



Working with Parents / Carers
 Rosie Rebelo and Ruth Vered – Summer Term 2022
 Inclusion Advisory Team & Barnet Resilient Schools




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Ground rules





- Confidentiality
- Listen to others
- Support each other
- Learn from each other; share good practice and ideas
- Terminology
- Use of Zoom

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Resilience in Schools Principles


Today's session will focus on one of the underlying eight principles:

Working with Parents and Carers

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Aims for this Session



- What does OFSTED /Code of Practice say?
- EEF – Working with Parents to Support Children's Learning – a graduated approach
- Accessing support beyond school – the wider community
 Andy Whiting – Eys/Primary Early Help Service Manager
- Challenges
- What's Working
- School case studies
- Top Tips - Co-production/ how to include parents, how to engage parents
- Building relationships
- Sign posting – resources for parents and carers
- Next Steps



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Resilient Schools Audit Tool 2021/2022

Working with Parents/Carers - Key question: How does the school or college work in partnership with parents and carers to promote emotional health and wellbeing?

Links with the Ofsted inspection framework: The Ofsted inspection criteria expects schools to be engaging parents in supporting pupils' achievement, behaviour and safety and their spiritual, moral, social and cultural development. Ofsted inspectors have a duty to have regard for the views of parents. Inspectors will also take account of the results of any surveys carried out or commissioned by the school

Parent View Toolkit – online survey
<https://www.gov.uk/guidance/ofsted-parent-view-toolkit-for-schools>

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What does the Code say

The 2014 Special Educational Needs and Disabilities (SEND) Code of Practice came into force on 1st September 2014 and provides statutory guidance relating to the new Children and Families Act 2014. It outlines the new legal duties on organisations which work with and support children and young people with special educational needs and/or disabilities.

- There is a focus on **parental and family involvement**.
- Local authorities must have regard to: **The views, wishes and feelings** of the child or young person, and the child's parents.
- The importance of the child or young person, and the child's parents, **participating as fully as possible in decisions**, and being provided with the information and support necessary to enable participation in those decisions.
- A need to ensure **parents are aware of the importance of their role** in the decision-making process around their child's needs. It will require settings to ask parents to consider in **preparation** for meetings, what is going well for their child right now, and what could be better.
- Parents of children and young people with SEN value outcomes related to **increased independence and inclusion** of their children.

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What does success look like?

From the parent's perspective:

- The people who support my child know him or her well. I feel that they like my child and want the best for him/her. I feel they are knowledgeable, tolerant and supportive of my child; understand what interests him/her and what is important to my child.
- I contribute to decisions about my child – through reviews and also the partnership I have with the setting my child is in.
- I am informed of choices for my child, and am supported in understanding the choices.
- My child has targets around increasing his/her independence and communication skills that we can also focus on at home.
- My child's education and experience reflects what matters to them – it is personalised.

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Education Endowment Foundation

WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING
Guidance Report

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0 – 19 Early Help Hubs & Children's Centres

In no particular order.... What Do You Know Already?

- Early Help Hubs
- Children's Centres
- Universal Services
- Targeted Services
- Parenting Programmes
- Partners
- Parents as Partners

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0-19 Early Help Hubs

0 -19 Early Help Service (25 if they have SEND)
<https://www.barnet.gov.uk/children-and-families/early-help-children-young-people-and-families>

Barnet Children's Centres
<https://www.barnet.gov.uk/childrencentres>

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Chat/breakout Activity:

What are the current challenges?

How to include parents
How to engage parents

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Four types of parent?

The pressure parents	The diagnosis-seeking parents	The parents in denial	The dishonest parents
The parent who is constantly in school, wanting to help and pressuring the teacher to do more. These parents often press for further assessments and are keen to get an Education, Health and Care Plan (EHCP) for their child, even if the child does not meet the local authority criteria for an assessment. Sometimes they do not fully understand the SEND system and how it works so the school needs to be clear about roles, responsibilities and duties.	The parent seeking to get a diagnosis or label for their child, even when the school believes that this is not needed. Sometimes the parent may want a "label" for their child. It could be to get additional benefits or other support, or to excuse aspects of home life. However, it is often parents who are better off who get their own education psychology reports done, often at great expense, which are then presented to the school.	Parents who are in denial and may not accept that their child might be having difficulties and refuse for them to be put on an EHCP or for them to receive specialist support. Parents who are in denial will not react well to hearing the words "special needs" in the first instance, so schools should consider non-labelling language. Showing sensitivity in the situation will make it easier to get the parents on side and to cooperate with any diagnostic assessment that needs to be carried out.	Parents can be dishonest about problems or behaviour taking place at home, probably because they believe it might reflect badly on their parenting skills. The problem is, of course, that it would help the school to know about such issues so they can better support the child.

From a school's perspective, the parents of children with special needs MAY fall into the following categories.

SEND: Engaging with your parents (eprints-uptake.com)

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What does the Code say (cont)...Issues / Challenges

There may be a range of obstacles to achieving parental engagement:

- Some parents may have **specific needs themselves**, including SLCN
- Different approaches and **levels of support** for parents may be required **at different points** in the child or young person's educational journey.
- Meaningful engagement with parents and families **takes time and energy** and this needs to be factored into a setting's approach.
- Parents may be at **different stages in their understanding or acceptance** of their child's SEN, which requires sensitive and responsive support from staff.

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Think about:

- Our own emotions being triggered (defensive parent, difficult conversations)
- Could some parents feel intimidated in a formal meeting
- Your use of language when communicating with parents e.g. will they know what is meant by SEN Support (and other acronyms)
- Language – how we refer to parents e.g. When talking to children do we use the word parent, rather than Mum or Dad
- When talking to parents, establish how do they like to be addressed
- What's really important is that parents engage with children's learning - not that parents come to school.
- Think about the barriers your parents face - these will be different for each cohort, each school, sometimes each family.

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Think about cont...

- Do some parents need time, in advance of any meetings or conversations, to put their thoughts together regarding their concerns about their child?
- For some parents, **cultural differences** may impact on their level of engagement e.g. some people will feel that education professionals are the ones that should make all the decisions about their child's education and that they should be deferred to.
- **EAL** - Not all parents will have English as their first language and so may be nervous about expressing their thoughts and opinions.
- Where English is not the parents first language, it can be useful to have an interpreter on hand.
- Hearing Impaired parents (may need a signer/translator)

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Chat/breakout Activity:

What's going well?



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School Case studies



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Building Relationships

- Break the cycle by supporting the whole family: When we engage with parents and siblings as well as the student in mind, then everybody gains the skills and understanding needed for things to begin to change.
- Change the conversation with good news
- Build a trusting relationship as your first priority
- Step into the shoes of your families: Always think of things from the point of view of the parent, just as you would adapt to the needs of their child.
- If it would make parents more comfortable, they may appreciate being asked if they would like to bring along a trusted friend or family member to the meeting.
- Consider who is the best point of contact
- Having a presence in the playground
- Follow up after events

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Building Relationships

- Parents know their children well, but differently than school staff do.
- As educators, we know the difference between giving people information and having a dialogue with them. Schools are very good at giving parents information and that's important, but it's not the same as having a dialogue - and it's having those dialogues which will build the relationships that will support children's learning.

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Things to do

- Curriculum Workshops for Parents
- SEN parent coffee mornings – focus on different topics (EHCP, IEP, processes and systems around SEN within the school)
- International evening
- Parents as volunteer readers
- Bilingual library after-school sessions
- Cultural assemblies (Eid)
- Breakfast morning/coffee mornings
- Food tasting events – e.g. school dinners
- Learning journey – transition between home to school – parents as educators (activity on pathway...e.g. Dinosaur egg).



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Things to do cont...

- Parent Room
- Parent cookery sessions
- Parents as story tellers / grandparents = history (Grandparents Tea Party)
- Stay and Play
- School fairs/fetes
- Quiz n pizza evenings
- Incentives
- Key worker/ Key adult
- Fathers events



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Things to do cont...


- Focus festivals – religious festivals (coffee morning, speaker invited in)
- Learning celebrations – (year group, morning session – children share books with parents) now that parents' evening is now virtual.
- Class assemblies – parents invited in to hear what children have been learning about with follow-up of showcase of work.
- Talks – put on by external professionals (EP etc).
- Weekend events – religious celebrations and social event
- New initiatives – e.g. New Garden – parents invited to see
- Parents signposted to local authority events/support
- Weekly newsletter – diary of events – for fridge
- Welcomed to share expertise – firefighter, doctor etc. Hearing impaired session sign language, gardeners.






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Wellbeing Resources to Support Families



- Advice for parents and carers: talking mental health with young people at primary school
<https://www.annafreud.org/schools-and-colleges/resources/advice-for-parents-and-carers-talking-mental-health-with-young-people-at-primary-school/>
- Advice for parents and carers: talking mental health with young people at secondary school
<https://www.annafreud.org/schools-and-colleges/resources/advice-for-parents-and-carers-talking-mental-health-with-young-people-at-secondary-school/>



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Coronavirus support



<https://www.annafreud.org/coronavirus-support/>



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Supporting your child during the coronavirus pandemic
Tip: Ask and where to get support for your child's mental health during coronavirus (COVID-19) pandemic.

Parents helpline
Worried about a child or young person? Contact the Parents Helpline for free, confidential advice on how to support your child.

Parents survival guide
Feeling lost about your child's school? We've got you covered with our survival guide to help you manage the challenges of coronavirus.

Parents guide to support at school
Our 10-point checklist helps you to get your child back to school safely and confidently. It also includes advice on how to support your child's learning at home.

Starting a conversation with your child
Talking to your child about how they're feeling can be tricky. We've got tips to help you start the conversation and support your child's mental health.

Parents Lounge
Watch our Parents Lounge videos to get advice on how to support your child's mental health during coronavirus.

How to set up your own parent support group
We have a guide to help you set up a parent support group. It includes advice on how to find other parents who are struggling with similar issues.

Resources for Parents and Carers
<https://youngminds.org.uk/find-help/for-parents/>

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Nip in the Bud Families under pressure
<https://nipinthebud.org/families-under-pressure/>

Tip 1: Keeping positive and motivated
Tip 2: Making sure everyone knows what's expected of them
Tip 3: Building your child's trust and self-confidence in you
Tip 4: Getting your child to follow instructions
Tip 5: Promoting better behaviour
Tip 6: How to limit conflict

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Nip in the Bud

Tip 7: Keeping calm when your kids act up
Tip 8: Using sanctions carefully
Tip 9: How to communicate better with your child
Tip 10: Helping your child cope with anxiety
Tip 11: Helping your child manage negative feelings
Tip 12: How to boost positive emotions

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Barnet Local Offer

Information and Resources for SEND
<https://www.barnetlocaloffer.org.uk/>
https://www.barnetlocaloffer.org.uk/parent_zone
https://www.barnetlocaloffer.org.uk/mental_health_zone

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kooth <https://www.kooth.com/>

Worried about... Taking notes? The future? We are here to help.

It's OK not to be OK. Worried about... Schooling your friend? The future?

Chat to our friendly counsellors about... What's on your mind? Exam results? The future?

1690-barnet-kooth-a3-poster.pdf (barnetlocaloffer.org.uk)

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Next steps

Reflection: What next steps can you take to develop working with parents and carers?

WHAT'S NEXT?

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