

Communication between home and school





Welcome

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Overview

- Introduction
- Effective communication between home and school: a conversation
- Overview of Cornwall Parent Carers Forum
- Overview of the Local Authorities Framework for Parental Engagement

Parent carer engagement



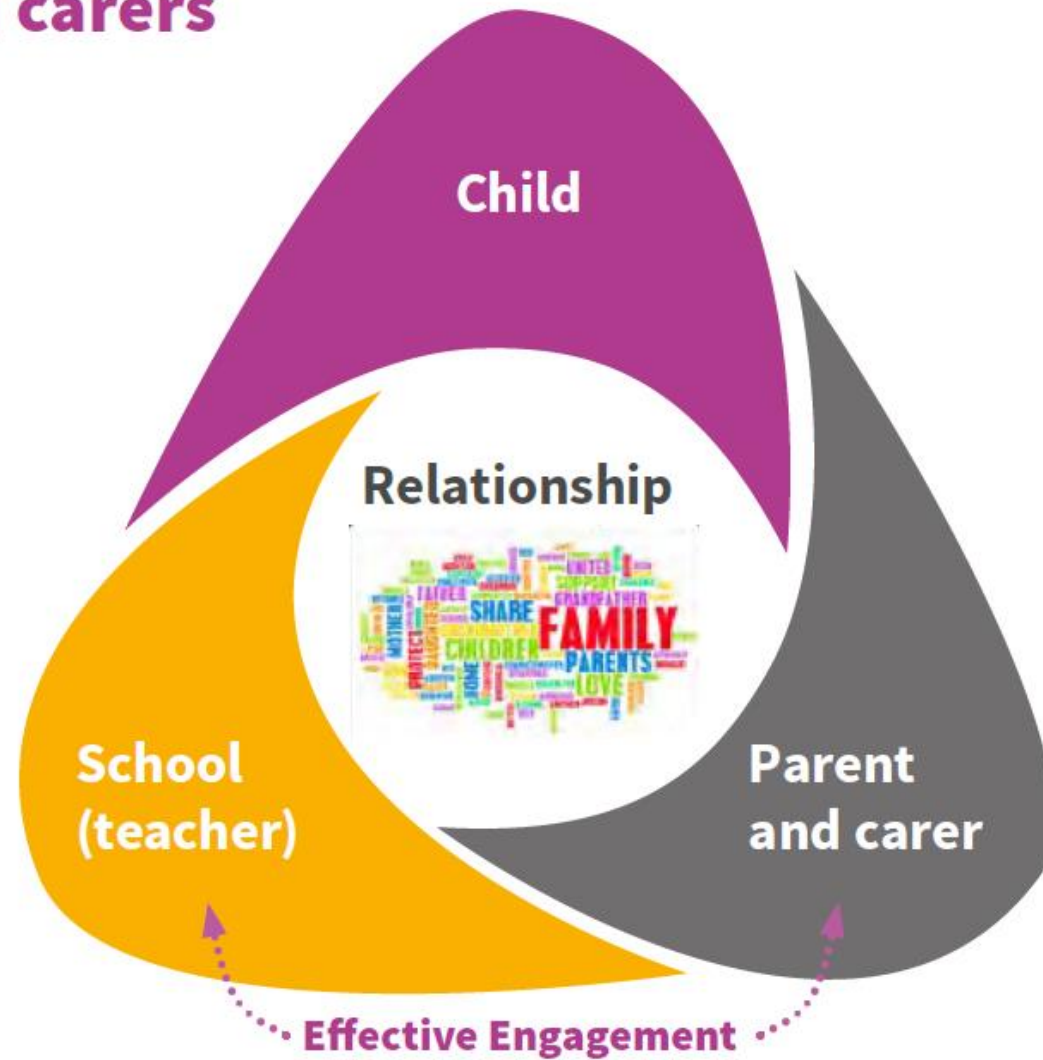
*The effect of parental involvement at home - **in particular the discussions and conversations parents and carers have with their children** - was stronger than that of **either socio-economic status or parents' level of education**. (Deforges 2003)*

*'Parents can have a major effect in terms of the **encouragement and expectations that they transmit to their children**'. (Hattie (2005))*

*The **importance of parent engagement in children's learning is widely acknowledged** (e.g. Goodall 2017), indeed the evidence suggests that it has many benefits, **such as improvements in literacy and maths skills** (Van Voorhis et al. 2013), **better school attendance** (McConnell and Kubina 2014) and **closure of the achievement gap** (Goodall 2017).*



Parents and carers as the focus





Effective communication between home and school



Components of effective communication with parents

Regular, simple and easy to access information that is clear and consistent	School staff are trained in communicating confidently with parents	Ethos and values encourage active parental engagement
The school is focused on listening to parents	Planned communication strategy	The school supports parents to communicate with their children
Parents are recognised and feel valued for their great work	Checklist for good parental communication	Learning support

Parent Carers Cornwall



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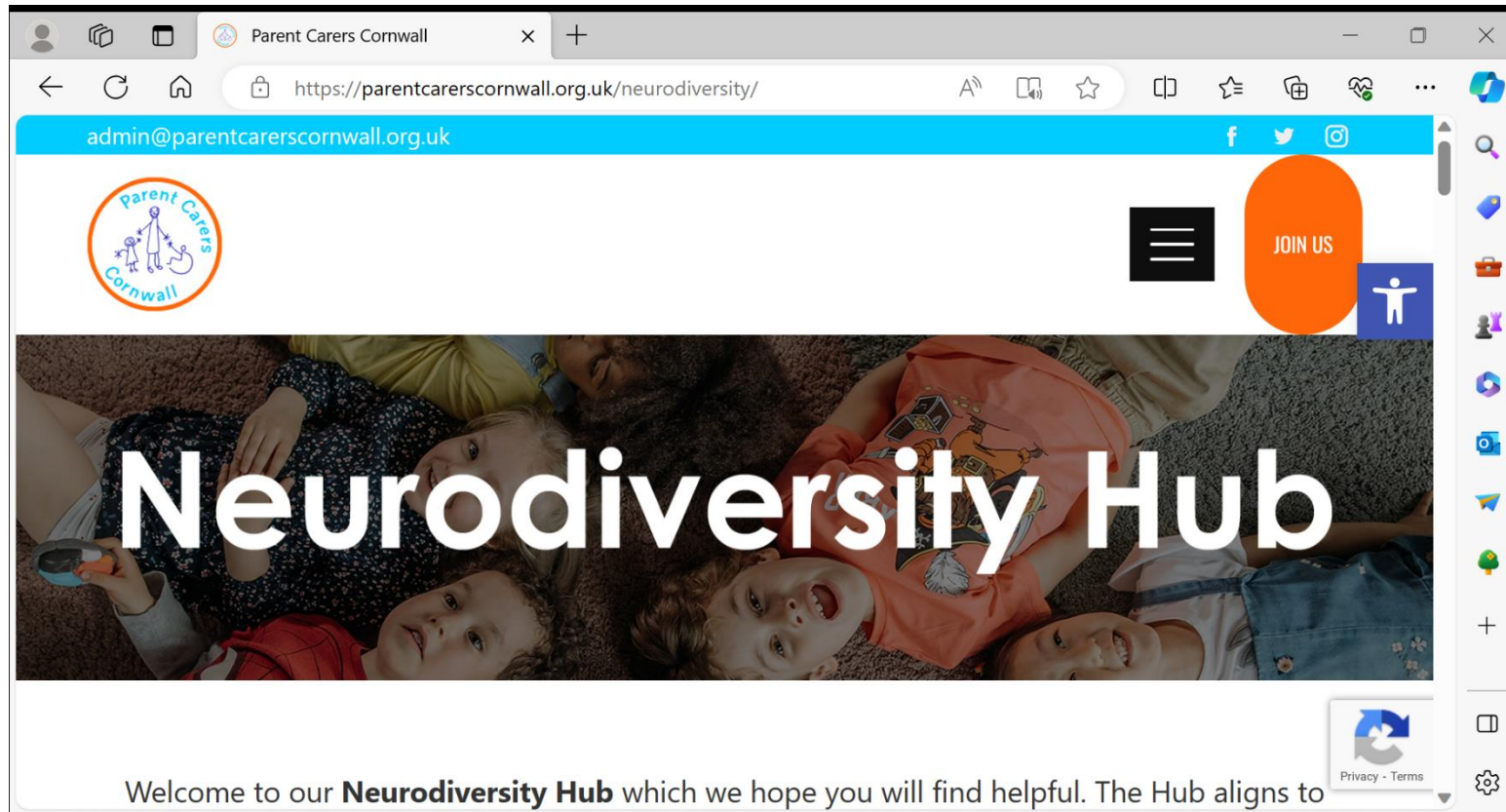
WHY WERE WE FORMED?

When parents are told their child has a disability or additional need they undergo much emotional turmoil and can experience a whole range of emotions; upset, feelings of grief and loss, fear for the present and the future, relief, joy and overwhelming love.

Each parent is different and it is the beginning of a new journey for them. A journey that has unique experiences, one which brings parents in contact with many practitioners, one which can have great challenges to the whole family

All family members are the experts on their children with additional needs; which is why parent participation in service development is so important and why Parent Carers for Cornwall was formed - to ensure all parents have their voice heard. The collective impact of many individual voices can make long term constructive change in service delivery.

<https://parentcarerscornwall.org.uk/neurodiversity/>



Parents 4 Parents Cornwall

Are you a parent/carer of a child with additional needs or disabilities?
 Do you attend meetings with schools, health services and organisations?
 Do you lack confidence in attending these on your own and wish you had someone who could go with you?

Parents 4 Parents Cornwall will accompany you to important meetings, empowering you to ask the questions about your child's needs whether at schools, health, care providers, short breaks, etc.

Parents are trained in

- Understanding and supporting your needs
- Developing Education, Health and Care Plans
- Signposting

They are part of Parent Carers Cornwall, an independent organisation that enables parent carer voices to be heard through parent participation.


You can access Parents 4 Parents Cornwall and book a trained parent to accompany you to a meeting by calling **07591 019548**

Please try to give at least 10 days notice of a meeting taking place where you require support. You must have all of the details of the meeting to hand.



You will receive a confirmation of who will be accompanying you and they will meet you at the location of your meeting.

Please note trained parent supporters cannot take you to the meetings and you will need to organise your own transport.

To book support contact **07591 019548**
infoparentcarercornwall@gmail.com



Help to access Local Services for Families with Disabled Children and Young People aged 0 – 25 in Cornwall

Supporting the Local Offer in Cornwall


1



VISTING A NEW PRIMARY SCHOOL
 A checklist for parents or carer of children with special educational needs ages 5 - 10

Name of school
 Address of the school
 Phone number of the school
 Name of the head teacher
 Name of the Special Educational needs Coordinator
 Date of your visit



Produced by Parent Carers Cornwall

VISTING A NEW SECONDARY SCHOOL
 A checklist for parents or carer of children with special educational needs ages 11-16

Name of school
 Address of the school
 Phone number of the school
 Name of the head teacher
 Name of the Special Educational needs Coordinator
 Date of your visit


Produced by Parent Carers Cornwall

GOING ONTO FURTHER EDUCATION
 A checklist for young people aged 16 – 25 and their parents and carers.

Name of College
 Address of the College
 Phone number of the College
 Name of the Principle or lead tutor for course
 Name of the Special Educational needs Coordinator
 Date of your visit

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A wide reach to parents and Carers via Social Media Platforms, combined followers/group members on social media is 4,907 (11/01/24), this total does not include members registered on the database, and this is always increasing, we send regular Newsletters and Ebulletins to all registered members and a there is a pop up join form on the landing page of our website.



THANK YOU

Parent Carer Engagement Framework

for education settings



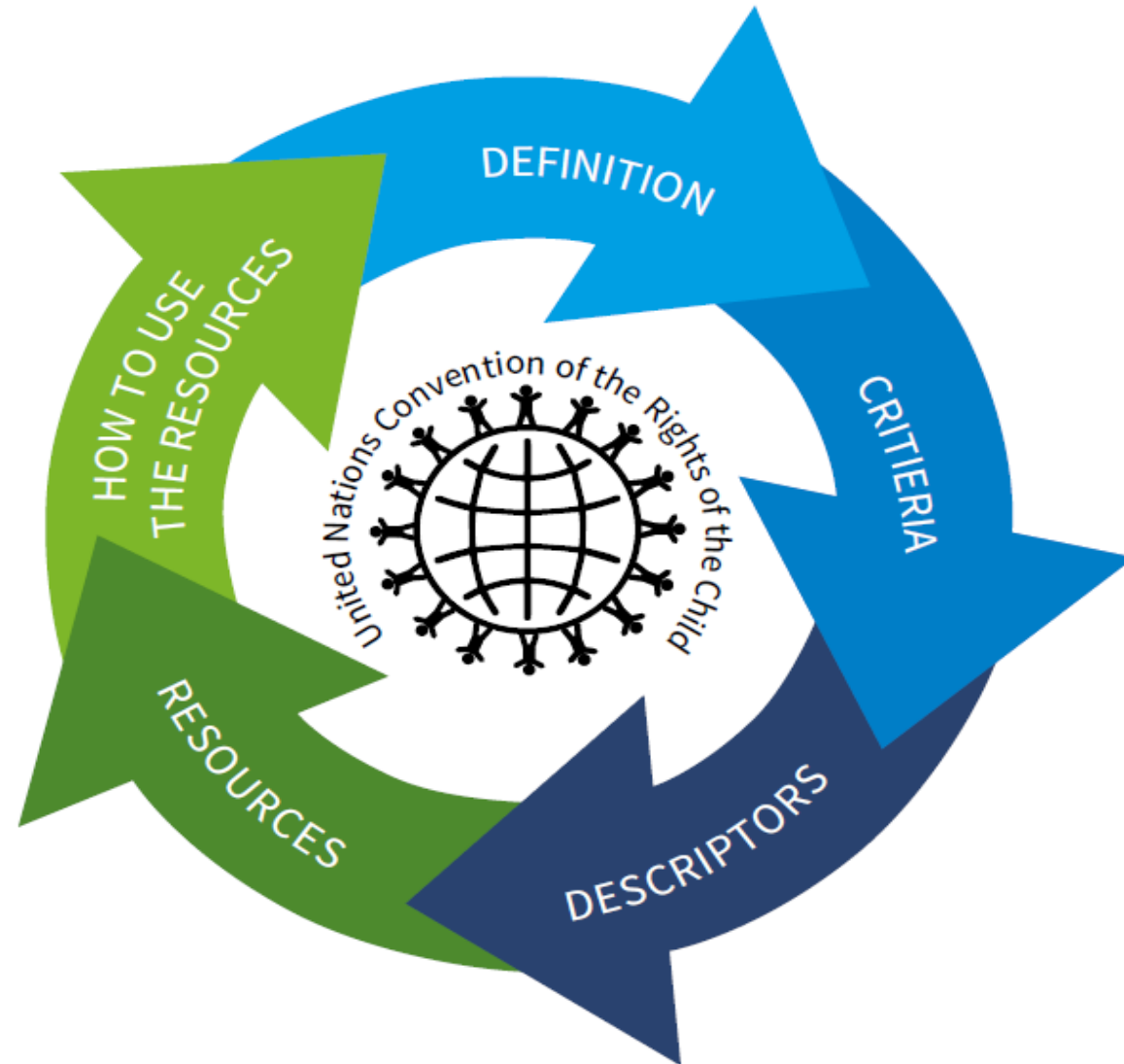
In partnership with





Framework and toolkit

1. Embedding a whole school approach
2. A welcoming school: our culture, attitudes and approach
3. Communication
4. Support for learning
5. Community matters
6. Raising and realising aspirations
7. Addressing barriers to parental engagement





Principle 1: A whole school approach

A whole school approach means that parent carer engagement is embedded throughout the school. Best practice is where schools have a parent carer engagement policy and practices in their own right.





Principle 2. A welcoming: our culture, attitude and approaches

Welcoming families to engage with the school and fostering the development of mutual trust and respect between schools and families, is the foundation from which the schools can go on to help families to actively support their child's learning.





Principle 3: Communication

Every school must have clear lines of communication meeting the needs of their wider community and forming the basis of a two way relationship between the school and its families. Communications are effective, clear, timely and handled with professionalism and consideration. Parent carers know that their opinions and needs are taken seriously, and that they can communicate with the school confident that they will be listened to, responded to appropriately and supported to a conclusion which satisfies both parties.



Principle 4: Support for learning

Schools clearly focus on working with parent carers as partners in their child's learning. They must ensure that there is a common understanding of both school demands and family needs, as well as the nature of the support for learning changes as the child gets older. When support for learning takes place, it is essential that positive outcomes are shared and celebrated.



Principle 5: Community matters

Effective settings provide parent carers with a supportive learning and education community in which to thrive and grow. The school should aspire to provide parent carers with a sense of belonging to a shared set of community values, interests and attitudes



Principle 6: Raising and realising aspirations

Aspiration means; the things children/ young people hope to achieve for themselves in the future; this could include skills, hobbies and interests in addition to any career goals. When referring to a 'career' we mean an individual's "journey" through learning, work and areas of their life that provide meaning and fulfilment. Settings should seek to widen the range of options and opportunities that learners and their families see as achievable





Principle 7: Addressing the barriers to parental engagement

Schools will be able to identify and put in place strategies to support diverse and inclusive ways to bridge complex barriers.



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If you have any questions or comments

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