

Activity & discussion: the 4 stage cycle

	Assess	Plan	Do	Review
What can parents contribute?	<ul style="list-style-type: none"> • A holistic understanding and a history of an individual child. • Consideration and acknowledgement of private and NHS reports received via parents • A full curriculum for children with SEN • Behavioural difficulties at home • What works at home • Approach to homework • Social situations • Strengths, background information • Living with the child • Previous professionals' involvement • Comparison with siblings • Worries for the future • Info • Observations • History • Context • Their own views 	<ul style="list-style-type: none"> • Why parents <u>must</u> be notified yet staff <u>should</u> be made aware – inbalance! • recognise the legitimacy of parents' concerns • Teachers and support staff should be made aware • Ensure it is outcome focused • the plan should be recorded • Agree targets together • Parents' views contribute to the plan and are written in an integrated part of the plan. • Report • Information • Challenge – is this appropriate? • Suggest targets – not always academic • Suggest what works for them • support 	<ul style="list-style-type: none"> • Provide reliable evidence and check their skills and knowledge • Work with intervention programmes • Support and do the same at home • ask teacher how parents can support at home - consistency • Share pupils' views of how it's going at school • Keeping diary / list • Support the plan at home • Communicate about progress / issues 	<ul style="list-style-type: none"> • An evaluation, including behaviour • Report on what is going well / not going well • Feedback info • Child's views • Suggestions as to what next • Info • Observations • Context • Their own views, how the child sees it
What would help parents to feel better informed?	<ul style="list-style-type: none"> • A culture of transparency and accountability from within the school • A transparent CPD (continuing professional development) profile on individual teachers, showing SEN courses. • Regular communication 	<ul style="list-style-type: none"> • As above • Communication • Appreciation and evidence that the class teacher have sufficient skills and knowledge • Have a copy of the plan • Know how to challenge the plan • Being involved in 	<ul style="list-style-type: none"> • Evidence of differentiated curriculum • Clarify what will be evidence of the impact of interventions • Evidence that support for the child is appropriate and purposeful – not just keeping the child 	<ul style="list-style-type: none"> • A documented accountable and measurable of agreed individual progress for that given child. • There should be no surprises for parents at the review meeting. they need to be informed as part of the monitoring

	<ul style="list-style-type: none"> • A timeline (whole cycle) • Clear outcomes identified • Outline and interventions shared • Share strategies for interventions • Explain in plain English, no acronyms or school jargon • Know the right people involved in assessment • Being able to attend meetings (invited at suitable time) • Minutes/notes/actions from meetings 	<p>monitoring of progress towards the outcomes</p> <ul style="list-style-type: none"> • Receive a copy • Opportunity to comment on a plan • Know when will be reviewed • Communication • Partnership • Being consulted • Clear and timely information • Education involvement • Show evidence as to case studies to back up practices 	<p>occupied</p> <ul style="list-style-type: none"> • Know that school has shared information with ALL relevant people • Regular feedback for schools (agree method) • Set a couple of feedback dates / times / email. / phone • Give things to do at home if parents agree • Regular updates • Meetings • Comments book 	<p>process</p> <ul style="list-style-type: none"> • Partnership • Being consulted • Clear information about the progress / issues • Evidence as to practices
<p>How should schools involve parents?</p>	<ul style="list-style-type: none"> • SEN groups which meet regularly with the SENCO/governor/HT/finance manager to review SEN policy, using case studies which show the assess/plan/do/review • Regular meetings – 2 way communication • Make clear what information is required • Provide better information (SENCo – parents – leaflets) • Key contact person (not necessary be SENCO) 	<ul style="list-style-type: none"> • The plan must involve the parents and be regularly reviewed • Invite parents to meet and discuss draft plan – just a part of a parent consultation evening! • Be part of a clear plan • Listen/ advise / value • Meetings and updates • Parents as advisors 	<ul style="list-style-type: none"> • More hands on educating the parent of the children • Role out teaching strategies for parents to follow at home • Explain the intervention works and what the parents should do • Value the contributions • Agree timelines and targets • 2 way communication • Assess the progress and its impact at home • observations 	<ul style="list-style-type: none"> • Back to the start, the only constant in life is change. • Invite parents and regular reviews – agree if outcomes have been achieved, if not – what else? Next steps? • Communicate / listen/ act as advisors • Timely meetings • Accurately seek parents' input