

Useful Contacts

“Conducting conversations with parents involves a considerable amount of skill. As with other aspects of good teaching for pupils with SEN, schools should ensure that staff are supported to manage these as part of professional development”
(COP 6.68)

Structured Conversations—Achievement for all

http://afaeducation.org/programme_schools_parents

Local Parent Support Groups

SENDIAS (Special Educational Needs and Disability Information, Advice and Support)

<http://www.kids.org.uk/Event/croydon-send-information-advice-support-sendias-and-mediation-service>



Parents in Partnership (PIP)

<http://www.pipcroydon.com/>



This service offers a range of support, training and advice to parents and families with children with SEN and disabilities

National Parent Support Groups

Contact a Family

<http://www.cafamily.org.uk/>



Contact a Family is a national charity for families with disabled children.

We provide information, advice and support. We bring families together so they can support each other. We campaign to improve their circumstances, and for their right to be included and equal in society.

Croydon SENCO Guidance: Identifying Pupils with SEND Resource 3

Gathering Information and Views of Parents and Carers

When a pupil is identified as making slow progress in key areas of learning, including social and emotional development, it is important to share these concerns with parents at the earliest opportunity. This will ensure that there is a shared understanding of any difficulties faced and school and home can work together to overcome any emerging barriers to learning.

Likewise, parents know their children best and it is important professionals listen and understand when parents express concerns about their child (COP 6.20)
This leaflet provides guidance on how to engage with parents and encourage them to speak openly about their views and share aspirations for their child.

Meeting with Parents

Parents can feel anxious about meeting with school staff to talk about their child's progress. To help alleviate these concerns and provide a supportive climate consider the following:

Discuss and agree with parents the best time and place to hold the meeting, prepare to be flexible.

Remind parents of the date and time of the meeting—a text message or phone call.

Allow enough time to build trust with parents and explore issues, this is likely to be at least twenty minutes

Make sure in advance who will be attending the meeting and invite them to bring along a supporter if they feel this would be helpful.

The meeting should be led by someone who knows the child well, usually the class teacher or the form tutor supported by the SENCO (explain the role if the SENCO as required).

Be clear about the purpose of the meeting — ensuring that there are opportunities for both families and school staff to talk about what is going well

Avoid jargon and/or clarify terms families may not be familiar with

Remember to give time for parents to respond and listen to what they have to say

Summarise the key information from the meeting and be explicit about what the next steps will be, including date of following up meeting as required.

Health and Wellbeing

Does your child have any health issues?

Have you noticed any problems with vision or hearing? Has or does your child suffer from glue ear?

Have hearing or sight been checked recently?

Does your child have a regular sleep pattern?

Does your child have a healthy appetite? What do they enjoy eating?

Does your child have a lot of energy, always on the go --- or are they more passive?

Have you noticed any problems with coordination and balance?

Was your child born on time? Were there any problems during the pregnancy ?

Developmental Milestones.

Compared to any brothers or sisters or children of your friends or family do you feel your child met normally expected milestones such as:

Walking and talking? Eating independently?

Toileting? Putting on and taking off clothes?

What did they like to do as a toddler?

Do they like to do things for themselves --- on a scale of 0-10 how independent are they in terms of eating and drinking/dressing ---

Relationships / Resilience

How does (name) cope with new situations?

What makes (name) angry or frustrated?

How do you manage this at home?

Perceptions and Aspirations about achievement at school?

Is your child happy at school?

How do you think they are getting on?

What lessons /subjects do they enjoy the most?

Do they have a friendship group

Family circumstances

Has there been a time in your child's life when things have been particularly difficult , such as --- moving house, bereavement, family illness,?

Some prompt questions and openers to support open dialogue with parents. The range and nature of questions should be relative to age and circumstances and phrased in a way that is not judgemental an This list is not exhaustive or prescriptive but should provide a framework to encourage a more open exchange of views and information and explore issues which might be barriers to progress.

Hobbies , interests and leisure time

What does (name) like to do at home/outside of school?

What do you like doing with (name)?

Language and literacy

Does (name) like listening to stories?

Do they have favourite books and stories?

Does your child have any difficulties naming objects or telling you what they need?