

Policy/Procedure Name:	Parental/Carer Engagement Strategy	
Policy/Procedure Number:	SMT021	
Date of Approval:	23 <sup>rd</sup> October 2018	
Effective Date:	Sept 2018	
Revised Date:	August 2023	
Review by Date:	August 2025	
Policy/Procedure Author:	Member of SMT	
Policy/Procedure Owner:	Principal	
Management Committee Approved By:	SMT	
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's Website:	Yes <input checked="" type="checkbox"/> (tick if requested)	
Who is carrying out EIA?	Lorna Woodcroft	Date of EIA 07.09. 2023
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="radio"/> No <input checked="" type="checkbox"/>	

Policy/Procedure Name: Parent/Carer Engagement Strategy

Policy/Procedure No: SMT 021

Effective Date: Sept 2017

Revised Date: August 2023

Review by Date: August 2025

## Contents

1. Aims of the Strategy
2. Students' consent for us to communicate with their parents/guardians (students over 16)
3. Parent/Carer involvement in the admissions process
4. Home: School/College Agreement
5. Parent/Carer induction to Treloar's
6. Information about the curriculum
7. Parent/Carers information on our website
8. Parent/Carer newsletter
9. Communication from the Education team and multi-Disciplinary team
10. Communication from the Residential team
11. Communication from the Clinical Services teams
12. In the rare case of aggressive or abusive behaviour
13. Communication Challenges
14. Parent/Carer Voice – Surveys, TPA and other forums
15. Parent Governor
16. Parent/Carer Events
17. Parent/Carer Training Workshops
18. Parent/Carer Transition Support
19. Parent/Carer involvement in Annual Reviews

### **1. Policy/ Procedure Aim**

- Treloar's believes that the strong and effective partnership working with students' families is key to 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/carers. 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 assess 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/carers.

### **3. Parent/Carer Involvement in the admissions process**

- A virtual meeting with a member of the Admissions Team. To discuss Treloar's and how we work parents/carers and a prospective students' specific circumstances; including provision and funding. This discussion will provide advice on what next steps to take.
- Onsite assessments will include meeting with a representative from Education; a Speech and Language Therapist; Occupational Therapist; Physiotherapist; Nurse and a senior member of the Residential Team. From this assessment we determine if we can meet needs, provide an educational programme and have an appropriate peer group.
- Where possible, and when funding is agreed, we will arrange a 'transition visit' ahead of starting at Treloar's. These are individually arranged around a young person and their needs; all visits are bespoke.
- More information about the Treloar's admission process can be found in the School and College Student Journey procedure

Please note: some of the above activities may take place virtually, rather than on-site

### **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.
- Transition visits to Treloar's are organised as required as agreed with Head of School/College and Head of Admissions
- Home visits can be made before admission for school students and any relevant college students (as appropriate)

Policy/Procedure Name: Parent/Carer Engagement Strategy

Policy/Procedure No: SMT 021

Effective Date: Sept 2017

Revised Date: August 2023

Review by Date: August 2025

- 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 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
- Parents Days
- Via the Annual Review Process
- Opportunities to join school events across the year
- Monday drop in coffee mornings to network and meet other parents -led by Treloar's Parent Association
- Individual communication with parents from teachers as required
- Details of IEP targets and progress made, sent on a termly basis

### **The College**

- Through the initial onsite assessment
- In the Course Information documents and the website
- Via the Annual Review Process
- Details of ILP targets and progress made, sent on a termly basis

## **7. 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, newsletters etc.

## **8. Parent/Carers newsletter**

Parent/Carer newsletters are issued every half term. They are published on the last day of each half term. These are sent to parents/carers via Clarion, and are also available on the website to view in the 'Useful information for parents' section'

Policy/Procedure Name: Parent/Carer Engagement Strategy

Policy/Procedure No: SMT 021

Effective Date: Sept 2017

Revised Date: August 2023

Review by Date: August 2025

## 9. Communication from the Education and Multi-Disciplinary Team

### 9.1 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
2	Via Email	Class newsletter	Weekly	Form Teacher Lead SSA
		School letter to parents	Half termly	Head of School
		Termly curriculum info - Topics <ul style="list-style-type: none"> <li>• Key vocabulary Key skills - including areas to link learning at home</li> </ul>	Start of Autumn, Spring and Summer Term	Teachers In consultation with MDT at planning meetings)
		Academic and Multi-disciplinary IEP targets and progress. Termly Academic targets for English, Maths and PSE	Termly	Form Tutor and Transition worker in consultation with MDT at planning meetings

Policy/Procedure Name: Parent/Carer Engagement Strategy

Policy/Procedure No: SMT 021

Effective Date: Sept 2017

Revised Date: August 2023

Review by Date: August 2025

	Method of communication	Information	Frequency	Key contacts
3	Face to Face or virtual meetings via video conferencing	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	<ul style="list-style-type: none"> <li>• Annual</li> <li>• 6 monthly for under 5's</li> </ul>	Reviews Coordinator
		Onsite clinical meetings/appointments	As required and as per request	Appropriate member of MDT
		CIN Reviews/external meetings	Treloar's will attend where possible	Transition worker (PCT)will represent Treloar's and present information from the MDT
		Special Events and Opportunities such as: <ul style="list-style-type: none"> <li>• Sports Days</li> <li>• Family Days</li> <li>• Transition Days</li> <li>• Assemblies</li> <li>• Parent workshops MAGS (Mums, Aunts and Grandparents)</li> <li>• DUGS (Dad's, Uncles and Grandparents)</li> <li>• Celebration Days</li> </ul>	Dates on Website  As advised by newsletter	Head/ Deputy Head of School

Policy/Procedure Name: Parent/Carer Engagement Strategy

Policy/Procedure No: SMT 021

Effective Date: Sept 2017

Revised Date: August 2023

Review by Date: August 2025

	<b>Method of communication</b>	<b>Information</b>	<b>Frequency</b>	<b>Key contacts</b>
<b>4</b>	Email	Absence request Absence notification – external appointment, religious observance	As required	Head of School/Deputy Head of school
		General correspondence – for example: sharing of information; matters relating to EHCPs; ideas; informal complaints	We acknowledge your request within 48 working hours and respond appropriately when information needed for reply has been gathered/discussed	Head of School/Deputy Head of school/ PTC/ appropriate member of MDT
		Formal complaint	As per the Complaints policy	Head of Safeguarding
		Nominations for Commitment to Excellence awards – parents’ opportunity to nominate a member of staff or a team of staff	Termly	Head of Quality
<b>5</b>	Paper Work	Good News postcards	Hard copy sent home	MDT
		Annual Review report	Hard copy sent home	Reviews Team

Policy/Procedure Name: Parent/Carer Engagement Strategy

Policy/Procedure No: SMT 021

Effective Date: Sept 2017

Revised Date: August 2023

Review by Date: August 2025

	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 two for more information



## 9.2 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
<b>Introduction of the tutor/MDT and confirmation about the course of study and curriculum</b>	E-mail	Once a year in September
<b>Day to day business and information</b>	Email/telephone – Tutor or PTC	As required
<b>More sensitive communications</b>	Establish time to phone - by email Telephone call or face to face meeting	As required
<b>Newsletter</b>	Via Email	Every half term
<b>Class newsletter (if appropriate)</b>	Via Email	Each half term
<b>Progress information</b>	Termly Via email – ILP Targets linked to EHCP outcomes, progress made	Linked to progress and achievement of targets
<b>Curriculum course information guide</b>	On website	Once a year in September
<b>Parent/Guardian Days</b>	On site visit Or Virtual via video conferencing	Once a year

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

## 11. Communication from the Clinical Services teams

- 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.

Policy/Procedure Name: Parent/Carer Engagement Strategy

Policy/Procedure No: SMT 021

Effective Date: Sept 2017

Revised Date: August 2023

Review by Date: August 2025

- Clinical staff will always contact you if there are health matters to discuss, unless the student does not give permission for us to do so. For urgent situations we may need to seek medical advice before contacting you. See also CG054 Confidentiality of Medical Information and Consent to Treatment
- Parents or carers should advise Treloar's of any clinical professionals their child/Young person is working with outside of Treloar's to 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.

## **12. In the rare case of aggressive or abusive behaviour:**

We understand that people can become anxious and frustrated when they feel that matters, about which they feel strongly, are not being dealt with as they wish. If that escalates into aggression towards our staff, we consider that unacceptable. Any aggression or abuse directed towards our staff will not be tolerated.

- Aggressive or abusive behaviour includes language (whether verbal or written) that may cause staff to feel threatened or abused and may include threats, personal verbal abuse, derogatory remarks and rudeness. Swearing at members of staff will not be tolerated.
- We also consider inflammatory statements, remarks of a racial or discriminatory nature and false allegations, to be abusive behaviour.

How we manage abusive or aggressive behaviour:

- Staff have been advised not to tolerate any behaviour that they find aggressive, offensive or abusive.
- Staff have the right to end telephone calls if this were to occur and to inform senior management.

## **13. Communication challenges**

Staff's priority is to ensure that their work is as student facing as possible. For this to happen the wider community (families, external agencies etc.) has a responsibility to ensure that the demands for communication do not exceed what is outlined in Section 8.

- We consider that the demand / level of contact has become unacceptable when the amount of time spent responding to requests impacts on our ability to deal with the matter, or on our responsibility for carrying out tasks relating to other students.

A demand becomes unacceptable when it starts to, or when complying with the demand would impact excessively on the work of our staff. Or when dealing with the matter takes up an excessive amount of staff time and in so doing, disadvantages other students and members of the Treloar's community. For example:

- i. Repeatedly demanding responses within an unreasonable timescale

Policy/Procedure Name: Parent/Carer Engagement Strategy

Policy/Procedure No: SMT 021

Effective Date: Sept 2017

Revised Date: August 2023

Review by Date: August 2025

- ii. Demanding responses from several members of staff on the same subject;
- iii. Insisting on seeing or speaking to a particular member of staff when that is not possible;
- iv. Repeatedly changing the substance of an enquiry or complaint or raising unrelated concerns;
- v. Repeatedly posing a question, when a response has already been given
- vi. requesting unreasonable levels of contact for example, when a large number of calls or emails are received from the same person in one day or over several days, to several members of the MDT

How we deal with other categories of challenging communication:

- Limit contact to telephone calls from the person at set times on set days;
- Restrict contact to a nominated member of staff who will deal with future calls or correspondence;
- Take any other action that we consider appropriate to the circumstances.

## **14. Parent/Carer Voice – Surveys, TPA and other forums**

### **14.1 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
- On an annual basis we will be send out additional surveys on request of regulators (E.g. Ofsted/CQC) and local authorities

### **14.2 Treloar’s Parent Association**

Treloar Parents’ Association (TPA) is not a voted Committee, but a Steering Group of parent volunteers who oversees the Association’s role within Treloar’s. Membership is automatic to all parents/carers of current Treloar’s School and College students.

- Support prospective, new and existing parents through the development of a peer support network.
- Provide one of the pathways for communication between Parents/Carers and the Senior Management Team at Treloar’s.
- Act as Treloar’s ambassadors and represent its interests both internally and externally when required.
- Support Treloar’s students through modest fundraising for their Residential House Christmas Party

### **14.3 Coffee mornings for all parents – Parents Share**

Parent Share' drop-in coffee mornings are hosted by the TPA on the first Monday each month. from 9.15 - 11am in the Jowett Centre/Heywood Room. In addition, the Steering Group Arrange other opportunities for parents/carers to 'get together' throughout the year. All information will be sent to parents throughout the year via email and/or newsletters.

### **15. 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 a member of the Treloar's Parents Association and provides a report both on behalf of the PTA and as the Parent Governor to each Governing Body

### **16. Parent/Carer Events**

There will be a number of parent/carers events over the course of each academic year in the School and College. You will receive information about these events in advance within our Parent/Carer newsletters and via Clarion messages.

### **17. Parent/Carer Training/Workshops**

#### **Parent, Professional and Employer Training and Development Offer**

##### Reasons for the offer:

- To support parents/carers in fully meeting the needs of their young people and to support the extension of their learning outside of Treloar's
- To provide support to parents/carers and their families
- 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

Each year we will host a wide range of parent training workshops on publicised dates. These workshops will often be via video conferencing to allow parents to attend remotely, whilst some will take place on site.

The topics covered by these workshops each year are determined by parent/carers feedback and requests.

Policy/Procedure Name: Parent/Carer Engagement Strategy

Policy/Procedure No: SMT 021

Effective Date: Sept 2017

Revised Date: August 2023

Review by Date: August 2025

## 18. Parent/Carer Transition Support

### Transition school Offer – for Parents

The role of the Progress, Transition Coordinator (PTC) at Treloar's for school students:

The PTC role is a vital part of a young person's journey at Treloar's. They are able to support students and parents in preparation for the next phase of education as they transition through school key stages and support the transition beyond school to college/alternative colleges

- Lead and coordinate Treloar's MDT meetings
- Attend CIN/ CLA meetings on behalf of MDT from year 9 up
- Arrange work experience if appropriate to aim of placement (year 11 up)
- Facilitate SW/CCG visits upon request
- Contact Parents and meet with students ahead of annual review meetings and ensure their views are captured as part of the process
- Coordinate reassessment meetings with the MDT
- Monitor EHCP Outcomes and the progress being made towards these
- Meet with students/parents if at a transition point to help prepare for next steps
- Update transition assessments and aims of placements (year 11 up)
- PTC can facilitate potential college visits in line with student's aspirations
- Ensure students have suitably challenging WEX/Transition Targets
- PTC key contact for external agencies
- Student access to Careers lead for CEIAG interviews
- Supporting parents and YP with visits to alternative provision
- Home visits if required for a specific purpose

### Transition College Offer

The role of the Progress, Transition Coordinator (PTC) at Treloar's for College students:

The PTC role is a vital part of a young person's journey at Treloar's. They are able to support parents to research potential future living placements and work with young people to establish their aim of placement (what they would like to achieve post Treloar's). They will support social workers and CCG colleagues working collaboratively in identifying potential placements.

***Please note the role of the PTC is not to source and secure the future living placement, but to work alongside families, young people and external agencies (social care/CCGs). The responsibility of identifying future living placements remains the responsibility of the family, young person and CCG/Social Worker, where appropriate.***

- The PTC will support with transition sessions within class, alongside Teacher; they may also use this slot for 1:1 work with students

Policy/Procedure Name: Parent/Carer Engagement Strategy

Policy/Procedure No: SMT 021

Effective Date: Sept 2017

Revised Date: August 2023

Review by Date: August 2025

- They will support the class or individual students to look at different types of future living placements e.g. supported living, residential care, nursing care and feedback to parents so they can follow up
- Lead and coordinate Treloar's MDT meetings
- Arrange work experience if appropriate to aim of placement
- Support the SW/CCG and family to look at future living placements and attend any meetings related to transition as part of a collaborative approach
- Contact Parents and meet with students ahead of annual review meetings and ensure their views are captured as part of the process
- Coordinate reassessment meetings with the MDT
- Monitor EHCP Outcomes and the progress being made towards these
- Meet with students/parents termly to discuss transition and how they may support the SW/CCG student and parent using a collaborative approach
- Update transition assessments and aims of placements as the student progresses through the college
- PTC can facilitate potential future living assessments/visits as proposed by social worker and/or CCG colleagues once potential placement identified
- Ensure students have suitably challenging WEX/Transition Targets
- PTC remain in contact for up to six months following transition
- PTC key contact for external agencies
- MDT provide comprehensive leavers reports, including lists of equipment and care plans to support assessments (with consent)
- Student access to Careers lead
- Home visits if required for a specific purpose

## **19. 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 School will send out a reminder for the Parental Contribution if not yet received.
- Two weeks prior to review Treloar 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.

Policy/Procedure Name: Parent/Carer Engagement Strategy

Policy/Procedure No: SMT 021

Effective Date: Sept 2017

Revised Date: August 2023

Review by Date: August 2025

## 20. Implications of Policy/Procedure

### 20.1 Training Requirements

### 20.2 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 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

### 20.3 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](mailto:jo.cox@treloar.org.uk)

## 21. Monitoring and Review

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

### 22. 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's Parent Association Policy
- SMT028 Student Care and Welfare MDT protocol
- SMT091 Professional Visitors to School and College Learning environments policy and procedure
- CG054 Confidentiality of Medical Information and Consent to Treatment

Policy/Procedure Name: Parent/Carer Engagement Strategy

Policy/Procedure No: SMT 021

Effective Date: Sept 2017

Revised Date: August 2023

Review by Date: August 2025

### 23. 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
Throughout	Updated content throughout to reflect removal of Parent Portal and current communication methods	Relevant SMT members	Nov 2021
Throughout	Updated content throughout to reflect current communication methods	Relevant SMT members	August 2023

#### 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.

Policy/Procedure Name: Parent/Carer Engagement Strategy

Policy/Procedure No: SMT 021

Effective Date: Sept 2017

Revised Date: August 2023

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