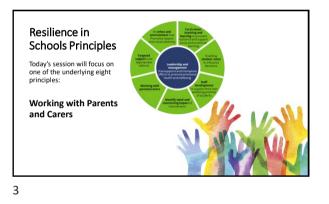




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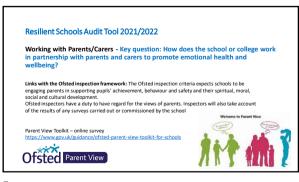






- What does OFSTED /Code of Practice say?
   EEF Working with Parents to Support Children's Learning a graduated approach
- Accessing support beyond school the wider community Andy Whiting Eys/Primary Early Help Service Manager
- ChallengesWhat's Working
- School case studies
- Top Tips Co-production / how to include parents, how to engage parents
- Building relationships
  Sign posting resources for parents and carers
  Next Steps

4



### What does the Code say

FILL GLOCE LEVEL DUCE SOUL The 2013 Special Educational Needs and Disabilities (SRND) Code of Practice came into force on 1st September 2014 and provides statutary guidance relating to the new Children and Families Act 2014. It counties, the new guid ducies on angunations which work with and support Children and young people with special educational needs in counties.

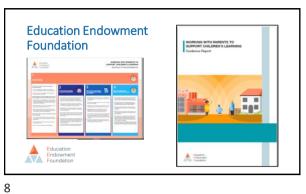
- There is a focus on parental and family involvement.
- Local authorities must have regard to: The views, wishes and feelings of the child or young person, and the child's parents.
- The importance of the child or young person, and the child's parents, **participating as fully as possible in decisions**, and being provided with the information and support necessary to enable participation in those decisions.
- A need to ensure parents are aware of the importance of their role in the decision-making process around their child's needs. It will require settings to ask parents to consider in preparation for meetings, what is going will for their child right now, and what could be better.
- Parents of children and young people with SEN value outcomes related to increased independence and inclusion of their children.

### What does success look like?

### From the parent's perspective:

- rrom the parent's perspective.
  The people who support my child know him or her well. I feel that they like my child and want the best for him/her. I feel they are knowledgeable, tolerant and supportive of my child; understand what interests him/her and what is important to my child.
- I contribute to decisions about my child through reviews and also the partnership I have with the setting my child is in.
- · I am informed of choices for my child, and am supported in understanding the choices.
- My child has targets around increasing his/her independence and communication skills that we can also focus on at home.
- · My child's education and experience reflects what matters to them it is personalised.

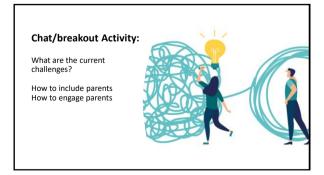
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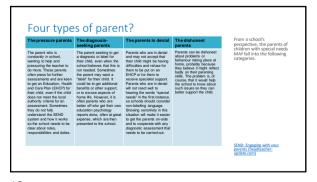






9





#### What does the Code say (cont)...Issues / Challenges

There may be a range of obstacles to achieving parental engagement:

- Some parents may have specific needs themselves, including SLCN Different approaches and levels of support for parents may be required at different points in the child or young person's educational journey.
- Meaningful engagement with parents and families takes time and energy and this needs to be factored into a setting's approach.
- Parents may be at different stages in their understanding or acceptance of their child's SEN, which
  requires sensitive and responsive support from staff.

13

#### Think about:

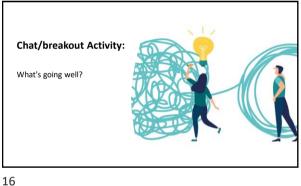
- Our own emotions being triggered (defensive parent, difficult conversations)
- · Could some parents feel intimidated in a formal meeting
- Your use of language when communicating with parents e.g. will they know what is meant by SEN Support (and other acronyms)
- Language how we refer to parents e.g. When talking to children do we use the word parent, rather than Mum or Dad
- · When talking to parents, establish how do they like to be addressed · What's really important is that parents engage with children's learning - not that parents come to school.
- Think about the barriers your parents face these will be different for each cohort, each school, sometimes each family.

14

### Think about cont...

- Do some parents need time, in advance of any meetings or conversations, to put their thoughts together regarding their concerns about their child?
- For some parents, cultural differences may impact on their level of engagement e.g. some people will feel that education professionals are the ones that should make all the decisions about their child's education and that they should be deferred to. · EAL - Not all parents will have English as their first language and so may be nervous
- about expressing their thoughts and opinions.
- · Where English is not the parents first language, it can be useful to have an interpreter on hand
- · Hearing Impaired parents (may need a signer/translator)

15





# **Building Relationships**

- Break the cycle by supporting the whole family: When we engage with parents and siblings as well
  as the student in mind, then everybody gains the skills and understanding needed for things to begin to change.
- Change the conversation with good news
- · Build a trusting relationship as your first priority
- Step into the shoes of your families: Always think of things from the point of view of the parent, just as you would adapt to the needs of their child.
- If it would make parents more comfortable, they may appreciate being asked if they would like to bring along a trusted friend or family member to the meeting.
- Consider who is the best point of contact
- Having a presence in the playground
- Follow up after events

## **Building Relationships**

- · Parents know their children well, but differently than school staff do.
- · As educators, we know the difference between giving people information and having a dialogue with them. Schools are very good at giving parents information and that's important, but it's not the same as having a dialogue - and it's having those dialogues which will build the relationships that will support children's learning.

19

### Things to do

### Curriculum Workshops for Parents

- SEN parent coffee mornings focus on different topics (EHCP, IEP, processes and systems around SEN within the school)
- International evening
- Parents as volunteer readers
- Bilingual library after-school sessions
- Cultural assemblies (Eid)
- Breakfast morning/coffee mornings
- Food tasting events e.g. school dinners Learning journey – transition between home to school – parents as educators (activity on pathway...e.g. Dinosaur egg).

20

22

# Things to do cont...

- Parent Room
- Parent cookery sessions
- Parents as story tellers / grandparents = history (Grandparents Tea Party)
- Stay and Play
- School fairs/fetes
- Quiz n pizza evenings
- Incentives
- Key worker/ Key adult
- · Fathers events



## Things to do cont...

- Focus festivals religious festivals (coffee morning, speaker invited in)
- Learning celebrations (year group, morning session children share books with parents) now that parents' evening is now virtual.
- Class assemblies parents invited in to hear what children have been learning about with follow-up of showcase of work.
  Talks put on by external professionals (EP etc).
- · Weekend events religious celebrations and social event
- New initiatives e.g. New Garden parents invited to see
   Parents signposted to local authority events/support
- Weekly newsletter diary of events for fridge
- Welcomed to share expertise firefighter, doctor etc. Hearing impaired session sign language, gardeners.

21

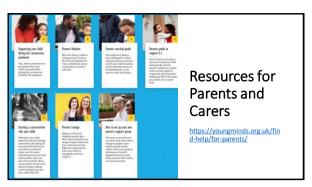




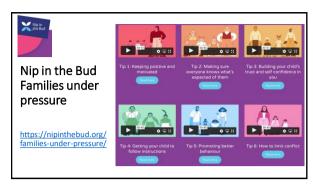




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Information and Resources for SEND https://www.barnetlocaloffer.org.u k https://www.barnetlocaloffer.org.u k/parent\_zone

https://www.barnetlocaloffer.org.u k/mental\_health\_zone



