

# **Blossom Lower School, Upper House & Post 16 Provision**



## **Partnership with Parents**

**EYFS, Adapted Curriculum, Primary, Secondary & Post 16**

**Last reviewed September 2021 Fiona Roberts and Juliette Donnelly**

**Next review due September 2022**

***Note: For ease of reading we have used the term 'Parent' throughout this document, however this refers to all parents, carers, guardians, and anyone else with parental responsibility***

## **Aims of this Policy**

Blossom House School is committed to working in partnership with parents. Parents play an essential role in their child's learning process and the home learning environment is key to ensuring pupils develop and maintain positive attitudes and behaviours that support their educational attainment. We aim to create continuity for pupils by strengthening the school-home link, and partnership with parents is widely encouraged through a range of information sharing events and support services. Parent's views are greatly valued and we are continuously working on ways to encourage parental contribution in the development of our policies, procedures and school environment. We consider parents to be an integral part of the school community.

To fulfil these aims we ensure that:

- The school environment is welcoming, friendly and promotes a positive sense of equality and diversity throughout
- We respect parents' knowledge and understanding of their child, their hopes and fears
- Communication with parents is positive, frequent and considered a two-way process
- Parents are treated as partners in their child's educational process and are involved in their child's learning
- We promote the sharing of theoretical and practical knowledge regarding children's special needs to ensure parents can become informed in evaluating options made available to them and their child
- We promote active involvement of parents in decisions regarding their child
- Parents are encouraged to contribute to the school's policies and procedures and are invited to share their views on any school decision making
- We support the principles outlined in the SEN Code of Practice 2015 (revised 2020)
- Parents are encouraged to participate in school activities and events through our 'Parent Voice' Parent Teacher Association

Parents should endeavour to:

- Share information with the school to support effective two-way communication
- Take an interest in and actively support their child's education
- Encourage a positive attitude to school and learning
- Ensure their child's regular attendance and punctuality at school
- Attend meetings held by school
- Work with the multidisciplinary team to ensure the best outcomes for their child

Partnership with parents is encouraged throughout the practices listed below. We are continuously reviewing the strength of our partnership and adapting our provision to suit the needs of the families that we work with.

## **Parental Involvement in School and Learning**

### **Involving Parents in School Policies**

A number of important school policies are on the school website and parents can request to read other policies at any time. When a child is offered a place, a welcome pack is sent out which includes the school behaviour, safeguarding and medical policies.

### **Parent Questionnaires**

Regular questionnaires and surveys are sent to parents. These provide parents with the opportunity to give their opinion on a number of areas of school life and development. The Senior Management Team review these questionnaires and analyse the findings in order to add to the school development plan and make sure that parents' voices are being heard.

### **Curriculum**

In the Foundation Stage:

- Home visits- before a pupil begins at the Foundation Stage two members of staff (manager and class teacher/SLT) will attend a home visit to meet with the parent/carer and child in a familiar setting. It is at this visit that induction information including the child's timetable and relevant policies, will be shared.
- Six monthly reviews are held for all children in the Foundation Stage until the age of 5. Reports are written for these. An end of EYFS report is provided at the end of reception which may be included as part of their six monthly review report.
- The delivery of the EYFS is described in the Foundation Stage policy which is available to parents. The parents have a termly meeting in which the EYFS is discussed. They are provided with a copy of the Early Learning Outcomes and are encouraged to record observations within the home.

In the Lower and Upper School:

- Therapies- the SLT and OT will share the functional targets from their group sessions with parents at the beginning of each term.
- An annual review is held for all children. This is an opportunity to review and update the EHCP as well as discuss all areas of progress and any areas of concern. Reports are written ahead of these meetings and shared with parents.
- Behaviour- we recognise that an effective school behaviour policy requires close partnership between parents, teachers and children. We offer information, training and support for parents to increase their understanding around discipline and consistent boundaries. We expect parents to discuss school rules with their children and support the use of our behaviour management strategies at home; in order to provide continuity between home and school.

## **Transitions to/from Blossom House School**

All parents are provided with a transition pack which they can use to support their child's understanding of what to expect when they begin attending the school. They are also invited to attend a transition day where they are given the opportunity to meet other parents and pupils, ask questions, share concerns and understand the routines, expectations and workings of the school day.

## **Travel Training**

Year 10 pupils are offered travel training through the OT team, to help them develop the skills needed to travel independently between home and school. Parent collaboration is essential for pupils to get exposure to different journeys and situations, helping them transfer skills developed by the programme.

## **Safeguarding**

Blossom House is committed to safeguarding and promoting the welfare of children and young people. Our Safeguarding Children & Child Protection Policy is available on our website and parents have a clear understanding of our school's commitment. Parents are encouraged to share their views of our policy and contribute to its content via parent questionnaires.

## **Parent Information Events**

### **Parents Information Talks**

Regular talks are held for parents on relevant topics such as e-safety, diagnoses, behaviour management, etc. These are held on information evenings or during parent coffee mornings. Where there is an identified need, we may invite specialists to give talks on topics such as mental health, or sleep difficulties. Parents are also encouraged to share ideas for guest speakers.

### **Parent Training Events**

Training is regularly offered to parents, for example, OT, SLT, Numeracy, Literacy workshops take place throughout the year. The aims of these workshops are to inform parents about the delivery of the curriculum and therapy within the school and how they can carry this over into the home.

### **RSE (Relationship and Sex Education)**

Parental involvement is encouraged with our RSE curriculum delivery. Questionnaires are sent out to gather parents' views, and information evenings are held, where parents can ask questions and share concerns. Parents are expected to support the delivery of the curriculum in the home learning environment.

## **Parenting Support**

### **Linking in with External Agencies**

Parents are encouraged to share details of any involvement with external agencies e.g. Social Care Professionals, Psychologists, Family Therapists etc. Blossom House School recognises the importance of multi-agency working to support children's needs, and will liaise with these agencies as required. We may also refer families to external agencies if their/their child's needs cannot be met within our specialist school provision. If families need extra support to access external agencies, we may set up Early Help or refer to our in-house Family Support.

### **Early Help**

Early help means providing support as soon as a problem emerges at any point in a child's life. This could be around home and family life, behaviour, mental or physical health, or general wellbeing. Where families are felt to benefit from Early Help, the Specialist Advisor or DSL will coordinate a Team Around the Child (TAC) meeting, where parents and professionals working with the child and/or family come together, and look at: what's working well, what we are concerned about, and what actions are needed to make things better. TAC meetings are usually scheduled every 6 weeks. They are non-statutory, but parents are strongly advised to engage, in order to improve outcomes for themselves and their child.

### **Family Support**

The Family Support Service is designed to help families who are in need of extra support, over and above that offered by the school's specialist provision. Family Support involves direct work with a parent or family, usually through home visits or visits in the community. The Family Support Team, can help with:

- Parenting support
- Support with routines, sleep, cleanliness, diet, behaviour, safety (including online), medical or health needs (optician, dentist)
- Community visits/advocacy e.g. supporting parents to attend appointments
- Housing and benefit support, including PiP, DLA and charity applications
- Support with siblings needs, including referrals to young carers/sibs
- Emotional support
- Support for parents with learning difficulties, mental health difficulties, substance misuse or chronic illness
- Support during adverse life experiences such as domestic abuse, bereavement, separation, homelessness or family breakdown

### **Support for Fathers**

We offer a termly therapeutic support group for Fathers, run by our Dramatherapist and Family Support Coordinator. This group aims to encourage fathers and male carers to meet, share experiences and receive support.

### **Siblings Groups**

We offer half- termly therapeutic support groups for siblings of pupils here at Blossom House School. The aim of this group is for siblings to have fun together and share their experiences of having a brother or sister with a disability, SEN, or a serious long-term condition. Children are invited to participate in games, crafts, and activities that give them space to meet other children with similar experiences. These groups support children aged 5-13 years.

### **Support for Parents and Carers of Looked After or Adopted Children**

We also run termly support group for parents and carers of looked after or adopted children. Guest speakers are invited to share expertise and parents are encouraged to take advantage of the parent-led support network available.

## **Communication**

### **Communication with Parents**

Blossom House is committed to improving communication with parents. Regular communication is maintained through the Group Leader or Specialist Advisor, and other teachers or therapists where necessary. The office sendd emails, texts, letters and newsletters. We also provide up to date information on our website.

As communication is a two-way process, we expect both parents and staff to respond to any communication in a timely manner. However, it is important for parents to acknowledge that as the children's learning is our priority, it may not be possible for staff to respond to any communication during the school day. Staff will endeavour to return calls and emails as soon as they are able to. If any communication requires an urgent response, staff members may be reached via the school office.

Blossom House School has a zero-tolerance policy. Any parent who wishes to make a complaint must follow the official complaints procedure. Our complaints policy is available on the school website.

### **Parent Voice (PTA)**

The Parent Voice Parent Teacher Association runs monthly Coffee Mornings and regular fundraising events. Parents are encouraged to socialise with other parents and to come along and be part of the school community.