



PARENTAL ENGAGEMENT POLICY

Person responsible for policy:	Andrée Barnard
Date approved:	June 2023
Review date:	June 2024

Contextual Information

Park Lane School forms part of Cheshire East LA'S provision for pupils with severe and complex learning difficulties, which includes pupils with additional physical and sensory impairment as well as those pupils on the Autistic Spectrum Continuum. The school is situated within Cheshire East with a catchment area that includes Congleton, Wilmslow, Knutsford and Poynton. There are currently 116 pupils aged from 2-19, with boys and girls being distributed almost equally. There is a very small percentage from ethnic minority backgrounds.

Rationale

Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

We consider that parental involvement in the education of a child is essential and we value parents as partners in our aim of developing each child to their full potential. We respect there are varying and different levels of parental involvement and expectation and this school attempts to respond to these whilst at the same time ensuring our expectations and aspirations for each pupil remain high. We recognise that some parents are not always able to be as fully involved with school as we or they may like.

Aims

1. To welcome parents into school, respecting and recognising their unique knowledge and understanding of their child.
2. To encourage and value their involvement in all aspects of their child's education and progress.
3. To provide support to parents and ensure clear lines of communication.
4. To keep parents fully informed about the school life of their child.

Process and Co-ordination

These aims are fulfilled through collaboration with parents so that the school is seen to be taking an active part in involving parents in the progress and work of their child and that parents feel they can contribute as partners. For any new pupils starting Park Lane School there are a number of procedures in place which promote parental involvement:

- Initial contact via telephone and home/school visits.
- Flexible entry to school to allow time for discussion with parents and for children to feel secure in their new setting.
- The option of visits out of school time for EYFS pupils where both parents and child can ‘stay & play’, becoming familiar with the environment and the staff in the class team before the child begins regular sessions
- Parental access to school as often as parents wish with parents being able to remain with their child and help them settle into school if they wish to.
- Entry to school based on needs of child and their family.
- Parents are consulted at all times as the number of sessions in school increases.
- We have developed our admissions procedures for new pupils to include a specific “welcome” pack, which includes a “Fact Sheet” enabling, parents to share important information about their child.
- All new parents are invited to a Pre-Admission meeting which gives them the opportunity to share their knowledge of their child with staff including the class Teacher, teaching Assistants and therapy staff.
- Initial visit/input from the school nurse.

There are also several procedures and practices which are ongoing and ensure parents are well informed about their child’s school life and feel involved:

- Regular correspondence between teachers and parents, through emails or home/school books
- Regular class posts on the school’s Facebook page giving parents a flavour of what their child has been doing in school
- Annual Reviews, Transition Reviews, Annual Review Summary Sheets
- Parents evenings and open days.
- Access to trained staff for support/advice re: behaviour and wellbeing, communication
- Parent Teachers Association.
- Whole school termly newsletter.
- Record of Achievements shared and celebrated.
- Annual Parental Questionnaire
- School website

Links with School Procedures

The school has robust recording and reporting procedures. Individual pupil targets are discussed, agreed and shared with parents and we have a whole school parent evening in the Autumn Term and a whole school open day in the Summer Term. In the Spring and Summer Term we hold an Annual Review for each pupil where parents have the chance to discuss their child’s progress and continuing needs in detail with the Head teacher, Class teacher and therapy staff.

The details of the recording, reporting process can be found in the School Planning Assessment Recording Reporting and Achievement Policy.

With regard to this Policy there are also important links with the SEN Policy and the Behaviour Support Policy. Park Lane School will endeavour to always work closely with parents relating to any specific matters pertinent to their child. Although the school primarily caters for pupils with severe learning difficulties we are continually striving to provide appropriate education for pupils on the Autism Spectrum Continuum, emotional and behavioural difficulties and those with profound, physical and/or medical issues.

The assessment and recording work, pupil management planning and personalised learning plans stem from the policies in place for these relevant areas but the staff at Park Lane School ensure that pupils are treated as individuals and our liaison with parents reflects this.

The policy will be reviewed as necessary.

Andrée Barnard
Assistant Head