

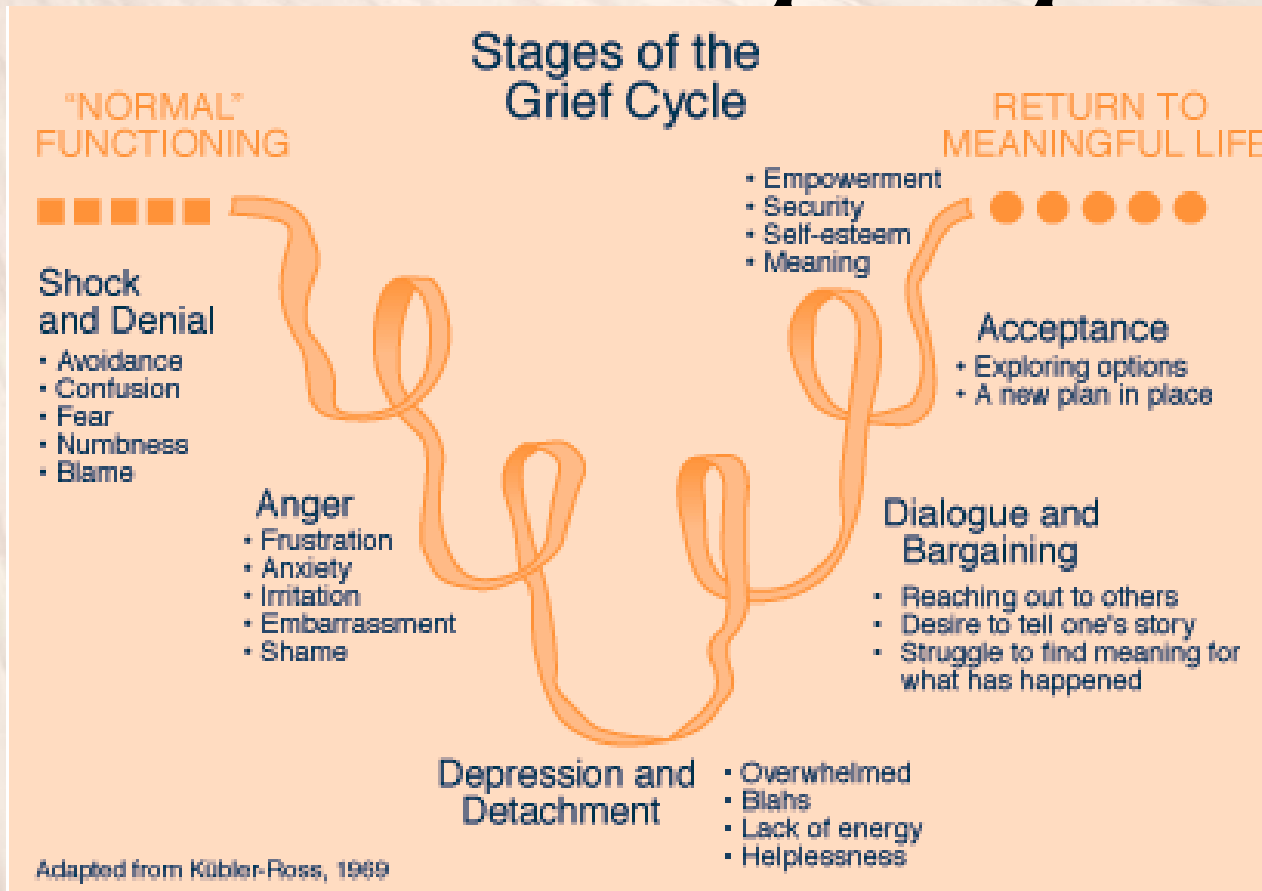
# ***SEND parent***

Working as a team for the benefit  
of the child

# *Objectives:*

- SEND Parent's perception
- A Teacher/ parent's meeting
- Communicating the correct message to the parent

# *SEND Parent's perception*





# *Steps in Planning and Conducting Parent Conference*

- Be clear about what you want to get across .
  - Use familiar terms, not acronyms.
  - Describe specific circumstances and conditions of student performance, behaviour.
  - Avoid emotion-laden statements
  
- Where they are in terms of age related expectation- where they should be and what you as a teacher have done. Yes you child can do ABC... but the expectation is.....
  
- Decide on your opening statement. How will you make the parent feel comfortable and receptive?

# *Duty of care*

We as professionals have a duty of care to first and foremost take into consideration the needs of the child before the needs of the parents.

1. Our high quality teaching will aim to meet the expected outcomes for each student.
2. We do scaffold learning and extend learning in the independent task and in our questioning during shared learning.
3. Help parents understand the expectations of students. Be mindful of positivity 'your child is doing really well' (however, they are below age-related expectations); Instead, 'your child is making steady progress within this set and I am pleased with work attitude etc; they are still below age-related expectations'
4. We need to be honest with the parent over the child's progress. If they are not meeting the expected progress then we need to inform them of this.

# *If a child has extremely SEN complex needs*

- If a child is not achieving their LI each day, you initially need to ensure you are providing the accurate scaffold to enable the learner.
- If this does not impact and the child is not learning either during shared or independent learning, after two weeks, you must see the head of school as the child will need to be moved in their set and assessed in terms of external support e.g. CAHMS referral, Educational psychologist, speech and language, Whitefields outreach.
- Spend 2 minutes discussing any children in your set that you feel may need to be highlighted – write these on a post it and hand to your head of school.



# *Ideas for general SEN communication*

- Avoid setting a weekly meeting.
- **Avoid ‘papering over the cracks’ – these cracks will get larger over time and will become more complex over time.**
- **If a child is not behaving in an age-appropriate way; or managing situations in an age-appropriate way; this does need to come to the head of school and to the parent. Your head of school will liaise with Frank and we can then get the correct assessments done externally.**

# *Ideas for general SEN communication*

- With all external assessments, parents are involved each step of the way; this means that parents received a clear message about their child's needs.
- Again, avoid an discussions where positivity could be mis-leading e.g. '\_\_\_ is doing really well at the moment' . In fact, that child is needing to have their hand held in corridors, is lashing out at other children in the playground as they are socially and spatially unaware and they are also struggling in their learning – however, the parent is hearing 'they are doing really well'



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