



Databridge Parent Portal User Guide

Databridge is used by Treloar's to capture your young person's progress towards their targets, as well as storing their personal details e.g attendance, MDT team etc.



Logging on for the first time

You will receive an email from us – tasks@databridgemis.net. This will contain your username, password and your 2 factor authentication details in the form of a QR code.

You will need to use an Authenticator App, for example, Google Authenticator or Microsoft Authenticator. If you do not already have either of these you can download and install the app onto your phone or tablet by searching for Microsoft/Google Authenticator in the Play Store (Android) or App Store (iPhone). The links are also on the Parent Portal page of our website

(<https://www.treloar.org.uk/parent-portal/>)

Using Microsoft Authenticator App

1. If this is the first time you have used the app:

Follow the on-screen steps to set up.

You will be prompted to **Add personal account** or **Scan QR code**. Select **Scan QR code** and scan the code that you received in the email from us. You may get a notification that the app would like to use your camera – click **Ok**.



2. If you already have the app:

Click on the **+** at the top of the screen to add a new account.

Select **Personal account** and **Scan QR code**.

Scan the code that you received in the email from us.

Using Google Authenticator App

1. If this is the first time you have used the app:

Follow the on-screen steps to set up.

You will be prompted to **Scan QR code** or **Enter a setup key**. Select **Scan QR code** and scan the code that you received in the email from us. You may get a notification that the app would like to use your camera – click **Ok**.

2. If you already have the app:

Click on the **+** at the bottom of the screen to add a new account.

You will be prompted to **Scan QR code** or **Enter a setup key**. Select **Scan QR code** and scan the code that you received in the email from us.

An account will be created and a 6 digit code will be automatically generated for you to enter when logging in to the Parent Portal.



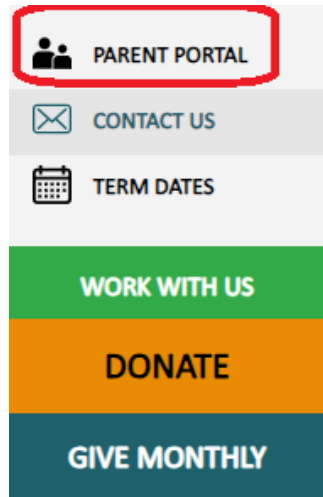
Logon to the Parent Portal

You can either click the [Click here to Logon](#) link in your introductory email, or you can use the following link to access the Parent Portal: <https://treloarparents.co.uk>

There is also a link on the Parent Portal page of our website:

Logon to the Parent Access Portal using the username and password provided in the introductory email and the 6 digit code generated by the Authenticator app.

Note: the 6 digit code lasts for 30 seconds, after which another one is automatically generated. Each time you logon to the Parent Access Portal you will need to generate a new code.



If you have any difficulties logging on, please contact Business Systems.

Email: tech.hub@treloar.org.uk

Phone: 01420 547400 x7777 opt. 2



Dashboard Page

Once logged in, your young person's Dashboard is displayed. This gives information on attendance, latest achievements and today's timetable.

If you have more than one young person who attends Treloar's you can toggle between information for them, using the drop-down list at the top of the screen. This is displayed on every page.

Use the tabs on the left-hand side to navigate to different pages.

Date	Event
29/11/2023	...
29/11/2023	...

Subject	Tutor	Location
Creative		L5
Core Offer		L5
Transition		L5

Attendance:

Pie chart showing School/College day attendance information from the start of the academic year to current day.



Achievements / Observations (Last 7 Days):

Summary list of any targets or objectives achieved in the last 7 days. More detailed information, including any supporting evidence e.g. photos can be seen in the Targets sections (see below).

Today's Timetable:

Information about the sessions that are on today's timetable.

ILP Page

ILP refers to your young person's Individual Learning Plan (sometimes called Individual Education Plan in School).

There are a series of tabs along the top of the page. Select these to view different information:

Personal

Please let us know if any information on this page changes.

ILP

Personal Internal Goals Qualifications Incidental Learning

Personal Information

Name
Date of Birth
Address

Telephone



Internal

Listed here are the members of your young person's multi-disciplinary team.

The screenshot shows a web interface for an ILP (Individual Learning Plan). At the top, there is a header with the text 'ILP' and a search bar. Below the header is a navigation menu with tabs: 'Personal', 'Internal', 'Goals', 'Qualifications', and 'Incidental Learning'. The 'Internal' tab is currently selected. The main content area is titled 'Internal Information' and contains two columns of labels for data entry. The left column includes: Tutor, Key Worker, Team, Leader/Care, Lead, Occupational, Therapist, Physiotherapist, Speech, Therapist, Care Manager, Programme, and Title. The right column includes: Personal, Adviser, Social Worker, Start Date, End Date, Agreed, Funding End, and Date. There are several grey rectangular boxes representing input fields, with a large one in the left column and a smaller one in the right column.



Goals

Listed here are the long and medium term goals for your young person. If they have an EHCP these will have been directly translated from that document.

ILP

Personal Internal Goals Qualifications Incidental Learning

Long and Medium Term Goals

EHCP - Communication - [redacted] will listen and respond to peers in social situations, avoiding simply asking the next question [redacted] wants answering.
EHCP - Communication - [redacted] will listen and respond to peers in social situations, avoiding simply asking the next question [redacted] wants answering.

EHCP - Learning and development - [redacted] will extend [redacted] sentences adding detail in both academic and social situations, which will support [redacted] completion of tasks and assessments.
EHCP - Learning and development - [redacted] will extend [redacted] sentences adding detail in both academic and social situations, which will support [redacted] completion of tasks and assessments.
EHCP - Learning and development - [redacted] will achieve a recognised qualification whilst still at school/college and will use these to help [redacted] gain work and meaningful occupation in the future

EHCP - Learning and development - [redacted] will become more independent in [redacted] learning
EHCP - Learning and development - Request from [redacted] TA the form of output [redacted] wishes to use - direct control of laptop, dictating to TA etc.
EHCP - Learning and development - Specify the help [redacted] needs when asking for it.
EHCP - Learning and development - Be willing to attempt and/or persevere with tasks [redacted] perceives to be difficult
EHCP - Learning and development - Make independent starts to tasks without waiting for a TA avoiding waiting to be told/asked to start
EHCP - Learning and development - Develop independent reading skills with e-books allowing good access

EHCP - Behaviour and Emotions - [redacted] will use a selection of agreed strategies to manage [redacted] frustration and anger
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EHCP - Health- Otille will experience a number of different positions during her day (home and school) as part of her 24hr postural management.
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Qualifications

Any qualifications that your young person is currently registered for are listed here, along with any achieved qualifications (including those which may have been achieved at a prior educational establishment, if we have been informed of this).

Prior	Board	Qualification
<input type="checkbox"/>	Edexcel	BTEC Certificate in Entry to Vocational Study - Entry 3
<input checked="" type="checkbox"/>	AQA	Certificate Step Up to English

Incidental Learning

Incidental learning is any learning activity that takes place that is not directly related to a target or objective. Click on *View* on the right-hand side of the page to see an associated photograph of the activity (there may not always be one though).

Date	Staff	Heading	Details	Image
21/11/2023		Peer on Peer interaction	Four students within the class had an unstarted discussion about their weekends and Christmas Plans. They discussed on the others in the discussion and requested clarification from peers during a communication 'breakdown'	



Targets Page

Listed here are the targets that your young person is currently working toward. Targets are broken down into objectives (indented) to help reach areas identified in your young person's EHCP.

The *Achievements* column shows how many times the objective needs to be reinforced before it is considered 'achieved'.

Target/Objective	Achievements	Date
Core Targets		
For [redacted] to attend a Wheelchair appointment, and with support discuss the provision of new seating	Partial	
For [redacted] to participate in [redacted] own wheelchair app with support from therapists	1/1	20/07/20
For [redacted] to inform wheelchair services of [redacted] current concerns regarding seating	1/1	20/07/20
For [redacted] to feedback regarding new seating	0/1	
To participate in physiotherapy reassessment, and with support, will learn about their individual physical needs and contribute to the setting of targets and guide their treatment		
Work with physiotherapist to complete physiotherapy reassessment	0/1	
To discuss likes and dislikes with regard to physical activities	0/1	
To be able to list 2 benefits of 1 of the physical activities identified, with support	0/1	



Click on the objective to see supporting evidence, including photos and documents, of achievements.

The screenshot shows a 'View Evidence' window with the following content:

Objective: correctly use capital letters and end of sentence punctuation.

Details	Type	Picture	Attachment (s)
[Redacted] has demonstrated that he can correctly use capital letters and end of sentence punctuation. Evidence can be found in his Functional Skills folder Entered by [Redacted]	Achievement	View	

Close

Please contact your young person's Progress and Transition Coordinator if you have any feedback/queries around the ILP/IEP targets set as we value your input.

Timetable Page

Details of the week's timetable are displayed here.



General Things to Note

- If the scroll bar on the right-hand side of the page is hard to find, try moving the cursor to the far right about a third of the way from the top. A blue bar will appear – click on this and drag it down to scroll.
- The Achievements / Observations (Last 7 Days) information shown on the Dashboard page is not lost once the 7 days has lapsed. They can be found in the Targets tab, along with photos and supporting documents.

The screenshot shows the Parent Access dashboard interface. A red arrow points to the hamburger menu icon in the top left corner. Another red arrow points to a dropdown arrow next to the user's name in the top right corner. A callout box explains the menu icon, and another explains the logoff process. A table titled 'Today's Timetable' is visible at the bottom.

Use the menu symbol to hide the side menu bar. Click it again to re-display.

Logoff by clicking the down arrow next to your name – it is important for our data security that you logoff when you have finished viewing student's your young person's information

Start	End	Subject	Tutor	Location
09:00	10:30	Creative		L5
11:15	12:45	Core Offer		L6
14:00	16:00	Transition		L6