



Bishop Ridley C of E Primary School

Helping to build successful partnerships with parents and carers of children with SEND

How do you ensure that you understand the individual needs and strengths of my child?

- IEPs, Case studies, PSPs
- Communication with teaching staff/support staff
- Personalised plans
- Putting in place advice from assessments
- Talking to children
- Listening to children's views
- Inclusion and asking child about interests/extra-curricular activities
- Discussing rewards with parents/children
- Discussion around medical advice/reports
- Pre-admission information forms
- EHCP, outcome planning
- Individual needs profiles

How do you record and celebrate success?

- written feedback
- Running records; contact books; certificates; awards.
- Showcasing work in assemblies and around the school (display boards)
- Oral feedback and dialogue

How do you demonstrate a commitment to working in equal partnership with families to secure the best outcomes for my child?

- Open communication – verbal, face to face, written (parent leaflets), SEN info report/website info, annual reviews (for children in receipt of an EHCP), structured conversations, parent questionnaires
- Supporting teachers to understand needs – providing staff training
- Referrals to outside agencies for advice and/or support, if further intervention is needed

How do you analyse incidents of challenging behaviour and understand why they happen?

- Observe; Understand; remove/work around the barrier or cause
- Get to know the child's context and speak to previous teachers
- Obtain the views of the parent/carers
- Keeping a written log
- Class charts
- Behaviour watch – analysis on time of day/lesson etc.

How do you know whether any reward or sanction systems are meaningful for my child?

- Student voice, measuring the impact of engagement – has their behaviour improved?
- daily report cards, discussions with parents and the young people, changing of motivation/reward used as and when needed.
- Engagement with rewards and sanctions at home.

Do you ask my child how they feel about school and what is done with that information?

- Questionnaires for parents and children.
- Structured conversations
- Annual reviews – child's view always gathered
- Trained staff to listen to children's concerns: therapeutic intervention organised for child, if necessary
- Pupil interviews shared with parents and class teachers
- Information shared with parent/carer

What resources and/or information are being used to help support my child and how does this support my child's happiness and learning?

- Good communication across school and with parents
- Therapeutic play/pastoral support/draw and talk
- Playground buddies
- Social skills groups e.g. Lego Therapy
- Teaching Assistants
- Move and sit cushions/overlays/personal workstations and other consumables
- Rich/broad curriculum – cross curricular – celebrate all talents and ethnicities

How do you adapt the curriculum whilst ensuring high expectations for all?

- Targeted questioning
- Pre-teach difficult vocabulary and concepts
- Provide visuals; use flash cards, overlays, reading rulers
- Have the student close his eyes and try to visualize the information
- Have the student take notes and use coloured markers to highlight
- Teach the use of mnemonics e.g. BECAUSE: Big Elephants Can Always Understand Small Elephants
- Give explanations/instructions in small, distinct steps
- Have the child repeat instructions
- class provision map: termly pupil progress meetings to analyse targets and outcomes

How do you adapt the implementation of school policies in order to make any reasonable adjustments necessary to support individual children?

- Values based on an inclusive ethos-welcoming diversity
- Having a 'can do' attitude in making adjustments
- Identifying barriers to learning and achievement and finding practical solutions
- Developing strong collaborative relationships with pupils and parents
- Empowering pupils to have a meaningful voice
- Drawing on the expertise of outside agencies
- Maximising opportunities for funding and using it flexibly
- Regularly undertaking critical reviews and evaluation which involve all staff, pupils, parents, governors and outside agencies