

Title of the Parent Carer Guide

What does this mean?

What can you expect?

How can you be involved?

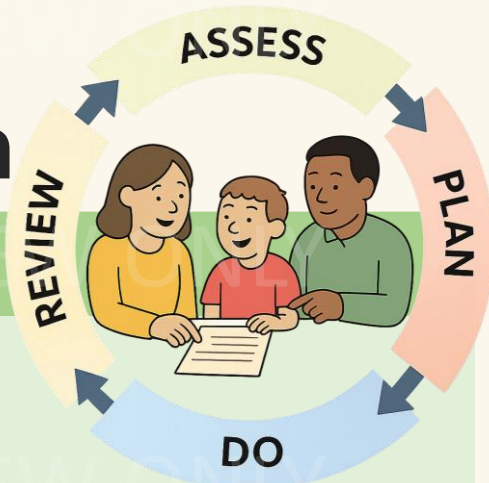
Understanding the Graduated Approach

What does this mean?

This is the way schools find out what help a child needs and check what works best

It's an ongoing cycle of Assess - Plan - Do - Review.

The aim is to understand what helps your child to learn and take part in school life.



Each child is different. So, support may change over time as your child's needs change.

Families are part of planning and reviewing what works best.



What can you expect?



Everyone involved will agree the next steps and how long the planned support will run for.

Your child's progress will be reviewed regularly - sometimes every half term, but it may vary depending on what support is being tried.

Support doesn't stop after one cycle. It keeps going and builds on what has been learned.

Schools and families work together to make sure the right help is in place.

Teachers and parents work together to make sure support helps your child make progress.



How can you be involved?

Join in with planning and review meetings and help decide what support is needed.

Ask about timeframes and review dates so you know when changes will be discussed.

Speak to your child's teacher about what helps your child and anything that is not helping.

Talk with teachers about any changes you notice in your child's needs or progress.

Remember and you and your child are the experts in understanding their needs.



Working Together with Children & Families

"Working together
like this means
I feel less anxious
and more involved."



What does this mean?

We know that parent carers and young people are experts in their own lives

Your voice will be heard in helping to shape the provision in school for your child

There will be clear and respectful two-way communication

You will be involved in making decisions about the support your child receives

Your views will be valued when your child's support is reviewed



You will know which services are supporting your child and family

You are part of building a partnership with schools, services and other organisations

"This has been the first time I've felt like a partner in what's happening for my child."



What can you expect?



Translation of key information into home languages



Workshops explaining your child's provision



Regular drop-ins with SENCOs or senior leaders



Involving you in writing and updating your child's one-page profile



Regular newsletters and bulletins for SEND

How can you be involved?

You are part of building a partnership with schools, services and other organisations. You can....:

- Find out more about being a Parent Champion
- Find out if your child has a One-Page Profile / Passport and how you can be involved in this.
- Find out if there is a parent group in your child's setting
- Visit the Local Offer website

You can attend.....

- Local events
- Your school's parent group
- Local Support Groups
- Visit the Local Offer website

"It's the first time I've properly understood what support my child is meant to have – this helped me ask the right questions."



**PARENT
CARER
CHAMPION**

Additional Needs

What does this mean?

Every school is a place where every child can succeed and feel valued.

Families help schools understand what may be affecting a child's life and learning.

We listen to the voices of families, recognising that culture, language and circumstances all shape a child's experience.

Together, we build the full picture of each child's needs.



What can you expect?

Schools will know your child and understand their background and other needs, like the language they speak at home.

Your views will be valued when plans and support are reviewed.

Staff will work with you as partners, building trusting relationships.

Staff will have ongoing training to meet children's different needs.

How can you be involved?

Share information about your child's background, culture, or experiences to help staff understand their needs.

Talk regularly with teachers about your child's progress and any changes you notice.

Tell school about strategies that work at home.



Partnership Working

What does this mean?

Professionals and families work together as one team to plan and support the child.

Everyone in education, health and social care communicates clearly and shares responsibility for the child's wellbeing, progress, and safety.



Your voice is listened to and valued just as much as the professionals'.

What can you expect?

You will be included in all aspects of partnership working with your child.

Support will be joined-up and holistic, with your child at the heart of all plans.

You will be involved in decisions about your child.

How can you be involved?

Share your views and help plan what support looks like for your child.

Join meetings (like Team Around the Child or Family meetings) to talk about progress and next steps.

Work together with school and professionals to agree goals and review how things are going.

Speak up if something isn't working or needs to change.

Enabling Environments



What does this mean?

This helps to explain what schools and classrooms should look and feel like to help children feel happy and safe.

This is about schools being pro-active in thinking ahead to understand how to remove barriers.

The environment helps to make sure all children are given the best opportunity to reach their own potential.

What can you expect?

Reasonable adjustments

WELCOME

resources throughout school

workspaces divided to suit individual needs

variety of types of chairs / desk

behaviour policy adaption

Well trained staff (including office/site and lunchtime staff) so that there is a consistent approach



Quiet spaces

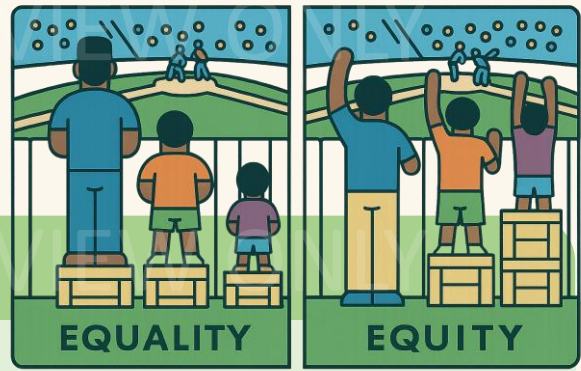


How can you be involved?

- Meetings
- Questionnaires / surveys
- Donations
- Heard
- Informed
- Included
- Decision making
- Believed

Equity & Diversity

What does this mean?



A child or young person will succeed when it's recognised they may need a different route or adjustment.

All children should feel welcome and included.

Schools need flexibility to adapt teaching and systems to meet diverse needs

What can you expect?

Teachers and trusted adults who build relationships and get to know children well.

Leadership that champions inclusion and diversity, with staff who reflect and learn from their community.

A school that is flexible and adaptive, willing to change its practice when something isn't working.

An environment where every child feels seen, heard, and safe, and where their culture, background, and experiences are respected.

How can you be involved?

Take part in parent and young person forums or panels within your child's school.

Share your perspective when policies or approaches are being reviewed, helping the school to see things through a different lens.

Encourage conversations about inclusion, belonging, and representation in your school community.

Work in partnership with staff to help them understand what helps your child to feel happy and succeed.

High Quality Teaching

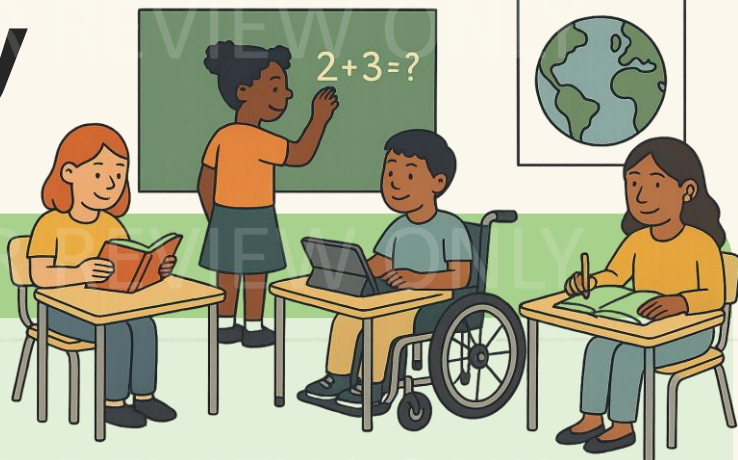
What does this mean?

For all children to enjoy school and reach their full potential, teaching should be interactive, fun, and engaging.

All teachers understand it's their role to support children with SEND.

Teachers adapt their approach to the individual child's needs.

Teachers will continue to focus on improving their teaching.



What can you expect?

All staff are open to adjusting their teaching style to adapt to all pupils' needs

Your child will have different support if they need it

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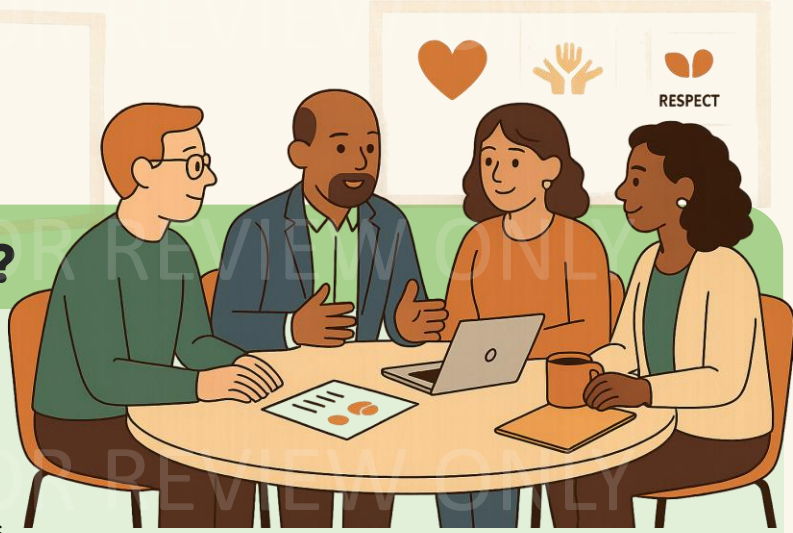
School Leadership

What does this mean?

Decisions are shared between school leadership, staff, and parents.

Teachers feel empowered to advocate for every child's needs within their teams.

Leaders set the tone for inclusion, ensuring that every voice is valued and respected.



What can you expect?

Regular and honest communication between school and parents or carers.

A culture where feedback and new ideas are welcomed from both sides.

Parents and carers who feel listened to and involved in school life.

SEND teams actively included in staff and leadership meetings to strengthen understanding of children with additional needs.

Opportunities for regular check-ins or review meetings that families can opt into.

How can you be involved?

Share your views through surveys, questionnaires, and parent workshops.

Join coffee mornings or small group discussions about inclusion.

Take part in extended parents' evenings or open events that encourage dialogue between home and school.

Staff Training

What does this mean?

Schools invest in ongoing training for their staff to ensure children and young people with SEND get the right support.

Ongoing staff training builds the knowledge and confidence of staff to provide the best for pupils.

Training is relevant to the community and school context to benefit both pupils and staff.



What can you expect?

SEND training is part of training for all staff when they start at the school (including dinner and lunchtime supervisors).

Staff are encouraged to reflect on their practice and identify their own training needs.

Staff work with parents, children and young people to maintain a safe and secure environment.

Staff understand their accountability for providing inclusive, high-quality support so pupils with SEND feel safe, included and respected.

How can you be involved?

You can share ideas about what training might help staff better understand and support your child's needs.

Transition Across life course

What does this mean?

Transitions happen whenever a child or young person experiences change – moving to a new class, a different school, or adapting to life changes or preparing for adulthood.

A smooth transition means that staff, parents, and children all understand what is changing, have time to prepare, and know how to find support when needed.

For some children, transitions can cause uncertainty or anxiety. Schools that plan transitions well help children feel safe, confident, and ready to learn.



What can you expect?

Opportunities for children and parents to meet new teachers and staff in advance.

Clear communication about changes in routines, staff, or classroom arrangements.

Early sharing of information between staff teams (e.g. SEND, pastoral, and subject teachers).

Consistency in approaches across the school and between schools.

Longer transition or settling-in periods if a child needs more time.

Notice of any changes in provision or support.

How can you be involved?

Meet with your child's new teacher or SENCo to share what helps your child feel settled.

Attend open evenings, transition visits, or informal meet-and-greets.

Let the school know about any worries or changes at home that may affect how your child feels about school.

Celebrate successes and reassure your child that new experiences can be positive.