- Although for families and careers who cannot access the website or app a phone call is made home

Once a child has started school

- Each child in the flying start and early years setting has a home visit from the head of early years and a family support officer
- The home visits allow the school to gain more information on each pupil but it also allows the school to contact charities and services for families that need support



School A's community and family approaches

Dock leaf program

- This is a programme that school A has incorporated into their school to promote employment in the community
- The programme involves volunteering 16 hours a week in school A
- As a result, by the end of the course the volunteer can work towards their NVQ qualifications
- So far school A has seen 150 people take part in the dock leaf program and more than 40 people have now gained a full time job in a school

Family support officers

- Firstly, school A has two family support officers to provide support to the community and parents within the school
- some of the programmes set up include home visits, weekly toddler groups and also providing support by communicating to third party charities and support systems
- school A provide these services to build relationships with parents and the community but also to offer emotional support no matter how big or small

Family ELSA program

- Due to the needs of the children and families school A provides a family ELSA which is a 6-week programme that allows families and parents to gain support by discussing action plans and strategies that need to be put in place

Family engagement programme's

- Stay and play is a programme that allows parents on a Friday morning to play with their children in the early years setting
- After, stay and play school A encourages parent's to join find out Fridays which is a programme delivered by different professions to develop parent's knowledge on different topics such as the importance of sleep or a healthy diet

Promoting general surgery visits

- School A discovered a decrease in the number of vaccinations the pupils were receiving, as a result they invested in the general practitioners performing the vaccinations in school for every pupil
- Due to the success of the vaccination program school A now provide each child in early years with hearing and eye tests

The community choir

- School A has a community choir that is build up with different people from the school and different community settings
- the choir practice every Wednesday and perform in different churches and venues
- This community choir is important to many individuals as they explain it as 'stress relieving' and 'bringing confidence back'

The new curriculum

- The new Welsh curriculum is an approach that allows the school to develop a curriculum based on the child's needs
- school A understands that parents are the pupils first educators and understand the children the best as a result it was important that the parents were involved during the development of the curriculum
- school A also focused on the community as their term project