

Parental Engagement and Involvement



Why is it important?

- Relationship
- Information sharing
- Empowers parents
- Ownership
- Consistency between home and school
- Understanding of the child



How...

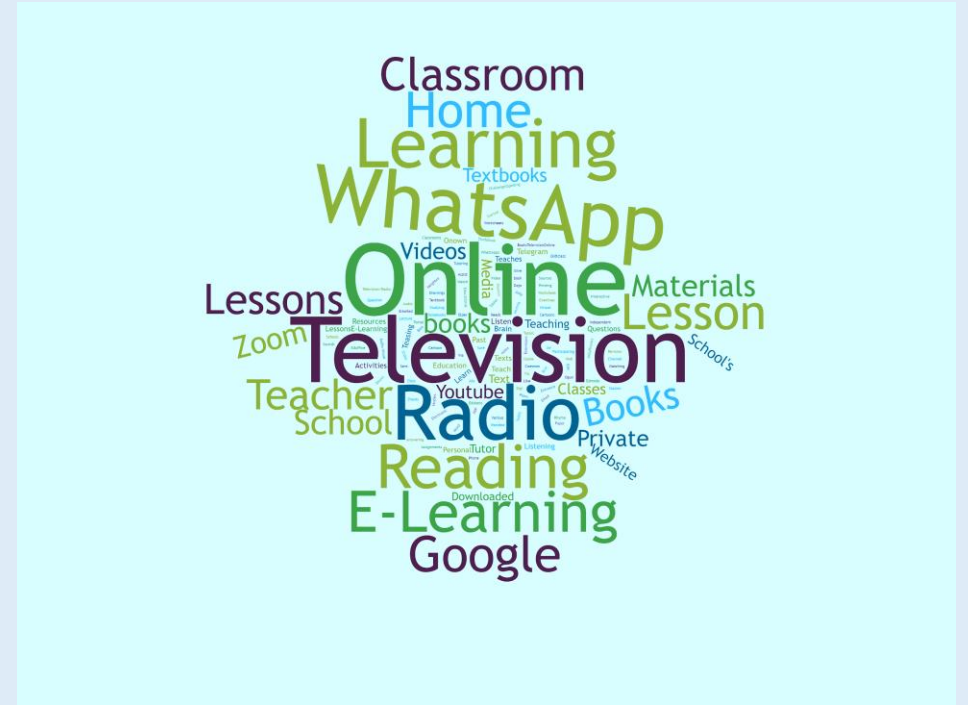
- Come and play events
- Transition events
- Facebook
- Attendance rewards
- Coffee mornings
- Parent events
- Open door
- Dojo/ Seesaw
- Learning sessions for parents
- Questionnaires
- World days
- Parent course

See the last slide



Lock down...

- Virtual coffee mornings
- Facebook
- Zoom meetings- group and 1:1
- E-mails
- Well being support
- Finance advice
- Question time
- Family based tasks
- Fun Fridays



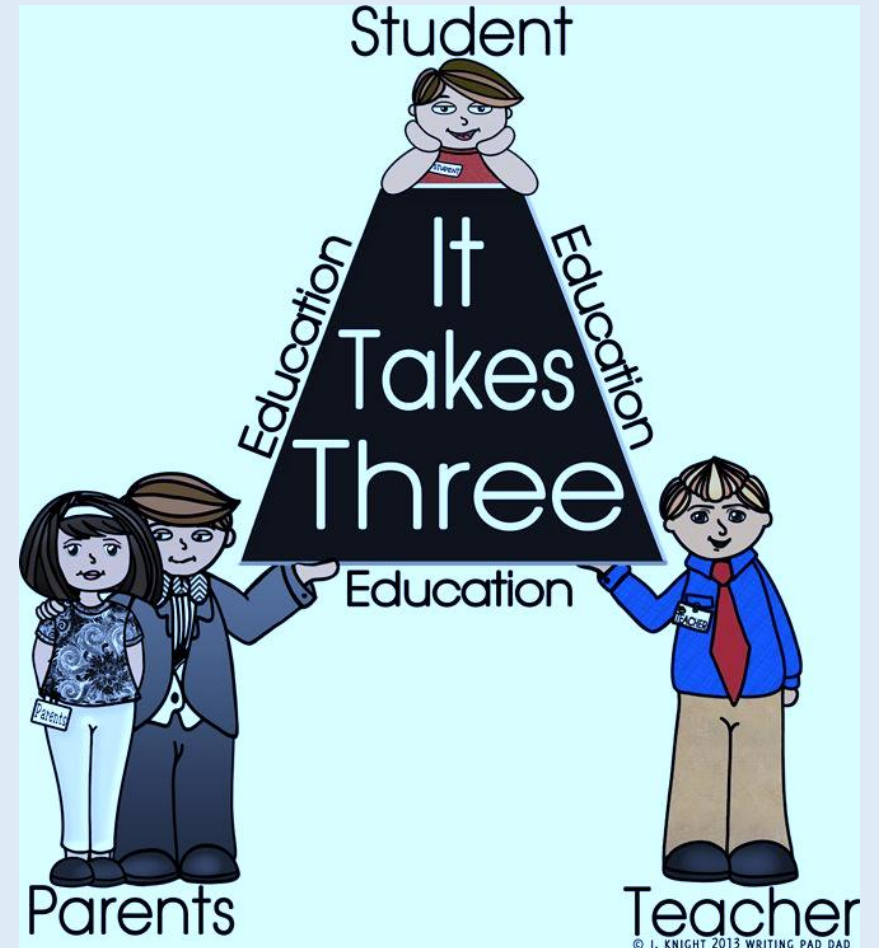
How does it help?

- Positive relationship with parents
- Improved confidence and self-esteem
- Parental voice
- Approachable
- Access to resources
- Higher attendance
- Decrease in exclusion
- Ownership of learning



Barriers

- It is more difficult in KS2 onwards
- Clashes in personalities
- Staff training
- Confidence of staff and parents
- Time and staff
- Language
- Lack of motivation
- Space



How can we increase parental involvement and engagement?

- Increase communication
- Share common goals
- Start Early
- Use parents to run sessions rather than staff
- Praise and thank parents
- Be organised- give plenty of notice
- Send lots of reminders
- Include the children and their ideas



Some ideas of how we promote parental involvement and engagement

- Come and play sessions
- Book looks
- Plays
- Transition events
- Facebook
- Graduation events
- Attendance rewards
- Coffee mornings
- Parent events
- Charity events
- Parent meetings
- Emails & texts
- Parent governors
- Well-being and emotional support
- World days- events led by parents
- Parental support on trips/ events
- Something days- parents run some sessions
- Open door
- Being adaptable
- Support in meetings
- Parent readers
- Parent course supported by Early Help
- Support with reading and writing
- Signpost to agencies and attend meetings
- Dojo/ Seesaw
- Parent learning sessions
- Family challenges
- Surveys
- Video tours
- SLT available to chat at drop off/ pick up
- Key worker groups in class
- Friends of Green Park- parent led
- Virtual meetings

10 tips

- There is always another day- think about yourself and your well-being
- You are the Co-Ordinator
- Build a bank of resources
- Don't reinvent the wheel
- Have an action plan
- Put realistic times on your to do list
- Speak to other SENCOs- don't become isolated- it would be good to have a mentor
- Ask yourself, who is this for?
- It is impossible to know everything
- Don't be afraid to disagree





Green Park CP School; Y1/2 Provision Map Terms 1&2



Identification of SEN

At Green Park, a graduated approach to the identification and provision provided for children with SEN is made. This provision is first and foremost provided through Quality First Teaching. When despite this high quality of teaching, a child fails to make adequate progress, intervention and provision is put in place through '**SEN with support**'. Children with '**Education and Health Care Plans**' are identified below.

Quality First Teaching Approaches

visualisers, wobble cushion, fiddle toys, chew toys, writing slopes, visual timetables, alphabet strips, phonemic displays, Language Through Colour, IWB resources, "Fourth Set" classroom, "dyslexia" friendly bookmarks/readers, coloured paper, CIP, Clicker5, Word shark, Number shark, Phonics Play, in class differentiation. See SEN policy and provision plans

<u>Area of Need</u>	<u>Intervention</u>	<u>Children</u>	<u>Intervention SMART target</u>	<u>Entry data</u>	<u>Exit data</u>	<u>Impact</u>
C&I	<u>SLCN</u> 15 minutes 3 x a week 1:1 HTLA		By the end of term two they will be able recognise and use up to 50% of the topic language using visual resources.			All of the children have either a plan in place or staff are aware to monitor their S&L.
C&I	<u>Language Link</u> 20mins x 5 1:1 HTLA		By the end of term two, they will be able to use a visual dictionary when using new topic words, correctly using them up to 50% of the time.	See speech and lang programme		This has now be completed and PH is closed to SALT
C&I	<u>Speech Link</u> 3X20 mins 1:1 Teacher/ TA		By the end of term 2, I will be able to produce the initial formation of my lips when pronouncing the 's'			Achieved