

Policy/Procedure Name:	Parental/Carer Engagement Strategy	
Policy/Procedure Number:	SMT021	
Date of Approval:	23 rd October 2018	
Effective Date:	Sept 2018	
Revised Date:	Not applicable	
Review by Date:	September 2021	
Policy/Procedure Author:	Curriculum and Quality Group	
Policy/Procedure Owner:	Principal	
Management Committee Approved By:	TLT	
Governor Committee (where appropriate) Approved By:	Not applicable	
For Action By:	All Staff	
For Information to:	Parents and carers	
Approval requested to upload on the Treloar Website:	Yes <input checked="" type="checkbox"/> (tick if requested)	
Who is carrying out EIA?	SMT	Date of EIA?
Have we shown due regard for the 9 protected characteristics within the policy/procedure?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Are all opportunities to promote equality taken within the policy/procedure?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Refer Policy/Procedure to EDI Co-ordinator for further assessment	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

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1. Policy/ Procedure Aim

- Treloar's believes that the strong and effective partnership working with students' families is key a student's success. This policy outlines how we will communicate, work and support a student's family throughout their time at Treloar's and after they leave.

2. Student Consent to communicate with their parents/guardians (Students over 16)

As a School and College we will communicate constructively with parents/guardians. For students 16 and over we communicate with the students' consent. Where we assess a student as lacking the capacity to give their consent, because of significant learning difficulties for example, we would decide whether this was in the student's best interests. In almost all cases we would consider it in a student's best interest to communicate with parents/guardians.

3. Parent/Carer Involvement in the admissions process

- Open Days – Introduction to our students, staff team members and Treloar's campus– discussion with Head of School / College on potential provision and funding arrangements
- Stage 1 and 2 admission assessments are opportunities for staff teams to explain services and offer from Treloar's to parents/carers. The stage 2 assessment process may include an overnight stay if you are applying to be a residential student. Families can stay overnight during the assessment process.
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- Welcome to Treloar's days are a chance to meet Teaching, Residential, Therapy, Medical teams to provide further detail on the Treloar's offer
- More information about the Treloar admission process can be found in the School and College Student Journey procedure

4. Home: School/College Agreement

This document lists the main terms of the partnership agreement between the School/College, the student and their family. It is signed by all parties and provides details of each parties commitment to work together to ensure the success of each student at Treloar's. It is issued at the beginning of the year to students' and families for them to sign

5. Parent/Carer induction to Treloar's

- Parent carer / handbook provided which gives full detail about Treloar's key contacts, policies and procedures etc.
- Transition visits to Treloar's when required as agreed with Head of School/College and Admissions

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- Home visits can be made before admission for school students and any relevant college students (as appropriate)
- -this is usually answered during the process and afterwards once funding agreed Review of all risk assessments, care and medical information on the first day to ensure every student has a comprehensive Care Plan from their first day at Treloar's (YPP)
- New parent meetings and review of contract 6-8 weeks after starting School or College
- Our EYFS pupils receive 6 monthly reviews until they reach the age of 5
- We can on occasion provide overnight accommodation for families whilst their child is settling into Treloar's to support in this important transition

6. Information about the curriculum

The School

- Curriculum Guides provided for parents each year – available on the parent portal and website.
- Termly curriculum plan which includes key learning intentions/skills being taught, topics, key core vocabulary and signs plus ideas for linking homework at home
- Information about each subject for each phase and each pathway on website
- 2 Parents Day
- Opportunities to join assemblies and other school events across the year
- Monday drop in sessions to network and meet other parents-led by TPA
- Individual communication with parents from teachers as required

The College

- Through the initial Stage 1 Admissions Process
- At the Welcome to Treloar's Days (two for new students and their families and one event specifically for Treloar School to College transfers)
- From the Course Information Booklets and the website
- Via the Annual Review Process
- On the Parent Portal

6. Parent/Carers information on our website

The Treloar's website contains areas under both the School and College dedicated to information for current parents, including term dates, letters home and a link to our Parent Portal.

7. Parent/Carers newsletter

An information newsletter is sent to parents/carers once a term from the Principal, outlining key news stories and events at Treloar's

Head of School/College send newsletters out on a half termly basis as

8. Parent Access Portal

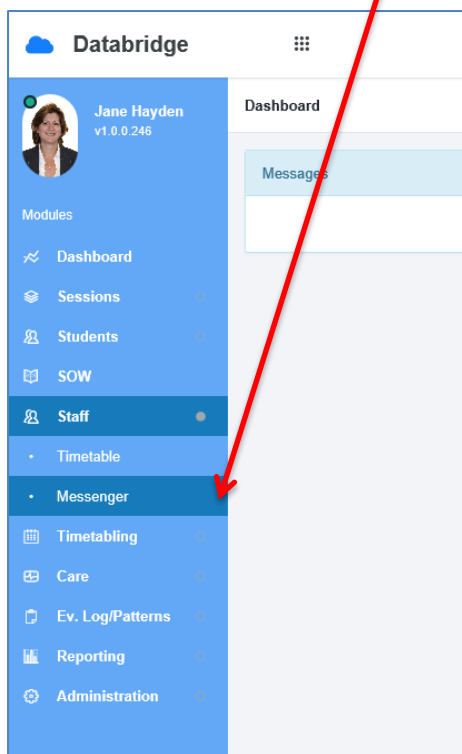
Databridge Parent Access

Parent Access Program (PAP): <http://databridge:8089> (tutors will have logons to see their class information)

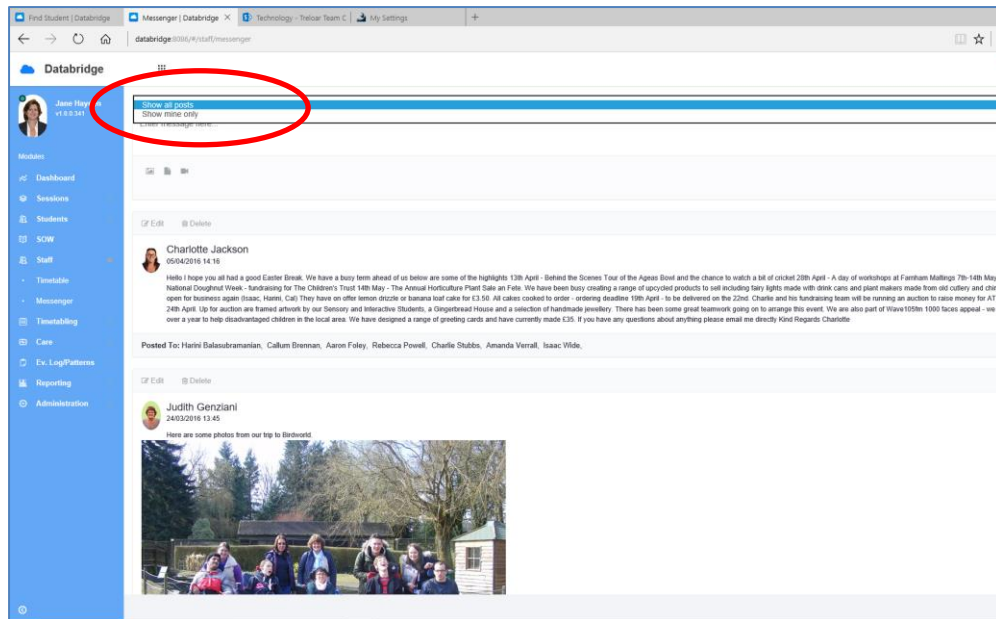
Databridge Browser: <http://databridge:8088> (this will autologon as the desktop of Databridge does)



Posting to the Message Board

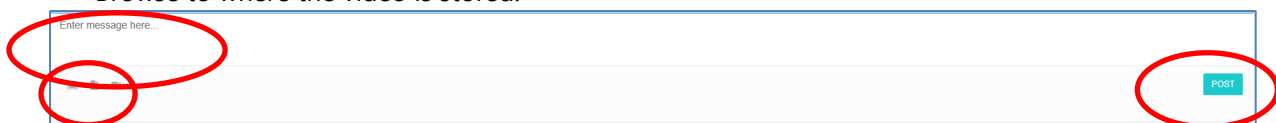
1. Go to **Staff, Messenger**



2. You will have the option to see **All Posts** or **Show Mine Only**



3. Type your message in the box. If you want to attach a photo click on the picture icon, (see notes on resizing photos below).
 To attach a document click on the document icon 
 To attach a video, click on the camera icon 
 Browse to where the video is stored.



4. Click **Post** to select which students' message board this will be posted to, and check the **Include** tick box next to those students, or use **Select All/Deselect All** buttons at the bottom.

Select who to post to ✕

Show By Tutor Group

Tutor Acason, Richard

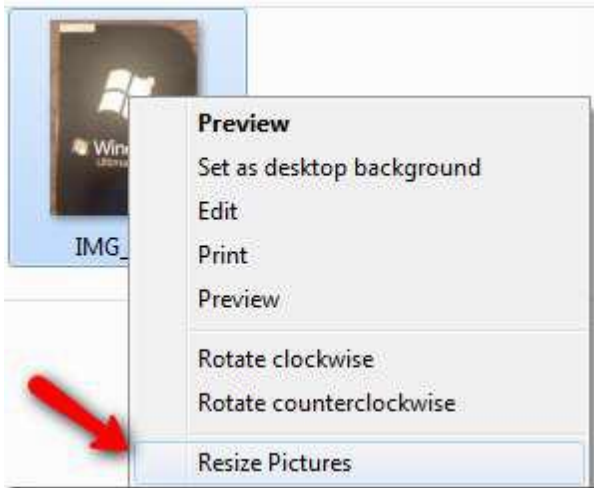
Include	Student
<input type="checkbox"/>	Theodore Barnard-Edwards
<input type="checkbox"/>	Rachel Carter
<input type="checkbox"/>	Amy Collins
<input type="checkbox"/>	Jordan Coxall

Select All
Deselect All
Close
Finish Post

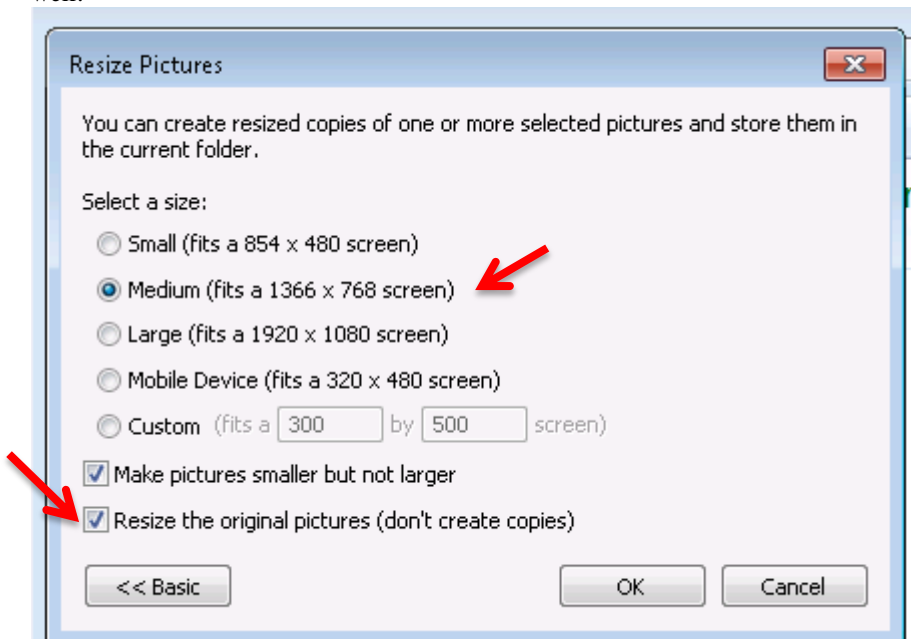
5. Click **Finish Post** to post to the Message Board.

Resizing Photos

Photos are not automatically resized in Databridge Messenger, therefore you need to resize them BEFORE you upload them. To do this **RIGHT CLICK** on the photo in Windows Explorer and select **Resize Pictures**.



Select **Medium** and uncheck the **Resize the original picture** box if you want to retain the original photo size as well:



Click **OK** and then upload the resulting file.

8. Communication from the Education and Multi-Disciplinary Team

8.1 Treloar School Parental Communication Plan:

Aims:

- To provide an overview detailing correspondence between school and home.
- To work collaboratively and effectively with parents to enable a consistent two-way dialogue.
- To support students in developing their academic, care and therapeutic skills across school and home.
- To ensure that all communication between school and home is clear, systematic and timely and manageable.

	Method of communication	Information	Frequency	Key contacts
1.	Home school book (Blue)	Brief overview of learning Achievements/ interests from home Wellbeing	At least weekly (this may be by email if preference for this is stated) Book to be checked and signed daily for day students and every Mon am for weekly boarders	Form Teacher Lead SSA Team leaders on the house
		Class Newsletter	Weekly	Form Teacher Lead SSA
		Key Contacts	Start of academic year	Teacher/ Admin
2	Parent Portal	Class newsletter	Weekly	Form Teacher Lead SSA
		School letter to parents	Half termly	Head of School
		Progress information <ul style="list-style-type: none"> • Photographs of student experience, engagement and achievement. • Incidental learning • Evidence against targets 	Live system updates Updated each half term	Teachers Progression and Transition Coordinator Multi-Disciplinary Team (MDT)

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	Method of communication	Information	Frequency	Key contacts
		<ul style="list-style-type: none"> Timetable on Parent Portal 	Start of the academic year and as appropriate across the academic year	Teachers/PTCs
		Termly curriculum info - Topics <ul style="list-style-type: none"> Key vocabulary/symbols/signs Key skills- including areas to link learning at home 	Start of Autumn, Spring and Summer Term	Teachers In consultation with MDT at planning meetings)
		Academic and Multi-disciplinary IEP targets. IEPs which include Priorities for term. Academic targets for English, Maths, PSE, Science	Revised as achieved – live system	Transition worker in consultation with MDT at planning meetings
3	Face to Face	Parents Meetings	2 times a year (if you are unable to attend we can arrange to speak to you on the phone to give an update on progress and plans for the term)	Teacher/MDT/Head of School/Deputy
		6 monthly reviews / Annual Review meeting	Annual 6 monthly for under 5's	Reviews Coordinator
		Onsite clinical meetings/appointments	As required and as per request	Appropriate member of MDT
		CIN Reviews/external meetings	Treloar will attend where possible	Transition worker (PCT)will represent Treloar and present information from the MDT

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	Method of communication	Information	Frequency	Key contacts
		Special Events and Opportunities such as: <ul style="list-style-type: none"> • Sports Days • Family Days • Transition Days • Assemblies • Parent workshops MAGS (Mums, Aunts and Grandparents) • DUGS (Dad's, Uncles and Grandparents) 	Dates on Website As advised by newsletter	Head/ Deputy Head of School
4	Email	Absence request Absence notification – external appointment, religious observance General correspondence – for example: sharing of information; matters relating to EHCPs; ideas; informal complaints Formal complaint Nominations for commitment to excellence awards – parents opportunity to nominate a member of staff	As required We acknowledge your request within 48 working hours and respond appropriately when information needed for reply has been gathered/discussed As per the Complaints policy Termly	Head of School/Deputy Head of school Head of School/Deputy Head of school/ PTC/ appropriate member of MDT Head of Safeguarding Head of Quality
5	Paper Work	Good News postcards Annual Review report	Hard copy sent home Hard copy sent home	MDT Reviews Team

	Method of communication	Information	Frequency	Key contacts
		Home school agreement Including Therapy communication Signed by parent and Deputy Head/ Head of School	Hard copy sent home	Head of School/Deputy Head
6	Email Telephone	Whenever this is deemed the most appropriate and effective means of communication	As required	Head of School/ Deputy Head/ MDT

- Please note if your child/young person 16 or over, they will need to provide their consent regarding the nature and frequency of our communication with you –see section 2 for more information

8. 2 The College

- Please note all College students will need to provide their consent regarding the nature and frequency of our communication with their parents/guardians – see section 2 for more information

Nature of communication	Method of communication	Regularity
Introduction of the tutor and confirmation about the course of study and curriculum	Parent Portal or e-mail	Once a year in September
Day to day business and information	Email/telephone	As required
More sensitive communications	Establish time to phone - by email Telephone call or face to face meeting	As required
Newsletter	Parent Portal	Every half term
Photographs of student experience, engagement and achievement	Parent portal plus, and - if requested or felt most appropriate – emailed. N.b. the photos must be password protected	Bespoke to the student and in negotiation with the family
Class newsletter (if appropriate)	Parent portal	Every two weeks - if bespoke arrangements are not in place as above
Progress information	Parent portal with comment and evidence uploaded through Incidental learning Target information and updates via Parent portal Parents Meetings	Linked to progress and achievement of targets
Timetable	Parent portal	Once a year, or updated on Databridge if there are changes – which will feed through to the portal
Curriculum course information guide	Parent portal	Once a year in September
Parent/Guardian Days	On site visit	Once a year

9. Communication from the Residential team

- Your Child/Young person's Team Leader will agree with you as part of your induction to the School and College (and with the consent of your child if they are 16 or over) how frequently you would like to be contacted about your child's progress on the Residential

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House (e.g. weekly, fortnightly) and what method of communication you would like (e.g. phone call, email, home: residential house book)

10. Communication from the Clinical Services team

- Your Child/Young person's Therapists or Named Nurse will not contact you routinely, as the key contacts for regular communication at Treloar's are your son/daughter's Progress and Transition Co-ordinator, their Form Tutor/Tutor and their Residential Team Leader. However, they will contact you directly regarding your child/young person if they need to discuss anything with you.
- Clinical staff will always contact you if there are health matters to discuss.
- Parents or carers should advise Treloar's of any clinical professionals their child/Young person is working with outside of Treloar's so that effective communication and working partnership arrangements can be put in place to best meet the needs of the student. See CG061 Guidelines for Managing External Clinical Professional Relationships policy for more information.

11. Parent/Carer Voice – Surveys, TPA and other forums

11.1 Surveys

- We will send out an annual Parent/Carer Survey to all parents/carers for them to complete. This will be supplemented by additional shorter surveys on specific topic/themes
- We may be requested to send out additional surveys on request of regulators (E.g. Ofsted) and local authorities

11.2 Treloar Parent Association

Treloar Parents' Association (TPA) Membership is automatic to all parents/carers of current Treloar's students. The TPA will elect/nominate a committee with the following terms of reference.

- To provide a forum for communication between Parents/Carers and Managers/Staff at Treloar's.
- To support Treloar's through fundraising and other appropriate activities.
- To be the collective voice representing the wishes and concerns of parents/carers and ensuring they are known and understood by Treloar's.
- To encourage and facilitate direct communication between parents and appropriate members of the Treloar's Leadership Team.
- To assist in mediation between parents and Treloar's where appropriate to do so.
- To act as Treloar's ambassadors and represent its interests both internally and externally.
- To be a forum through which Treloar's consults parents.
- To advise on issues to be referred to the Treloar's Quality Improvement Plan.
- Make recommendations in relation to developing policies, procedures, protocols etc. to Treloar's.

- Supporting new and prospective parents through the development of a peer support network.

11.3 Other Forums

BELONG - Parent and child group for pre-school children

The weekly activity programme runs one morning each week from 9.30-11.30am and caters for up to 8 pre-school aged children and their parent or carer. Children are offered an enrichment programme with sessions led by our specialist teachers, Early Years trained staff, music therapist, Information Technology Learning support team, paediatric physiotherapist, OT, or SLT .

Coffee mornings for all parents

There is a drop in coffee morning for all Treloar's parents every Monday morning from 9am during term time. This is an opportunity to talk to other parents with advice and support offered by Treloar Parents Association. There is an opportunity during the sessions to request workshops and training.

12. Parent Governor

The Parent Governor is a person appointed by the Trustees to the Governing Body from the parents or carers of students at the School and College. That person has to meet the requirements of the Education (Non-Maintained Special Schools England) Regulations 2011 and any successor legislation. In essence this means that the Parent Governor represents the parents of students at the School, although their appointment can continue if the student is at College. Their appointment terminates either when the student leaves School or College, or at a maximum of 12 years, whichever arrives the soonest.

It is usual that the Parent Governor is an elected member of the Treloar Parents Association and provides a report both on behalf of the PTA and as the Parent Governor to each Governing Body

13. Parent/Carer Events

School

Event	Month
Admissions Open Day	Across the year
Parents'/Carers' day*	October
Music Assembly	Every half term
Christmas Fayre*	December
Achievements Assembly	December
Christmas Service*	December
Future Fest (above year7)* We usually target Year 9 and above – check with Maria	February
Parents' day and School+ College Curriculum Information Event*	Feb/March
MAGS day – for mothers, aunts, grans and other significant	March

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females in our students' life*	
Achievement assembly	March
Easter service*	April
Parents/Carers Day*	May
DUGS Day (Dads/Grandpas/Uncles Significant Others) visiting school*	June
Summer Fete*	June
WTTD	June/July*
Sports Day*	June/ July
Transition assembly (including School Leavers) and Head Boy, Head Girl and President election results	July
Founder's Day & Prizegiving*	July

*Parents receive a formal invitation to these events.

Other events – parents may attend if they wish

**Siblings day – once a year – a date arranged between the parents and the form teacher
Parents are welcome to join us for Friday assembly every week if they wish to do so**

College

Event	Month
Admissions Open Day	October*
Parents'/Carers' day*	December
Christmas Fayre*	December
Admissions Open Day	December*
Future Fest (above year7)*	February
Admissions Open Day	January*
Admissions Open Day	March*
Admissions Open Day	May*
Parents/Carers Day*	May
Summer Fete*	June
WTTD	June/July*

Open Days frequency may be changing – needs updating

14. Parent/Carer Training

Parent, Professional and Employer Training and Development Offer

Reasons for the offer:

- To illustrate our commitment to the lifelong education of parents, carers, employers, and the wider community
- To support our Parent Partnership Award (School)
- To meet the charitable objects of Treloar Trust

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Description of what we will do:

Training and developmental activities will be offered through varied routes. This will include face to face events, webinars, leaflets, seminars and demonstrations. Training and other sessions will be made available on various days and times to suit parents and others who perhaps work, have other care commitments or live some distance away.

Some of the sessions will be offered to the outside community thus supporting the charitable aims of Treloar's. They include professional visitor events and online or distance learning / training.

Dates for the training and events will be published in newsletters and on our website. The outreach and marketing team will also promote externally available events to reach out to the wider disabled community.

Leaflets, Newsletters and Clarion calls will also be used to raise awareness on specific topical issues affecting parents and young people.

The training offer is updated annually based on need, changing requires and legislation and parent/carer requests

Training Offer

Emotional Support Topics What counselling can offer Puberty Behaviour Support and Management	Empowerment Topics Understanding Education and Health Care Plans Deprivation of Liberty Safeguards Mental Capacity
Meeting Physical Care Needs Moving and Positioning Programmes for Standing – What are the benefits? Postural Management Making home adaptations Safety in mobility Vehicles	Technology E-safety Using Apps Using Skype
Demonstrations [including those from external suppliers] Making pureed food more appealing Mobility Roadshow	Professionals Professional visitor events Coaching and Mentoring Training offer (Outreach)
Others Raising employment aspirations for young people with Duchenne Muscular Dystrophy and Other Life	

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Limiting conditions

Understanding the difference between Treloar School and College Provision

Money Matters

Benefits

Transition and Care Conferences

Careers / Living / Transition planning (Future Fest)

Speakers at National Events

15. Parent/Carer Transition Support

All students are allocated a Progress and Transition Coordinator (PTC) who will work with the multidisciplinary team focusing on future life. The PTC will provide advice and guidance on living, activities, further learning and future placement options, supporting the young person, their family and external stakeholders with this process.

The PTC will support students in Annual Reviews and, where relevant, will link with parents and agencies in a student's home area.

Year 9 and above: The PTC will work closely with students, families and external stakeholders, e.g. Social Workers to prepare and support student with planning their transition. This PTC support for families will include:

- Liaising with students and families every year to update and maintain Section A of the EHCP, presenting this information at Annual Reviews
- Supporting students, families and local authorities by facilitating external stakeholder meetings e.g. CIN meetings
- Supporting students in planning for transition options, clearly communicating with families.
- Support the families when exploring alternative provision
- Supporting students and families by meeting regularly to discuss progress towards transition plans
- Researching transition options, based upon the students aspirations and sharing this information with families
- Acting as a key contact and supporting families when communicating with external agencies regarding transition
- Being available to meet with parents at Parents days

16. Parent/Carer EHCP support from PTCs

Parent/Carer EHCP support available for all School and College families

- Be available to meet with parents before the EHCP transfer and discuss the EHCP process
- Support and advise families what paperwork is to be completed to help develop section A of the EHCP
- Ensure parental information is sent to the LA to support the transfer process
- Support the families when exploring alternative provision
- Contact the family when a draft EHCP arrives and lead the MDT to coordinate a response to support the family
- Act as the key contact at Treloar liaising with the LA to support the family through the transfer process
- Once the EHCP is finalised ensure the family are aware of the EHCP appeal timeframes and ensure targets are developed, based on EHCP outcomes
- In exceptional circumstances to support families with the mediation process

17. Parent/Carer Involvement in Annual Reviews

Parents/Carers will want to be involved in the Annual Review of the child. Treloar's will ensure that Parents/Carers are provided with the correct information in a timely fashion. As far as possible the following is a guideline for sending information out to Parents/Carers.

- Parents/Carers sent details of proposed date of Annual Review approximately a term in advance and at that point the Parental Contribution form is sent to them, for completion.
- Six weeks prior to review Treloar's School will send out a reminder for the Parental Contribution if not yet received.
- Two weeks prior to review Treloar's College will send out a reminder for Parental Contribution if not yet received
- Two weeks prior to review a copy of the Pre Review Paperwork is sent out to the Parents/Carers. If no Parental Contribution has been received by this time Parents/Carers are asked again if they would like to submit anything for the review.
- Day of Annual Review – Parents/Carers attend if they wish too.
- Two weeks after the review, a copy of the completed Annual Review Paperwork is sent out to the Parents/Carers by post.

18. Implications of Policy/Procedure

18.1 Training Requirements

18.2 Communication Requirements

How will the Policy/procedure be communicated:	SharePoint Via Team meetings On the Parent Portal and Website Via the Parent Newsletter	
Who will ensure the above communication is carried out:	Head of Quality Deputy Heads Of School and College TPA	
Do the changes made to this policy/procedure affect any other policies/procedures? If yes, has this been communicated to the policy/procedure author/owner	No	

18.3 Inclusive communications

If you require this document in an alternative format, such as large print, audio description or a colour background, please contact Jo Cox at jo.cox@treloar.org.uk

19. Monitoring and Review

This policy will be reviewed once every two years as a minimum – earlier if required.

20. Links to other related policies, procedures or documents (internal)

- CG061 Guidelines for Managing External Clinical Professional Relationships
- SMT007 School and College Student Journey Procedure
- SMT022 Treloar Parent Association Policy
- SMT028 Student Care and Welfare MDT protocol
- SMT092 Primary Home School Communication Policy
- SMT091 Professional Visitors to School and College Learning environments policy and procedure

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24. Revision History

Listed below is a brief audit trail, detailing amendments made to this policy procedure in last 4 years

Page/para No.	Brief description of the change(s)	Change made by	Date
Throughout	Updated content and revisions to event timings throughout the document	Jane Clarke & Mia Dodsworth	September 2019

IMPORTANT NOTES:

It is essential for those with designated responsibilities to familiarise themselves with the sources of information, referred to above.

Policy documents describe mandatory minimum standards and will be subject to audit and review. Line managers are required to ensure suitable and sufficient arrangements are in place to meet policy requirements, including the provision of information and instruction to staff.