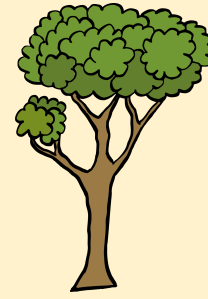


Start at My Feet

How the Local Community are Engaged and Links with the Local Community that Support Learning:

- ★ The local estate has no community centre, so School X is used as a 'stand in' for a number of different community groups e.g. dance, sports, church, Rainbows and Girl Guiding etc.
- ★ School X host the community 'fun day' which involves a number of different people in the community coming together to host a day of activities and stalls for everyone to enjoy.
- ★ The school is used as a polling station, which although means the school has to close for that specific day means that the school is still involved within the community in a number of different ways.
- ★ The School's facilities are used by the local after school club company for Learners who need to stay after school.
- ★ The local church allow Learners from School X to listen to and sing with their choir.
- ★ Some parents within the school work with big name companies, and so are able to provide specialist equipment to support learning.
- ★ The local Rotary Club host poetry competitions and quizzes for Learners within the school.
- ★ The local rugby team host training and games during school PE lessons as well as after school and lunchtime clubs.
- ★ Local college childcare students offer to volunteer for a number of assistance roles within the school.
- ★ Local charities help to contribute to learning within the school, through donations, volunteering and raising money.
- ★ The local food bank helps to collect and provide food and other essential item donations to the school to provide parents within the school who are perhaps unable to afford with some support and basic essentials.
- ★ Local attractions, such as farms and museums, allow the school to take trips there, to help support learning outside of the school.

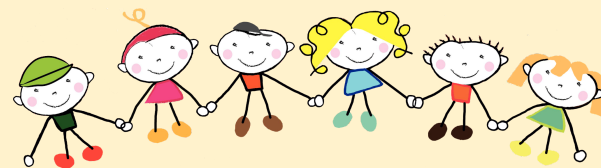


Relationships with Parents/Guardians and Learners Before Starting School:

- ★ Stay and Play
 - Takes place before the Summer Holidays.
 - Allows the Parents/Guardians and Learners to meet the Teachers and Staff.
 - Provides an opportunity for any extra needs to be addressed before the start of term.
- ★ Home Visits
 - Teacher visits the Learner(s) and Parents/Guardians in their home, so both have an opportunity to meet their/their child's teacher.
- ★ Tray and Display
 - Parents/Guardians have the opportunity to look through Learner's work, to get an idea of what their child is going to be studying and the work they will be doing.

Relationships with Parents/Guardians and Learners Whilst in School:

- ★ Literacy and Play (LAP), Numeracy and Play (NAP), Welsh and Play (WAP) and Outdoor Learning and Play (OLAP)
 - Gives Parents/Carers the opportunity to engage in their children's learning with them in a number of different subjects.
- ★ Recording and Sharing
 - Christmas, Easter, Harvest Festival Concerts etc and Theme Weeks are shared with Parents/Guardians via Social Media and/or Google Classroom so they are able to engage in their children's learning even if they are unable to be there in person.
- ★ Open Events
 - Parents/Guardians have the opportunity to come into the school to observe their child's and other learner's work.



Culture, Language, Faith and Socio-Economic Context of School X:

- ★ School X has a very diverse range of Learners, this diversity includes:
 - Different socio-economic backgrounds e.g. those from low income households all the way to high income households.
 - Different cultural backgrounds and learners from ethnic minority backgrounds.
 - Learners whose first language isn't English or Welsh.
 - Learners who practise a wide range of different faiths and religions.

How the School Supports Learners with ALN alongside their Parents/Guardians:

- ★ Thorough conversations are had with Parents/Guardians and/or agencies about the Learner's needs and who else should be contacted/what support needs to be put in place to provide the correct and most effective support, these include:
 - Social services (particularly for CLA Learners)
 - Providing early help support to Learners who need it.
 - Employing professionals such as medics or a designated diabetes nurse within the school to help Learners with additional health needs.
 - Having speech and language therapists and educational psychologist work 1:1 with pupils who need additional support in these areas.
- ★ Holding annual ALN reviews
 - These can involve the parents/guardians, school staff, agency staff and educational psychologist(s)
 - Individual Development Plans (IDPs) are reviewed and updated and new targets are set, but this can happen up to three times a year.
- ★ Support during transition points
 - Extra support and catered plans are put in place for students with ALN coming into the school for the first time as nursery pupils and during the transition from Year 6 to Comprehensive School
 - These transition points involve the individual Learner, the parents/guardians, the Additional Learning Needs Coordinator, teachers and specialists.

How the School Shares Information with Parents/Guardians and Parental Roles within the School:

- ★ School Gateway
 - This is a way to deliver information straight to the parents/guardians via a website to update them quickly and effectively.
- ★ Termly Class Newsletter:
 - Published on the school website and physical copies are given to the children at the end of the term to take home.
 - Updates parents/guardians on whole school events during the term.
- ★ School Twitter:
 - Whole school events/information are posted onto the main feed.
 - Class specific information is posted onto the year group feeds.
- ★ School Website
 - This contains resources for parents/guardians to use with learners at home.
- ★ Information Evenings
 - This allows parents to come into the school and ask questions about the work and topics learners are studying.
- ★ Parent Council
 - One parent/guardian rep per year group
 - One meeting a term
 - Clear focus for discussion
 - This is a way for parents/guardians to have their say within the school and to address any ideas, issues, or strengths brought up by them, their children or school staff.
- ★ Parents and Friends Association (PFA)
 - Small active group made up of parents/guardians, people from the local area, school staff, and Learner's input.
 - This group is made larger during school events
 - They meet at least once a term.
 - Learner's input is valued
 - They provide funding for the school which can be put towards projects and resources.
- ★ Governing Body
 - Has a focus on the curriculum, health and safety, safeguarding, finance and school buildings.
 - This group is made up of parents/guardians and community members who are able to question these aspects of the school and attend governing board and teacher meetings.