

# Parents and Schools in Partnership Policy SO- 0184

Date of issue	11 Aug 2003
Date reviewed	29 March 2021
Date of next review	March 2023
Version number	3
Policy lead	Education Directorate
Distribution	Schools
Date ratified by board	June 21 <sup>st</sup> 2021

## EQUALITY STATEMENT

We will regularly review our policies to ensure that we are

- promoting equality of opportunity
- eliminating discrimination and harassment
- valuing diversity and promoting positive relationships
- providing an inclusive education which enables all pupils to develop their full potential
- meeting the requirements of the Equality Act 2010 and the protected characteristics therein.

## QUALITY OF LIFE FRAMEWORK

All NAS schools and Children's services follow our Quality of life (QoL) Framework. In implementing this framework, we listen to pupils, parents and the child's keyworker to understand what is important to them in relation to their quality of life. We then work as a transdisciplinary team to ensure we plan each child's education carefully and cohesively, shaping each pupil's provision around their EHCP and agreed developmental goals in order to develop pupils' knowledge and skills now and for the future.

## 1. Purpose of this document

To outline the NAS Education Directorate's policy for NAS and NASAT schools' approach to working in partnership with parents.

## 2. Scope

This policy applies to all schools and all families / carers of our pupils.

## 3. Approach

Our Quality of Life Framework is built on the National Autistic Society's position that parents and young people need to be full participants in decision making and that we should be working together to support autistic young people to live the lives they want as they move towards adulthood.

Core to the Quality of Life Framework is the role of our pupils' families. Our experience tells us that it is only with our families' supported involvement in their children's development that our pupils do exceptionally well.

This framework means we incorporate families' views into the planning and evaluation of each pupil's development, improving the likelihood of short- and long-term success of our pupil's education. It is also designed to enable our families to feel they are consulted and involved and reduce the likelihood of families becoming or feeling peripheral.

The intention is to promote effective and meaningful partnerships between Parents/Carers and the school in respect of planning and reviewing the child's needs in consultation with the child as appropriate.

All schools will have a home-school agreement document which will be shared with parents. Parents will be asked to sign this document.

## 4. Operational delivery

School and parents /carers will enter into a Home/School Agreement built upon the following:

The school aims, values and responsibilities will be listed together with the responsibilities of the pupil's parents/carers and what the school expects of its pupils / young people.

This agreement will be produced in a format that is understandable, taking into account different needs.

The agreement will be reviewed as needed, taking into account the views of parents/carers and pupils/young people as appropriate.

The Home/School agreement will form part of the admissions pack.

The home school agreement is morally binding and both parties should be held to account if agreement is breached.

No pupil will be excluded from school or suffer any adverse consequences on account of a parent's/carers failure to sign a home/school agreement.

All NAS Schools' home-school agreements will include the following statements:

- The parents/carers and school will work collaboratively, each respecting the contribution of the other in the development of a person-centred approach to learning.
- The school will endeavour to accommodate reasonable parental wishes relative to that person-centred approach, taking into account the needs of all pupils, the level of staffing and service purchased by the commissioning authority, and the facilities available to the school.
- Harassment, intimidation, threatening behaviour, physical violence and other forms of abusive conduct (including by way of social media like Facebook and twitter) will not be tolerated, and may lead to police involvement.
- The school will support parents/carers in understanding procedures, how to access support, and will be given documents to be discussed prior to meetings.
- Parents/Carers will be invited to attend their child's annual review/EHCP meetings, informal and formal school functions as appropriate.
- The school will respond positively to parental/carer input and regularly review the effectiveness of informal/formal home/school liaison.
- Parents/carers/schools are encouraged to raise any concerns with class or residential staff. Appointments can be made to meet with specific staff members at mutually convenient times.
- Regular liaison will be developed in appropriate areas. This could include home/school diaries, reports, visits, workshops, reviews, parents evening, telephone calls, literature, information, support groups, coffee mornings and social events
- Written reports will be provided in a clear professional style avoiding the use of jargon. Depending on the type of, and reason for the report reference may be made to academic and/or any other special achievements and progress, activities that have taken place, general health, food intake, reference to incidents/accidents and any other relevant information.

All parties will fulfil their obligations under home-school agreements (School Standards and Framework Act 1998) that set out expectations of both sides.

## 5. Evaluation of policy

Principals will monitor the implementation of this policy and provide feedback to the policy lead. This policy will be reviewed on a bi-annual basis.

## 6. The legal framework

Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (Jan 2021)

Working together to Safeguard Children (2018) – England

Schools Standards and Framework Act 1998

Education Reform Act 1988

Education Act 1997

Children Act 1989

SEN and Disability Discrimination Act 2001

Children & Families Act 2014

DFE Home school agreements: Guidance for local authorities and Governing bodies (July 2013)

## 7. Related policies

School Staff Making Home Visits Policy SO-0323