



Eye CE Primary School



Parent/Carer Charter for Children with SEND

At Eye CE Primary School, we understand the value of partnership with parents and carers when supporting children with special educational needs and disabilities. This charter is designed to outline how we endeavor to work with parents and carers to ensure all children receive the support they need in order to achieve.

Principles

Parents and carers are:

- Respected and valued as equal partners
- Listened to and their contributions are welcomed
- Well informed about the provision available in the school

The school should:

- Be respectful of each child as a valued member of the community
- Ensure whole staff training and development is current in order to meet each individual's needs
- Ensure that parents and carers are satisfied with what the school provides
- Should identify and address potential areas of difficulty at the outset
- Maintain high expectations for all with SEND

Planning and Development

School leaders should:

- Set the tone and ethos of the school in a positive way so that all children with SEND get the support they need
- Model correct attitudes and behaviour
- Regularly review how expertise and resources used to address SEND can be used to build the quality of whole school provision as part of the approach to school improvement
- Ensure teaching is holistic and provision is relevant to enable as many pupils as possible to succeed without additional provision
- Ensuring children and young people are taught in a suitable way to meet their specific needs
- Ensure all children and young people have access to a broad and balanced curriculum

Actions

- Schools should meet parents at least 3 times each year, this should be more frequent if necessary
- Discussion should be led by someone who knows the child or young person and who is aware of their needs and attainment
- Meetings should be held in a separate room, to aid privacy (i.e. other parents should not be able to overhear the discussion).
- Ensure the children are engaging in the activities of the school alongside peers (e.g. trips or residential visits)
- Schools should measure progress appropriately, to achieve their best and become confident individuals, leading fulfilling lives

- Schools should regularly review and keep parents and carers informed about progress. If particular issues come to light, these should be communicated immediately
- Children and young people should be kept within their age related peer group where possible
- Targets need to be set that are achievable but challenging
- Schools need to make additional suitable arrangements to ensure positive transitions
- Rewards and sanctions systems should be appropriate to individuals
- There should be reasonable adjustments in relation to homework
- Parents and carers to be informed about
 - When their child is identified
 - What provision is available
 - When provision changes (remember small changes in routine can have a big impact)
 - Who is involved in supporting their child(ren)
 - What the arrangements are for trips, outings and exams
- Teachers should develop a wide range of teaching strategies to encourage the development of social, emotional and communication skills
- Ensure parent / carer involvement when:
 - An individual risk assessment is felt to be necessary
 - When safeguarding strategies are implemented
 - When an individual behaviour plan is felt to be necessary
 - When referrals are made to outside agencies