

# **WORKING TOGETHER – PARENTS AND SCHOOLS, WHAT TO EXPECT**

Most schools believe that home and school should work together in partnership. To achieve this, good communication between home and school is extremely important. If you, or the class teacher are concerned about your child's progress you might want to communicate more often rather than wait for the next Parent's Evening that term.

There are various ways to communicate with your child's school; 'face-to-face' meeting, written, via the child's reading/contact book, by telephone or by email – the best method(s) need to be agreed by both parent and school.

## **WHAT HAPPENS IF MY CHILD IS NOT MAKING EXPECTED PROGRESS?**

Class teachers closely monitor the progress of every child on a regular basis and record this each term. If the class teacher is concerned they will usually contact the parent so that they can talk about how best to support the learning needs of the child. There will be a graduated level of support in every school as explained below. The first level of support is usually called Teacher Support or Teacher Alert.

## **TEACHER SUPPORT/'TEACHER ALERT'**

If extra support can be given within existing class resources, the class teacher will plan differentiated learning tasks for the child within a small group. The class teacher will speak with parents to explain this support and teaching strategies that will be used, usually at a parents evening meeting. This will be monitored over an agreed period of time and if the child needs more support, the level of support will be raised to SEN (Special Educational Needs) Support.

## **SEN SUPPORT**

If the child's needs are more complex, the class teacher may ask that the SENCo (Special Educational Needs Co-ordinator) becomes involved. The SENCo is a teacher with specialised knowledge of Special Educational Needs and they co-ordinate the provision for all children with SEND in the school. Often the SENCo will ask the parent and class teacher to attend a meeting. This is generally called a One Planning Meeting.

The aim of the One Planning meeting is to discuss the child's learning needs, gather everyone's ideas and views then finally create an information and support plan. This plan is usually called a One Plan and is often managed by the SENCo. The One Plan has detailed learning targets for the child and should clearly show how the support can be given in class. A copy of the One Plan will be given to the class teacher and parent and it is normally reviewed once a term

### **WHAT HAPPENS IF MY CHILD IS STILL NOT MAKING PROGRESS?**

The SENCo should make referrals to relevant outside agencies, such as Educational Psychologists (EP), Speech Therapists or Inclusion Partners. These specialists should be able to observe or work with the child and then provide more specialised advice and support to school staff and parents. The new advice should be incorporated in the child's One Plan and support put in place. One Planning meetings will continue and outside agencies will attend if possible. A parent, school staff or health professional can request an Education, Health and Care needs assessment, if they believe that a child's educational and health needs cannot be met within a school's SEND budget. (See Glossary of Terms).

**Information on the school's approach to SEND can be found on their website under 'SEND Information Report'.**

