Parent/Carer partnership: Structured Conversations

Parent/Carer partnership: Structured Conversations

Editors: Professor Geraldene Codina, Dr Adam Brett, Dr Stephanie King (University of Derby)

This Action Research case study was completed as part of the Department for Education (DfE, UK) nasen Universal SEND programme.

Abstract

Context: The study is situated in the context of a mainstream primary school setting in the UK, exploring the development of Structured Conversations between parents/carers and educators, particularly focusing on children with special educational needs and disabilities (SEND). The action research aims to enhance partnerships as families engage with the school in the educational process.

Aims: The primary aim of the research is to create a sustainable framework that fosters action-focused and productive partnerships between teachers and parents/carers of children with SEND. By adapting their version of Structured Conversations, the research seeks to establish effective communication and collaboration to support children's learning and development.

Methods: The research employs an action research cycle approach, which includes planning, executing, and reviewing the structured conversation framework. Ethical consent was attained to ensure confidentiality and to publish the data anonymously. Throughout the cycles, literature on co-production and effective communication is reviewed to inform practices, and structured prompts and guidance for meetings are developed to enhance parent-teacher interactions.

Findings: The study identifies that Structured Conversations improve communication dynamics between families and educators, contributing to effectively establishing goals and reviewing children's progress. Feedback from parents indicates that open and honest communication fosters confidence, while challenges remain related to the ongoing reliance on educational professionals post-COVID-19. This reliance has sometimes disrupted direct communication between families and classroom teachers.

Implications: This study highlights the importance of co-production in supporting children with SEND, emphasising that effective collaboration requires educators to engage families meaningfully and recognise their insights. It may contribute to the development of practices where teachers actively seek feedback from parents, encourage two-way communication, and ensure that families are integral partners in decision-making processes. Other educators might consider implementing structured conversation frameworks to strengthen these partnerships and enhance educational outcomes for all children, particularly those with SEND.

Keywords

Inclusion, special educational needs and disabilities; Multi Academy Trust (MAT); parent/carer partnerships; Structured Conversations

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Action Research for Inclusion and Special Educational Needs and Disability (ISEND): Case Study

Working together (SENCOs and teachers) to develop our own version of the Structured Conversation has provided our MAT with a sustainable framework for developing action-focused, productive partnerships with parents/carers of children with SEND (Mainstream, Primary).

Contents

BACKGROUND INFORMATION

Type of setting	Mainstream Primary
Age range of pupils	4-11
Roles of the Research Team	2x Multi Academy Trust (MAT) Special Educational Needs and Disability Leads (SEND)

ACTION RESEARCH CYCLES

Appendix 1 illustrates the Action Research Cycles

Ethical consent has been sought to publish this data anonymously.

SUMMARY

Research focus	Structured Conversations, parent/carer partnership, teacher continuing professional development (CPD).
Research question	Will the Structured Conversation approach be useful in our MAT, supporting teachers to deepen and broaden their productive partnerships with parents/carers of children with SEND?
Overview/Key information	This action research study explores how a Multi Academy Trust (MAT) can develop practices that centralise the voices of

	parents/carers in the planning process for children with special educational needs and disabilities (SEND). The research follows two action research cycles, incorporating insights from key literature and data collected from school leadership teams, teachers, and parents/carers. The first cycle identified that: - Some school leaders viewed special educational needs coordinators (SENCOs) as the primary point of contact for parents/carers of children with special educational needs and disabilities (SEND). - Parents/carers of children with SEND preferred engagement with SENCOs and senior leaders rather than their child's class teacher, as they viewed these conversations as leading to meaningful action. - Teachers wanted and needed greater support to engage in meaningful conversations with parents/carers of children with SEND. These findings informed the development of the second cycle, which introduced the **Structured Conversation** approach as a framework for improving meaningful, action-focused communication between teachers and parents/carers. Through focus group workshops with SENCOs in the MAT, an approach to Structured Conversations was developed. A small number of experienced teachers in the MAT piloted the approach. The results demonstrated positive outcomes, with teachers feeling more confident in their communication, and parents/carers gaining a clearer understanding of the actions being taken to support their child, and their role in working productively with the school. To ensure sustainability, training materials, including a guidance document and a recorded training session, were created for ongoing staff development. This study concludes that **Structured Conversations** provide a meaningful and practical approach for fostering stronger partnerships between schools and parents/carers, ultimately leading to more effective support for children with SEND.
Evidence-informed theory	Working together (SENCOs and teachers) to develop our own version of the Structured Conversation has provided our MAT with a sustainable framework for developing action-focused, productive partnerships with parents/carers of children with SEND.

RESEARCH TIMELINE

Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
Action Research Cycle 1 Step 1: Establish the research focus	**Action Research Cycle 1** Step 2: Study Steps 3-5: Plan 1			Step 6: Do 1 Steps 7-8: Review 1 **Action Research Cycle 2** Step 9: Study 2 Steps 10-12: Plan 2 Step 13: Do 2 Step 14-15: Review 2				Share and disseminate the research (anonymised) with other interested parties.	

ACTION RESEARCH CYCLE 1

RESEARCH FOCUS: Step 1

Initial research interest aim/question (Step 1)	How can we develop practices in our Multi Academy Trust (MAT) that centralise the voices of parents/carers, ensuring that they are not an afterthought but central to the planning process for children with special educational needs and disabilities (SEND)?

KEY LITERATURE SHAPING THE RESEARCH (STUDY 1): Step 2

Reference	Laluvein, J. (2010). Variations on a theme: parents and teachers talking, *Support for Learning,* 25(4):194–199. https://doi.org/10.1111/j.1467-9604.2010.01466.x
Key point(s) of note	The article introduces ten modes of parents and teachers 'working together', each of which has implications for the provision for children experiencing difficulties in school, as well as their parents and teachers.

Reference	Lepkowska, D. (2020). Best Practice - SEND: *Engaging with your parents.* Headteacher Update, UK. https://www.headteacher-update.com/content/best-practice/send-engaging-with-your-parents/
Key point(s) of note	This article states that: *From a school's perspective, the parents of children with special needs usually fall into the following categories:* - *The pressure parents;* - *The diagnosis-seeking parents;* - *The dishonest parents;* - *The parents in denial.* (Lepkowska, 2020) As a research team, we view this analysis as highly problematic; all four categories create barriers to developing productive partnerships with parents.

	We used this categorisation with teachers to spark discussion and begin the process of unpicking negative, unhelpful stereotypes.

PLAN 1: Step 3

As part of the process of planning Action Research Cycle 1 and having completed the 'study' phase, the research question can evolve and become further refined.

Revised research question	How can school and parents/carers work together to co-construct outcomes for children?

PLAN 1 and DO 1: Steps 4 and 6

Methods of data collection shown in:

- **Appendix 4**
- **Appendix 5**
- **Appendix 6**

Description of research sample, timing and location

Focussed on building productive partnerships with parents/carers, we gathered the views of the leadership teams, class teachers, and parents.

PLAN 2: Step 5

Ethical consent was sought from each participant to publish this data anonymously.

REVIEW 1: Step 7-8

Data Analysis: process

The two lead researchers analysed the data looking for key themes.

Summary of Findings

Research Question

How can school and parents/carers work together to co-construct outcomes for children?

The survey showed that:

- Some leaders in the school felt that it was the SENCOs' job to respond to and be the first point of contact for parents/carers of children with special educational needs.
- Some class teachers wanted more support to manage conversations with parents/carers, particularly in the initial stages of identification of SEND.
- Parents/carers of children with SEND wanted their conversations to be with Senior Leaders and SENCOs. They felt that conversations with Senior Leaders and SENCOs were productive and led to positive action(s), which supported their child.

Analysis and next steps leading into Action Research Cycle 2

During the COVID-19 pandemic, SENCOs across the MAT needed to strengthen their relationships with parents/carers of children with SEND. Thus, it was often the SENCO who called families' homes and built the strong, productive partnerships that were needed at that specific moment of historic national crisis.

The SEND Code of Practice (DfE and DoH, 2015)[1] states, however, that teachers are responsible and accountable for the progress and development of all the pupils in their class. Should a teacher think a child might need to be on the school's SEND register, the teacher needs to be the professional gathering the information from parents/carers that will inform that decision.

Next Step(s): Action Research Cycle 2
The lead researchers wanted to work with the SENCOs in the MAT to support them, to help teachers, particularly those who are newer to the profession, and to build relationships with parents/carers of children with SEND that will lead to positive actions and the building of productive partnerships and trust.

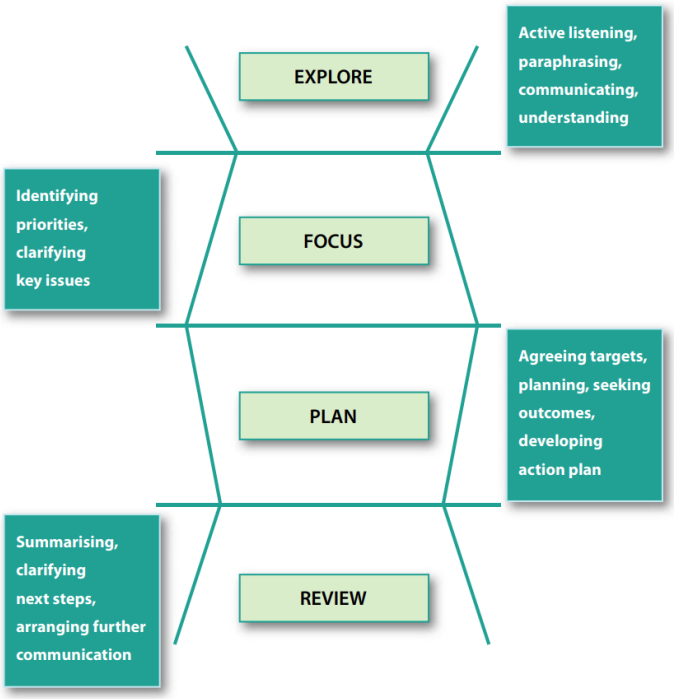
ACTION RESEARCH CYCLE 2

KEY LITERATURE SHAPING THE RESEARCH (STUDY 2): Step 9

Reference	Lendrum, A., Barlow, A., & Humphrey, N. (2015). Developing positive school-home relationships through Structured Conversations with parents of learners with special educational needs and disabilities, *Journal of Research in Special Educational Needs (JORSEN), 15(*2):87-96. https://doi.org/10.1111/1471-3802.12023
Key point(s) of note	The researchers' analyses suggest that the Structured Conversations with parents were successful in achieving their intended outcomes, albeit with important caveats regarding issues of individual differences, implementation fidelity/adherence, and sustainability.

Reference	Department for Children, Schools and Families (2009). *Achievement for All: The structured conversation: handbook to support training*. https://dera.ioe.ac.uk/id/eprint/2418/1/afa_struct_conv_hbook_01105609bkt_en.pdf
Key point(s) of note	This handbook introduces an approach to Structured Conversations. Structured conversations include the four main elements: explore, focus, plan, and review.

[1] Department for Education (DfE) and Department for Health (DoH) (2015). *Special Educational Needs and disability code of practice: 0 to 25 years*. https://www.gov.uk/government/publications/send-code-of-practice-0-to-25



It is anticipated that the conversation will be structured around the four stages. Each stage is intended either to widen the conversation so that all general relevant issues may be properly understood or begin to narrow it in order to focus upon key points for understanding and **action**.

PLAN 2: Step 10

Revised research question	Will the Structured Conversation approach be useful in our MAT, supporting teachers in deepening and broadening their productive partnerships with parents/carers of children with SEND?

PLAN 2 and DO 2: Steps 11 and 13

Methods of data collection

Focus group workshop with the SENCOs in the MAT.

Description of research sample, timing and location

The two lead researchers introduced the Structured Conversation framework during the focus group workshop. Structured conversations were introduced as a conversation framework that supports teachers to hold meaningful conversations with parents/carers of children with SEND that lead to positive action(s).

During the focus group workshop, the SENCOs gained an understanding of the Structured Conversation approach and worked together to develop the approach in a way that was most suitable for their MAT.

PLAN 2: Step 12

Ethical consent was sought from each participant to publish this data anonymously.

REVIEW 2: Steps 14-15

Data Analysis: process
The two lead researchers worked together to analyse the data from the focus group workshop.
Summary of Findings
Action Research Cycle 2 Research Question Will the Structured Conversation approach be useful in our MAT, supporting teachers in deepening and broadening their productive partnerships with parents/carers of children with SEND? Having gathered the feedback from the SENCOs in the focus group workshop, the two lead researchers developed this into a three-page Structured Conversation guidance document; see **Appendix 2**. To understand the effectiveness of the guidance documents, a small number of teachers piloted the Structured Conversation approach. Feedback was very positive from staff and parents/carers. Teachers felt supported, and parents/carers understood the actions that were going to be taken and their engagement with them. Following the success of the Structured Conversation pilot, the lead researchers have developed some staff training for SENCOs and teachers in the MAT; see **Appendix 2**.
Analysis and next steps leading into conclusion(s)
The focus group workshop and pilot of the materials have led to a range of positive outcomes, which have supported parents/carers and teachers to build their productive partnerships. The lead researchers presented a staff training session to introduce SENCOs and teachers to the finalised Structured Conversation approach.

CONCLUSION

Research aim/question
Will the Structured Conversation approach be a useful one in our MAT, supporting teachers to deepen and broaden their productive partnerships with parents/carers of children with SEND?
Conclusion(s) - Structured Conversations have provided an authentic, meaningful approach for teachers and parents/carers to build productive, trusting partnerships that are leading to positive actions.
Next Steps
To support SENCOs with the process of embedding Structured Conversations within their school, the two lead researchers have utilised the slides (see **Error! Reference source not found.** as the basis for creating a video recording of the Structured Conversation training. This video and the Guidance Resource are saved in a shared space for all teachers in the MAT to access. By creating a shared recording of this training and storing the materials centrally, the lead researchers can ensure that new staff can access training that took place before they arrived, thus securing a sustainable approach.

Appendix 1 – Action Research Cycles

Action Research Cycle 1	**Establish the research focus**	**Step 1:** Identify the ISEND area for development which requires research.
	Study 1	**Step 2:** Review the research literature.
	Plan 1	**First Plan**
		Step 3: Start the process of refining the research.
		Step 4: Decide what kind of direction you are going to take (direct or enquiry).
		Step 5: Consider research ethics (engage with the ethics checklist).
	Do 1	**Step 6:** Implement the first plan (either direct action or enquiry as action).
	Review 1	**Step 7:** Review and Reflect.
		Step 8: Analyse the meaning of the data gathered.
Action Research Cycle 2	**Study 2**	**Step 9:** Review further literature if required.
	Plan 2	**Second Plan**
		Step 10: Based on the 'reflect' phase, refine the research (this may involve revising or developing the research questions) and plan the next actions.
		Step 11: Decide what kind of action you are going to take (direct or enquiry).
		Step 12: Seek any further ethical permissions if needed (engage with ethics checklist).
	Do 2	**Step 13:** Implement the second plan – (either direct action or enquiry as action).
	Review 2	**Step 14:** Review and reflect.
		Step 15: Analyse the meaning of the data gathered.

Appendix 2 – Guidance for Structured Conversations for SEND Review Meetings

Family-Teacher Partnership

Guidance for Structured Conversations for SEND Review Meetings

Explore questions/prompts

This part is about asking questions and above all listening to the parents' concerns. It is important to listen to understand rather than listen to reply. As the parent explains their concern(s), repeat their points as appropriate to show that you understand.

Generic guidance:

- Do you have any particular hopes you would like to share?
- Tell me how you feel things are going for… at home and at school.
- Is there anything you think the child is doing particularly well at or finding challenging at the moment?
- Does… have any new interests or hobbies?
- Is there anything that you feel particularly works for your child (or doesn't)
- Is there anything that has been particularly effective/ineffective in the past?

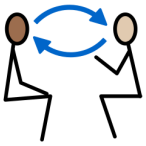
As Class Teacher, you should also provide thoughts about the points above in relation to the child's presentation at school. It is ok to acknowledge that a child may present differently at home and at school.

Areas of Strength at Home (based on EduKey sections)

- Do you (the family) have anything they wish to celebrate?
- What progress has been noticed from your perspective?
- What support mechanisms are in place for the child at home & in the community?
- What is your view of things that are going well right now?
- What support has the family accessed that is useful?
- Are there any strategies being implemented at home that work particularly well?
- Does the child access any clubs or activities out of school – how are their needs being met in those settings?

Areas of Concern at Home (based on EduKey sections)

- What is not working so well for your child right now? Have there been any changes since we last met?
- Are there any times of the day or any particular situations that are challenging for the family when caring for your child?
- What suggestions do you have about what could make things better?
- What are your short-term and long-term aspirations for the child? (next few months, beyond this year and 'when the child is an adult').



Focus prompts

Once you have all the information around the parents' concern(s), try to identify what you believe is the main issue for them, clarify and summarise it, and above all ask them if you are correct in your understanding. Accept that they may wish to correct you – and then summarise again until the parent is happy.

Briefly summarise the conversation so far. Pull out common themes and priorities. If there is a difference between home and school, acknowledge it but do not debate it.

Plan questions/prompts

Having established the focus of their concern(s), the key is to discuss and agree action points as a way forward. Be open and transparent with everyone, particularly about any need to involve other school colleagues or external professionals. Be realistic about your agreed plan, map-out a realistic timescale and how and when you will feed back progress on agreed action points. In order to develop trust even further, point out any foreseeable barriers and what you can do to overcome them.

This is where you will decide on Outcomes (Blue section of EduKey):

What are the next steps?

- Acknowledge that you have already consulted with the SENCO about school-based outcomes and share these thoughts with the parent (see below guidance on how outcomes should be written). Invite their comments.
- Be open to adapting anything that may have been prepared before the meeting.
- Refer back to any new identified priorities from the parent and if these are more pressing, include them/ set an action based on that (without making promises)
- Be clear about how you will be providing for the child to achieve these outcomes with an emphasis on inclusive and adaptive practice in the classroom.
- Only mention a withdrawn intervention if this has already been discussed and agreed with the SENCO.

- *Avoid jargon - ensure language is simple and not overly complex.*

How to structure an outcome

- What do we want to achieve (be exact, make it important and let it extend the current level)?
- Is it within reach, of use and will it add value? Does it contribute to the child's future success?
- When will it be achieved by?
- Does it address the concerns raised during the meeting?

SMART Outcome (based on Edukey sections)

By… (date) …(name) will be able to … (frequency)

X will achieve Y by Z as measured by W.

X=student, Y=specific, Z=time, W=measurable

Variation: X will achieve Y as measured with W by Z

Examples:

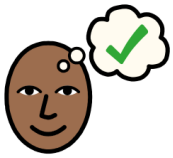
1. Molly (X) will improve reading comprehension skills (Y) so that her standardised score will increase from 75 6o 82 in 3 minutes (Z).
2. Fabio (X) will engage in reciprocal conversation (Y) for a minimum of three exchanges within a 5-minute small group discussion (Z).
3. Abigail (X) will know 36 of the 44 phonics sounds (Y) by the end of the Spring term (Z) as measured using a branded phonics assessment (W).
4. Grace (X) will be able to multiply single digit numbers by 5 without counting (rote recall) (Y) by Easter (Z) as measured using a simple oral assessment (W).
5. Dan (X) will point to his preferred choice of snack when given a choice of two (Y) 3/5 times (W) over the course of a week (Z).

You know I am successful when… (based on Edukey sections)

- List examples which illustrate what you would be noticing, and what it might look like in a range of settings or situations (e.g. structured session, unstructured session, at home, at school).
- Consider the things that families and people not familiar to the child should be taking note of.
- Is the measure quantitative, qualitative or both?

Adaptations and Scaffolds (based on Edukey sections)

Refer to ordinarily available guidance – what measures will you be putting in place that is ordinarily available, additional and different



Review questions/prompts

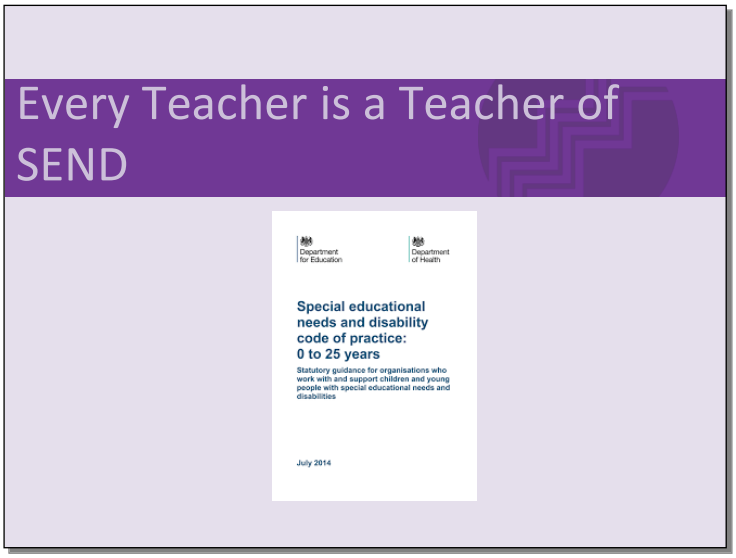
It is crucial that everyone involved leaves the meeting with the same understanding of the problem, what actions you as a school are going to take, and how the impact and effectiveness of your actions will be monitored. You could offer to confirm all of these either in a letter or an email—again, give a timeline for this.

- Summarise the key points from the discussion.
- Check the family are happy with the plan, any actions being taken or any referrals back to the SENCO
- Be clear about when you anticipate they will hear from you about any questions you could not answer during the meeting.
- Be clear when you will share the final plan (and how they would prefer this - e.g. paper, ParentMail).
- Let them know when you will next be formally reviewing the plan.
- Encourage them to continue speaking to you at various points between meetings.
- Ask if there is anything they would like to add.

Appendix 3 – PowerPoint: Family-Teacher Partnership

Slide 1

Slide 2

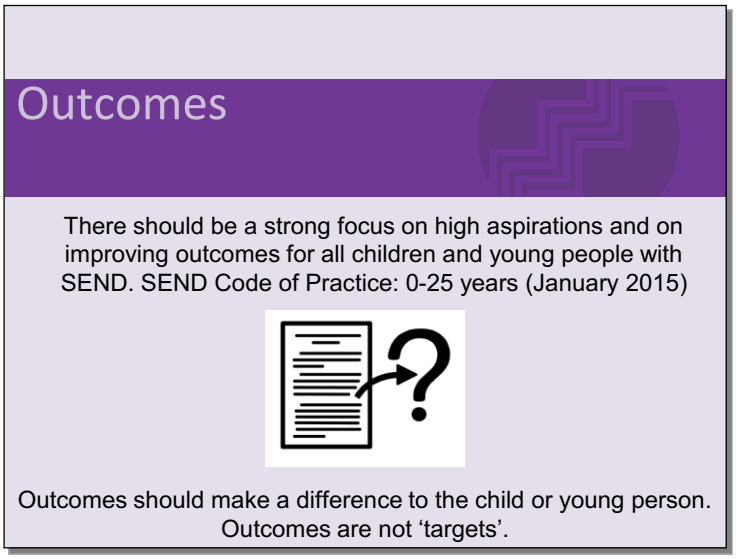


Teachers are both responsible and accountable for the progress and development of all pupils in their class, including those pupils who access support from teaching assistants or specialist staff. Where support staff work with pupils with SEN, the teacher has overall responsibility for those pupils and must ensure that they make appropriate progress.

The Code of Practice says that every teacher is a teacher of SEN. It says that 'class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils'. Where concerns are identified, teachers should work with the special educational needs co-ordinator (SENCO) to assess whether the child has SEN. Teachers should set clear progress targets for all pupils with SEN that focus on 'their potential to achieve at or above expectation'. Schools must engage parents and young people in decisions about matters that relate to their own or their child's SEN, including how those needs should be met. Class teachers, in consultation with the

SENCO, may be asked to hold regular meetings with parents to discuss their child's progress towards agreed outcomes.

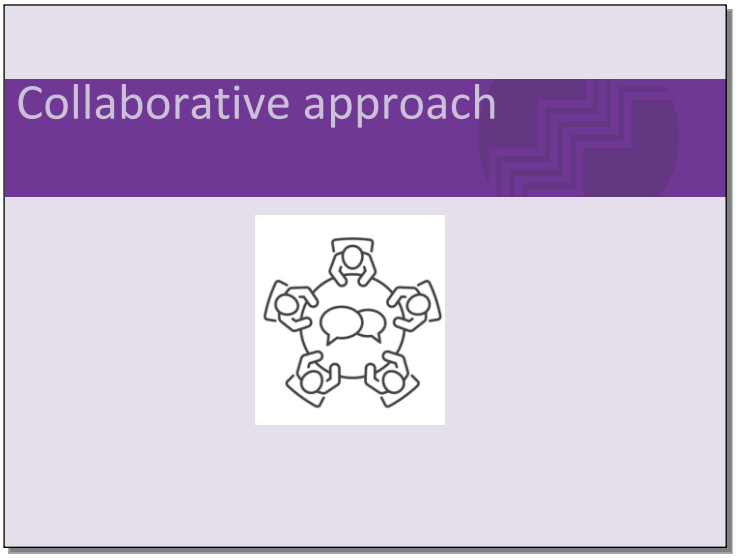
Slide 3



In line with The SEND Code of Practice: 0-25 years (January 2015), there should be a strong focus on high aspirations and on improving outcomes for all children and young people with SEND.

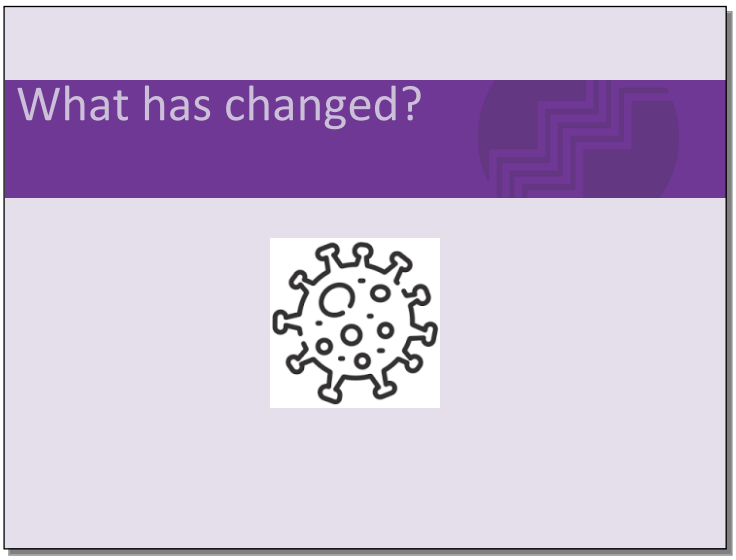
Outcomes are not a description of the support or provision that is in place for a child or young person. Instead, outcomes describe the benefit or difference made to an individual child or young person as a result of an intervention, and as such, there should be a focus on outcomes from the earliest stages of identifying and supporting children and young people with SEND.

Slide 4



In an ideal situation, all stakeholders meet and input into the plan for a child.

Slide 5



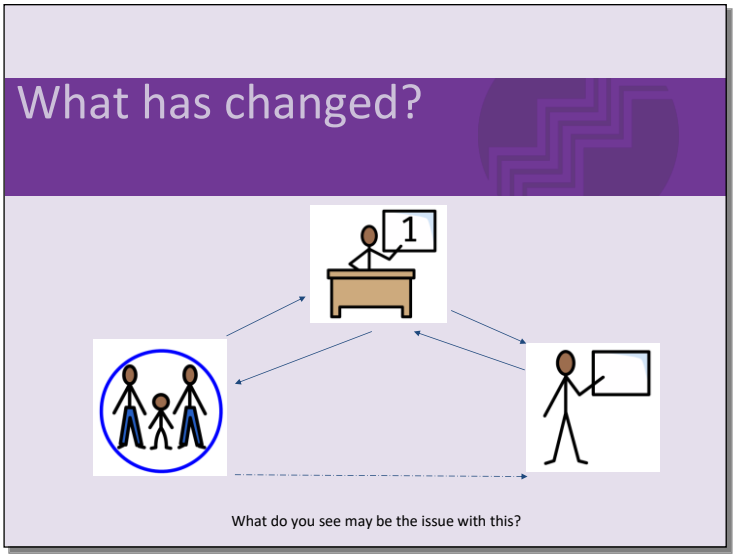
The onset of the pandemic led to a shift in the way that families communicated with professionals around provision for their children. Services became difficult to access and schools seemed to be the only place where families could find answers.

Children with SEND were invited to attend schools when other children were staying at home. They may not have been in direct contact with their child's class teacher. Face-to-face conversations did not happen. In many cases, this led to an over-reliance on directly communicating with the SENCO or SLT.

What do you see may be the issue with this?

Prior to the pandemic, family involvement was at the brink of becoming a more engaged experience where families could be viewed as an equal partner in the learning process. As Covid changed our world and the way schools functioned, it changed the role of families in the school as well. Through an unprecedented time, families stepped up to new roles and responsibilities in order to support virtual instruction. When safety measures decreased and schools began to open, some families continued on this path to a truly reciprocal partnership in the classroom. Other families found themselves pushed out of the classroom and school completely, not at all in line with their experience as a partner in teaching their children as they were during Covid. Natalie Tye: Engaging families after covid: reconnecting in the classroom.

Slide 6

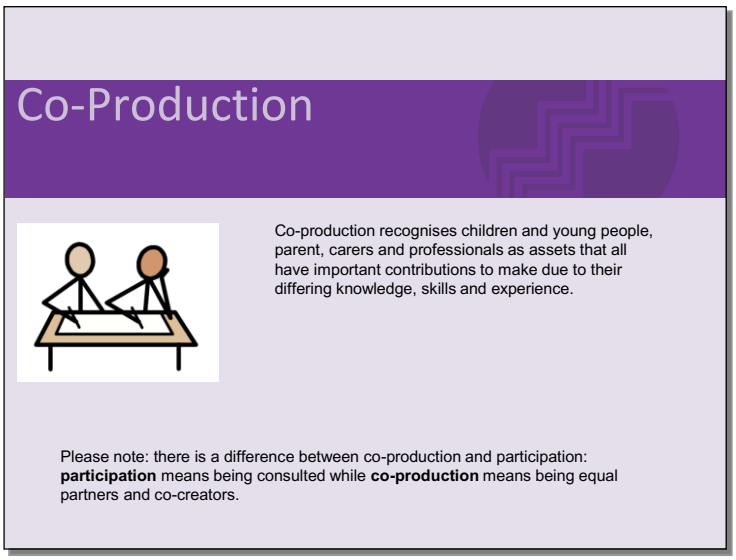


Pandemic

Due to the way that we communicated with families during the pandemic, there has been a tendency for families to continue to communicate with teachers via the SENCO or Senior Leadership Team. This approach has led to a breakdown in communication and confidence.

Our survey reveals that…

Slide 7



Co-production, when applied effectively to supporting children and young people with SEND, enables the CYP, their parents and/or carers and professionals across multiple agencies and sectors working together as equal partners to design, plan, deliver and review support and services in order to achieve shared outcomes. Co-production recognises children and young people, parent carers and professionals as assets that all have important contributions to make due to their differing knowledge, skills and experience.

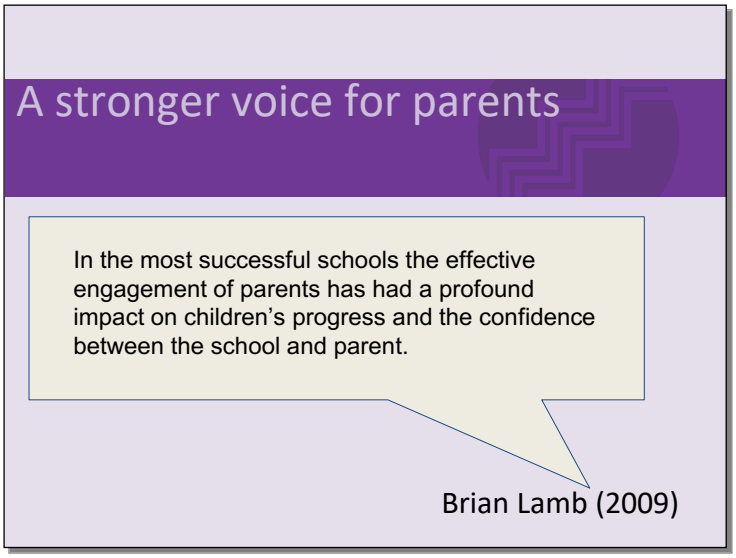
Slide 8

Personalise to current setting:

- SENCO leads all meetings
- SENCO is a consultant
- Families attend in-person reviews with…
- Families attend reviews where the teacher shares the plan

The plan shared at the meeting is in draft and can be amended during the meeting depending on family input

Slide 9



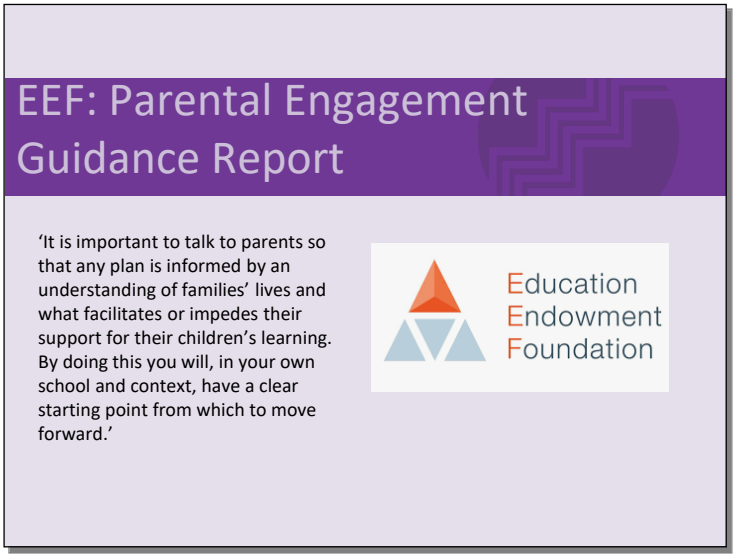
Parents have told us that good, honest and open communication is one of the important components of building confidence and good relationships. Face-to-face communication with parents, treating them as equal partners with expertise in their children's needs is crucial to establishing and sustaining confidence.

Where things go wrong, the root causes can often be traced to poor communication between school, local authority and parent. Parents should be able to access the information that they need,

when they need it, in ways that are convenient to them. In the most successful schools the effective engagement of parents has had a profound impact on children's progress and the confidence between the school and parent.

Parents need to be listened to more and brought into a partnership with statutory bodies in a more meaningful way.

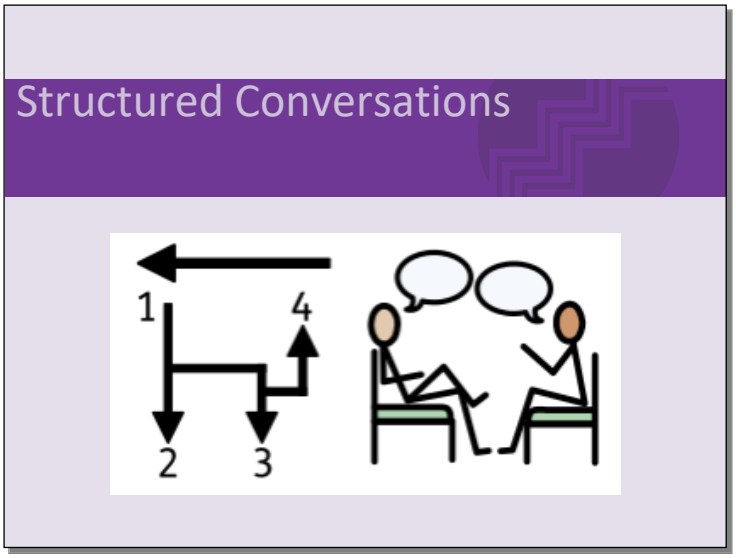
Slide 10



'Communication should be two-way: consulting with parents about how they can be involved is likely to be valuable and increase the effectiveness of home-school relationships. Currently around half of parents say that they have not been consulted.'

'Communicate carefully to avoid stigmatising, blaming, or discouraging parents. Focus on building parents' efficacy— that they are equal partners and can make a difference.'

Slide 11

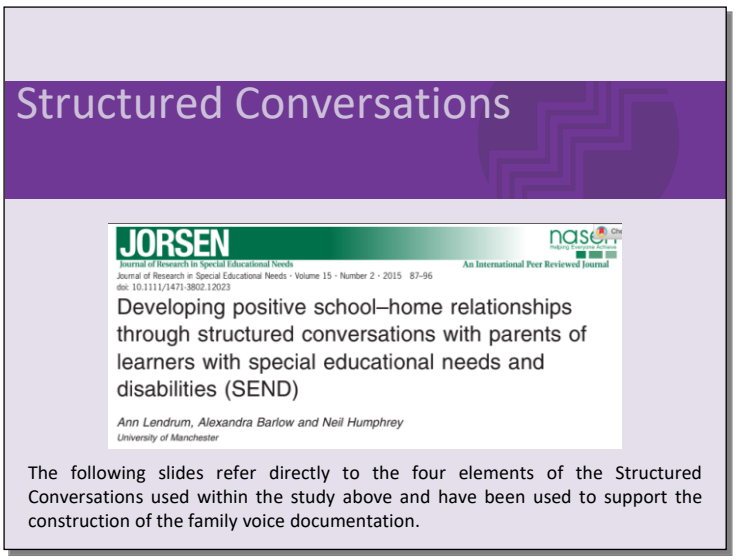


Through research and data gathered through questionnaires that indicated variable staff confidence in running reviews (particularly those that may involve challenging conversations), it has been

identified that a structured conversation approach may be of benefit to support class teachers in SEND Review meetings.

“This strand continues to be one of the resounding successes of AfA for schools and parents alike. As one school put it, it has been ‘the most powerful part of the project’, and ‘an absolute roaring success’ (School 18, LA I). A mark of this success and perceived impact is seen in the fact that some schools have expressed plans to roll out Structured Conversations with parents of children without SEND or even across the whole school (School 20, LA J)”. Achievement for all

Slide 12



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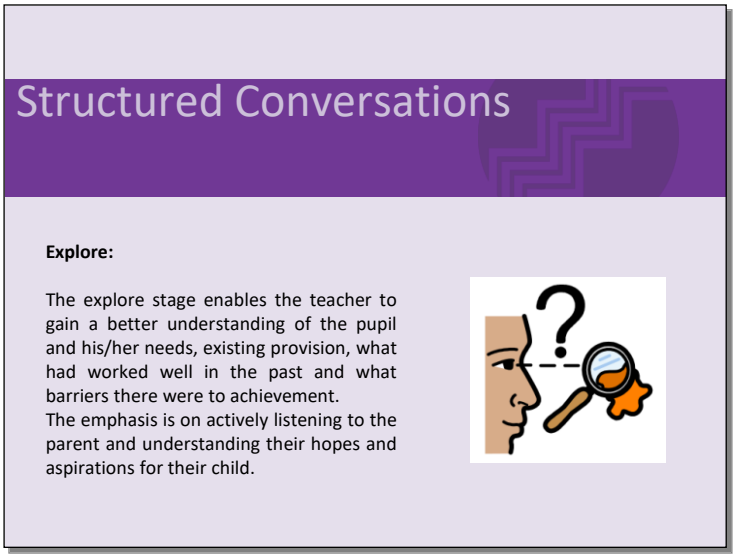
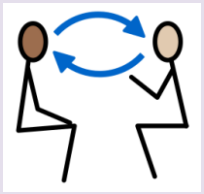


Slide 14

Structured Conversations

Focus:

The aim is to be explicit about the nature of aspiration and need, to clarify key issues and their impact on progress, and to identify priorities. The teacher explores issues openly with parents to ensure that they understand and are able to explain what they really want for their child.



Slide 15

Structured Conversations

Plan:

Parents and the teacher plan, agree and set challenging but achievable outcomes that addressed the key identified issues and may also be used for assessing progress. Parents will also be allowed the opportunity to contribute ideas for how they might support progress. The emphasis is on setting outcomes that are not too complex or detailed and are framed in accessible, jargon-free language.

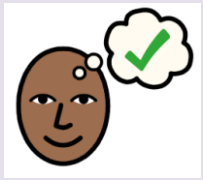
Parents and the teacher plan, agree and set challenging but achievable targets that addressed the key identified issues and may also be used for assessing progress. Parents will also be allowed the opportunity to contribute ideas for how they might support progress. The emphasis is on setting targets that are not too complex or detailed and are framed in accessible, jargon-free language.

Slide 16

Structured Conversations

Review:

The review stage is used to summarise the key points of the meeting, clarify the next steps and arrange dates for further meetings or communication. The emphasis here is on checking parents' understanding of outcomes and that parents feel satisfied with the meeting, for example, that they have been listened to and able to share their views.

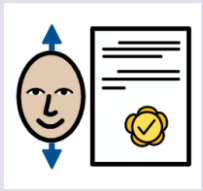


Slide 17

Structured Conversations

To summarise, the meeting should lead to the following outcomes:

- clear and agreed aspirations for the child;
- clear goals and targets for the child;
- a plan of action for meeting the targets;
- a clear line of subsequent communication.



SENCO/ facilitator pause and refer to 'Structured Conversations' crib sheet.

How this could/should be recorded on EduKey.

Slide 18

What might this look like for us moving forward?

To summarise, the meeting should lead to the following outcomes:

- clear and agreed aspirations for the child;
- clear goals and targets for the child;
- a plan of action for meeting the targets;
- a clear line of subsequent communication.

Guidance for staff

Suggested prompts

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Thank you

Appendix 4 – Home-School Partnership: Parent Questionnaire

1. I am fully involved in making decisions about my child's education.
    I. Agree, Disagree
2. When I want to discuss my child's needs, I would first speak to:
    I. the teaching assistant, the class teacher, office staff, the SENCO, senior leadership team (e.g., head teacher, deputy head teacher, assistant headteacher)
3. When I want to discuss the provision in place for my child, I would first speak to:
    I. teaching assistant, class teacher, office staff, SENCO, senior leadership team open brackets EG head teacher, deputy headteacher, assistant headteacher close brackets)
4. Staff are available to talk to me about my child's special educational needs and or disability and provision?
    I. Agree, disagree
5. I am confident that the class teacher understands my child's needs.
    I. Agree, disagree
6. I feel fully involved in setting and reviewing targets or desired outcomes for my child.
    I. Agree, disagree
7. The school offers me help and advice on how to support my child at home.
    I. Agree, disagree
8. When I have concerns, the school listens and responds quickly and effectively?
    I. Agree, disagree
9. I fail my child's progress is: excellent, good, fair, or less than expected.
10. I am pleased with the communication that I have from the class teacher regarding my child's progress and needs at school.
    I. Agree, Disagree
11. Review meetings are organised at a time that suits me.
    I. Agree, disagree
12. I prefer to attend meetings:
    I. in person, over the phone, or via video call.
13. The school offers a choice about how I can attend a review meeting (in person, over the phone, or via video call).
    I. Agree, disagree
14. I think there is useful information about special educational needs and disabilities open brackets send close brackets and what the school offers on the Academy website?
    I. Agree, disagree

Appendix 5 – Home-School Partnership: SENCO and SLT Questionnaire

1. As a first point of contact, I expect parents/carers of children with SEND would speak to …
    a) Teaching Assistant, Class Teacher, Head of Year/Phase Lead, SENCO, Other, SLT (Assistant Head, Head, Deputy)
2. Currently, as the first point of contact, most parents/carers of children with SEND speak to …
    i. Teaching Assistant, Class Teacher, Head of Year/Phase Lead, SENCO, Other, SLT (Assistant Head, Head, Deputy)
3. Parents speak to me about SEND provision for their child
    i. Never, Sometimes, Regularly, Frequently
4. Parents make contact outside of working hours to raise questions or to prompt an action about their child's SEND
    i. Agree, Disagree
5. When parents make contact, they frequently expect a response
    i. the same day, within 24 hours, within 2 working days, within one working week
6. I receive comments from parents/carers which suggest the Class Teacher has not confidently responded to parent/carer questions about provision for their child
    i. Never, Rarely, Sometimes, Frequently
7. Class Teachers at this academy meet with parents to discuss and review SEND provision
    i. Agree, Disagree
8. How many conversations do you have with parents/carers about SEND that could have be discussed with the class teacher?
    i. Almost, Some, A few, None
9. I am required to support or facilitate conversations with parents about SEND (rarely, sometimes, frequently, all the time)
    i. Rarely, Never, Sometimes, Frequently, All the time
10. I feel confident that teachers at our Academy are able to manage challenging conversations with parents about children with SEND
    i. Agree, Disagree
11. Time is provided for teachers to meet with the SENCO ahead of review meetings to help them to prepare and seek advice about next steps
    i. Agree, Disagree
12. The SENCO is expected to attend review meetings for children at (tick all that apply to your academy)
    i. emerging concerns, when being placed onto the SEND register, SEND Support, when SEND Support is at a higher level (e.g. requiring external agency support or progressing to EHCNA), EHCP
13. Targets set for children take on board the parents' view
    i. Agree, Disagree
14. My understanding of SEND provision within the academy is (good/ satisfactory/ strong)
    i. Agree, Disagree

Appendix 6 – Home-School Partnership: Class Teacher Questionnaire

1. I have a good understanding of the needs of children within my class *
    i. Agree, disagree
2. I feel confident to speak to parents about SEND need, provision and practice within my class
    i. Agree, disagree
3. I feel confident to handle difficult conversations with parents who challenge *
    i. Agree, disagree
4. If I was unsure about how to present information to parents about SEND in a meeting, I would seek advice from…
    i. Another Class Teacher, Head of Year, or Phase Lead, SLT, SENCO
5. I am actively involved in the planning, implementation and review cycle for every child with additional needs in my class (including EHCPs)
    i. Agree, disagree
6. I have an input into the provision that happens away from the classroom *
    i. Agree, disagree
7. I ensure I know what is being taught in interventions that happens away from the classroom so I can include children with SEND in my day-to-day teaching
    i. Agree, disagree
8. Parents feel comfortable speaking to me about their child's needs, provision and progress outside of review meetings
    i. Agree, disagree
9. As a first point of contact, parents/carers of children with SEND in my class would speak to …
    i. Me, Teaching Assistant, Head of Year/Phase Lead SENCO, Other, SLT (Assistant Head, Head, Deputy
10. I would feel confident to handle a parent/carer's complaints about the provision for their child
    i. Agree, disagree
11. Parents are fully included in the SEND review process and have a strong voice in formulating a plan
    i. Agree, disagree
12. I have adequate time with the SENCo to prepare for SEND review meetings
    i. Agree, disagree
13. I feel fully involved in making decisions about provision for children with SEND in my class
    i. Agree, disagree
14. I take the lead in most SEND review meetings *
    i. Agree, disagree
15. How confident do you feel identifying the right resources and using them to support pupils with SEND?
    i. 1 not very confident – 5 very confident