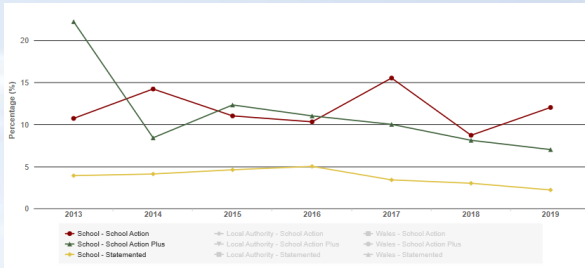


Specific learning needs

There are different types of additional learning needs which can be categorised by the child being on a school action plan, school action plan plus, or a child who has a statement (Griggs, 2010).

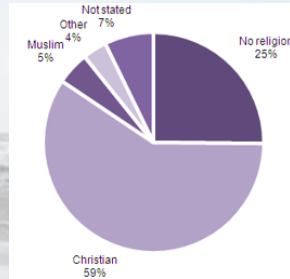


(Welsh Government, 2019)

In 2019 the percentage of children in one of these categories was 21.2% (Welsh Government, 2019). This statistic illustrates the importance of ensuring the curriculum is accessible to everyone and promotes the best outcome for every child.

Faith

In England and Wales the majority of people are Christian (Office for National Statistics, 2011). The school follows the Christian faith with daily prayers, Christian songs and it follows the Christian Calendar. The school also respects and teaches other beliefs. This enables pupils to become ethically informed citizens, which is part of the new curriculum for Wales (Welsh Government, 2015).



Religious affiliation in England and Wales (Office for National Statistics, 2011).

Language

This is an English medium school with nearly all children's first language being English. The school must work hard to teach the children a good level of Welsh as many will not speak the language outside of the school. The Welsh Ministers' strategy called Cymraeg 2050 aim is to see the number of people able to enjoy speaking and using Welsh reach a million by 2050. The Welsh Government want all learners to have the opportunity to be bilingual. In order to reach a million speakers, we will need to increase the number of learners in English-medium schools that succeed in acquiring the language (Welsh Government, 2017).

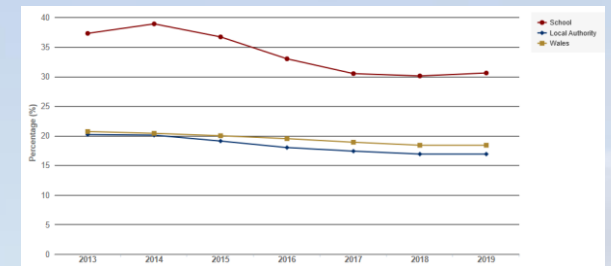
Nearly all pupils are of white British ethnicity and come from homes where English is the main language (Estyn, 2016). 3.6% of the children have English as an additional language, which is lower than the national average for Wales being 6.0% (Welsh Government 2019). Although this may be lower than average, it is still something we must consider within our school. We need to consider how to we communicate with families if their own English language skills are limited.

Culture

The Welsh culture has been influenced by England, so there are many similarities. However, there has always been an interest in preserving cultural elements that make the Welsh unique from other cultures in the United Kingdom. The dragon is an important symbol of Wales and is mentioned in several legends and is part of the national flag (Study.com, 2020). Within the school we have some students from the traveller community. Some of the cultural differences needs to be carefully considered by the school. For example, older siblings are expected to take care of the younger sibling during the school day, which is made difficult with the traditional chronological class set up. Teacher should support the older siblings in fulfilling family expectations. They could help younger siblings settle into class and arrange times where they can meet, such as break times. Attendance can also be an issue, to overcome this schools could support the family by providing transport during the initial stages. This should help families bring school into the family routine (O'Hanlon and Holmes, 2004).

Local Socioeconomics

The school has a higher than average number of children receiving free school meals. In 2019 the school had 30.6% of their children on free school meals, the national average for Wales was only 18.4% (Welsh Government, 2019). Although the gap has narrowed over the last decade, children receiving free school meals at key stage two are achieving 14.2% lower than their non eligible peers (Welsh Government, 2018).



(Welsh Government, 2019)

Free school meals is one indicator of poverty, this is due to the eligibility criteria. Poverty can affect achievement, therefor the government support these pupils with the pupil premium grant. The school spends these funds on a variety of things such as paying for extra staff to run maths, English and basic skills intervention (Crockford-Morris, 2020).

The school in a Flying Start school Flying Start is a Welsh Government targeted Early Years programme for children under 4 years of age in some of the most deprived areas of Wales (Children in Wales 2014). It is designed as an early intervention to enhance children's development. Children start part time at two and full time at three years old. The school offer this provisional for all pupils, even if they live outside of the catchment area.

Using our local area

The School run Forest School sessions, during these sessions' children are physically active in a woodland environment. This Is great for their physical health, increasing gross and fine motor skills as well as their wellbeing (Knight, 2009). This also helps children become healthy and confident individuals, which is part of the new curriculum for Wales (Welsh Government, 2015). The sessions are offered to a select group of children who benefit from the less formal setting. The schools forest school is off site and makes use of our local countryside.

In our local area we also have beaches and several historical building such as castles which could also be utilised as a resource for pupils to have real learning experiences.

Ysgol Bryn Hedydd school is close to a beach, they use the beach for many lessons throughout the school year. Pupils felt it impacted positively on their learning and helped their social skills (Estyn, 2012).



(Ysgol Bryn Hedydd, 2012)

Starting at my feet

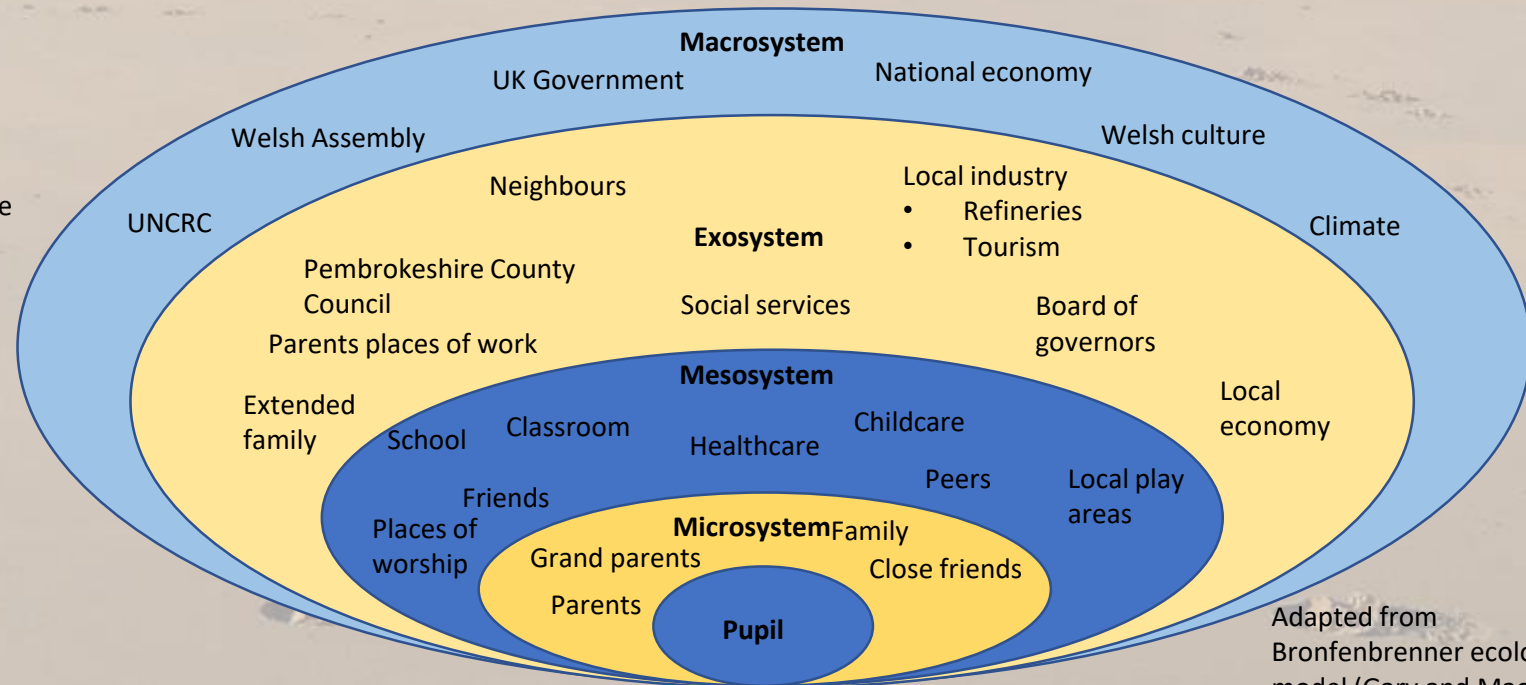
(Welsh Government, 2019)

The school has an excellent partnership with parents, other local schools and the rest of the community. This has a very beneficial effect on pupils' learning and wellbeing. Parents receive regular information about the school's activities through its website, social media, and weekly video blogs. The school groups, clubs and community activities are highly effective and make a positive difference to pupils' wellbeing (Estyn, 2016). It is increasingly important to see children in a wider context, recognising the need to work alongside other professionals, parents, local residence, businesses, churches, charities and the wider community. Many schools create links with the community by organising special assemblies, concerts, fetes, festival and other special events. By having these links with the community children learn to become active citizens (Griggs, 2010).

How the school connects with parents and the community

- Parent and toddler groups, this helps the school build a relationship with parents before their children start at the school.
- They offer opportunities for members of the community to work towards achieving National Vocational Qualifications in Childcare and Development. These qualifications are granted by Pembrokeshire College but take place within the school.
- They supporting life-long learning within the Pembroke Dock community. They are part of the Community First and Springboard projects. These initiatives aim to help rejuvenate the town and provide opportunities for residents of the town.
- Pembroke Dock Community choir is run from the school and is open to the whole communities and all generations.
- The sharing library is open for parents to come in with children to borrow books and toys.
- They hold find out Fridays, where parents are invited in to see what children have been working on.

(Placement School, 2020)



Adapted from Bronfenbrenner ecological model (Gary and Macblain, 2015).

When considering a child's development, we should consider all aspects of the child environment. Bronfenbrenner's ecological model of individual development shows the different layers that surround a child. He believed that we should take into consideration the wider environment and how this might affect a child's development (Gray and Macblain, 2015).

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