

MEETING CHILDREN'S EDUCATIONAL NEEDS:

Effective partnership between families/carers and schools

This document sets out what school staff and families/carers in Reading can reasonably expect of each other. It is a key element of Reading's Local Offer; all Local Authorities are required to produce information on local services as set out in the Children and Families Act 2014. Good working relationships are key to ensuring that every child is able to fulfil their full potential.

There are huge demands on both school staff and families of children with additional needs. This document is an important reference point against which school staff, families/carers and the Local Authority will be able to review and develop practice together.

Valuing and respecting each other

School staff, families and carers will value and respect each others' differences, including racial, cultural and social differences, and share responsibility for making sure children's needs are met. We agree that communication will be open, respectful and constructive.

A Positive, Safe and Welcoming Environment for all

School staff value every child's progress as equally important, including those of children with Special Educational Needs (SEN) and/or disability. Reasonable expectations are made of each child so that they are stretched within their capability.

We will make our schools as accessible as possible for all.

School staff will take all possible steps to meet the range of children's needs in their catchment area.

A Trained and Committed Workforce

Our school seeks to ensure that all staff have the right skills, training and understanding to meet the needs of children with disabilities and/or SEN and their siblings.

We will ensure all staff are supported and have sufficient knowledge of individual children's Special Educational Needs and/or disability to care for them appropriately.

School and Families/Carers working together as a Team

School staff will identify needs as early as possible and welcome families'/carers' involvement in providing for those needs.

School staff will be available when families need to talk and make time to listen. School staff welcome families' views and will help families understand relevant processes for assessing and meeting individual needs.

Our school will provide an identified person for families/carers to go to if they have concerns about their children. School staff will use direct, accessible communication.

School staff will communicate with children concerned in a positive and meaningful way, involving them as far as possible in developing appropriate support for their needs.

School staff will provide clear information for families/carers on their child's strengths and needs and help families to access support from other services.

School staff will endeavour to be creative and flexible in the way we respond to meet individual children's needs and changing circumstances. We will have a "can do" approach.

School staff will provide families of children with Special Educational Needs and/or disability opportunities to support each other, such as through parent groups facilitated by the Reading Families' Forum, where the school has one.

If either school staff or family have concerns about a child's progress, all will ensure that these concerns are taken seriously and a positive plan put in place to address these concerns.

School staff will involve families in the decision to refer, or not, to other services and communicate clearly the outcome of these referrals.

A Differentiated Curriculum *(adapted to each child's needs)*

Our school has trained staff who develop SMART targets with families and review them three times per year. (SMART means Specific, Measurable, Achievable, Relevant and Timed.) We ensure that targets build on strengths and help children realise their potential. Reviews are constructive and positive.

School staff adapt lessons and homework to the needs of the needs and abilities of the range of learners in the school.

School staff value positive and constructive discipline, where both expectations and sanctions reflect individual children's particular understanding and social ability.

Admissions and Transitions

School staff are proactive in using parents' knowledge to help children settle into the school or prepare for the next step. We will take time within the school day to facilitate a good transition to and from the school, supported by families and carers.

Families and Carers

We expect families/carers to keep school staff informed of relevant information about their child's strengths and needs. This will include health appointments and outcomes of any referrals or assessments which are relevant to the child's learning.

We expect families/carers to make time to discuss their child's progress with school and let the school staff know their views. Families and carers will attend agreed meetings, including annual reviews if their child has a statement or Education, Health and Social Care Plan.



We expect families/carers to support their child's learning at home as far as possible.

Families and school staff will discuss any differences of views. Families and carers are welcome to ask Parent Partnership to support them at any time.

School staff welcome feedback at any time. The school's complaints procedure is outlined in the Local Offer.

This agreement will be reviewed at least annually between the school staff and families. This will take the form of discussion with parent groups, if they exist at the school, in addition to accessible feedback forms addressed to parents and young people 10 and over. A summary of the review should be given to the SEN governor.