



PARENT PARTNERSHIP POLICY

Chair of Governors:

Date: March 2023

Review date: March 2026

Parent Partnership at Ysgol Bryn Derw

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Aims

The overall aim of parent partnership at Ysgol Bryn Derw is to enable families to play an active and informed role in their child's education.

Communication

Most parents have their child's best interest at heart and want to represent their child in discussions about their provision. As each child's circumstances are different, in order to encourage parent partnership and respond to individual needs, Ysgol Bryn Derw provides a flexible range of services.

Information about the school is offered as follows;

- prospectus
- newsletter
- information leaflets
- school policy documents
- advice training e.g. workshops
- letters
- Seesaw app
- school website & Twitter
- coffee mornings

Information about pupil progress is provided as follows:

- Annual Review meetings – special educational needs / Individual Development Plan
- End of Year Reports
- informal meetings, e.g. coffee mornings
- formal meetings, including Annual Governors' meetings
- additional meetings, as appropriate to individuals or as requested by parents/carers
- telephone calls, as appropriate to individual needs
- Seesaw app with photos and video clips

- Questionnaires

Information about activities:

In line with the School Home – School agreement class teachers provide parents with the following:

- Termly timetable
- Health related information, according to individual needs

The role of the Family Liaison Officer at Ysgol Bryn Derw is to provide support to families to implement routines, structure and manage challenges through short, intensive input either individually, in groups or through attending courses. If families need to access the support of the Family Liaison Officer they need to express this to the class teacher who will make the appropriate referral to the Pupil Success Group, this will then be discussed and an appropriate way forward identified.

Acting as a “sign post” to other agencies who can provide support as follows;

- Social Care Services
- SNAP Cymru
- LA SEN department
- Health Services
- Voluntary Organisations e.g. NAS, Sparkle
- Transition Services

Acting as a reference point for feedback on the parent’s perspective, to the governors, LEA and other organisations.

Access

Some parents may have difficulty in gaining access to the School e.g. those who are disabled, those from ethnic minority groups, those who have English as a second language. These parents are provided with support by the school or a multi – disciplinary key worker from Social Services. Additionally, account is taken of the Disability Discrimination Act 1995 by providing support, as appropriate eg:

- Literature can be made available in larger font
- Interpreter / sign language

Family circumstances are given consideration as far as is reasonable.

Parents who live separately receive individual copies of statutory information e.g. pupil reports, and also of invitations to school events, consultation papers etc.

The Role of Parents

Parents hold information which is key to their child’s education. They play a vital role and have a responsibility to work in collaboration with the school by;

- communicating effectively and regularly regarding pupil's personal information, emergency contact numbers, medication etc.
- alerting the school of any concerns they have about their child's learning or provision.
- fulfilling their obligations under the home school agreement which sets out expectations of both sides.

Preventing disagreements

Parents should feel able to talk to the school when they need to. To that end there is an "Open Door" Policy, which means that parents can telephone school at any time to make an appointment, to visit or contact a member of staff.

If any problems arise, the school aims to nurture a culture of consultation rather than confrontation. If parents have a concern they can feel uncomfortable or feel it is inappropriate to meet school staff, in this instance they can contact their parent-governor representative, who can offer them guidance on effective ways of approaching school staff.

Early intervention is the key as it helps to explain and clarify issues, thereby enabling both sides to talk. This can stop matters escalating.

If regrettably school intervention is unsuccessful and does not resolve a disagreement, then the school complaints procedure is in place to guide the way forward

Policy Review

This policy will be reviewed within 3 years of approval