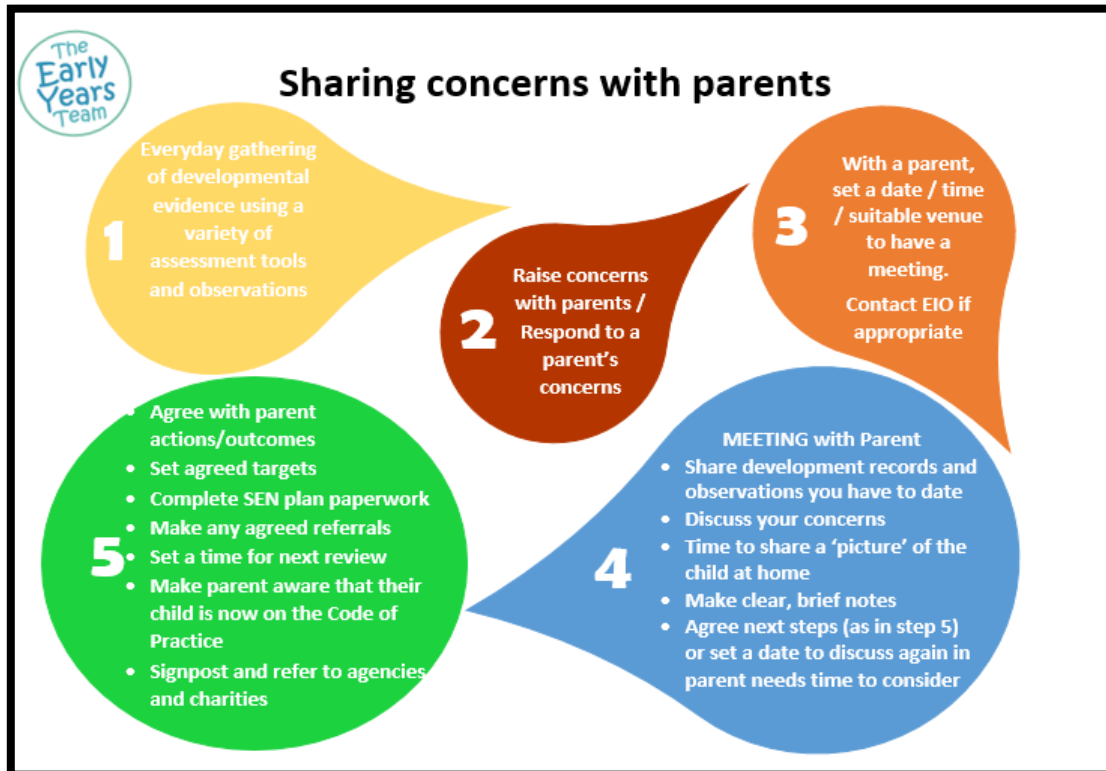




Working in Partnership with Parents-

Guidance for holding a successful meeting

Parents early observations of their child are crucial. You as the setting should be working in partnership with parents and any concerns raised by the parents or yourselves should be shared and discussed at a meeting.



Using the flow chart to support the child and parent

Practitioners or the SENCO should consider the following to support a successful meeting with parents

1. Gathering evidence including:

- Analysis of observations from: ECaT, learning journals, observations, tracking, ABC sheets
- Summative assessments, learning journals, Lancashire progress document,
- 2yr check or the 'Ages and Stages' (ASQ) typically carried out by the health visitor

- You may want to think about the family information and note it down under the pre SAFeh headings
- You could refer to the 'All about me' sheet.
- The Key person /SENCo should provide a written report or at the very least a verbal report on the child's development specifically within the prime areas of the EYFS



2. Preparing to talk to the parent:

- At this point it is important to consider who would be best placed to take the meeting, this should be the person with the best relationship with the parent and the person with a good understanding of the child's needs. This could be either the keyworker, SENCO or Manager.
- You may have talked informally to the parent about some observations you may have made on the child's development or asked if they have made any observations of their child's development



3. Arranging the meeting:

- You need a room or space for the meeting where disturbances are reduced to a minimum.
- Arrange a convenient time of the day for the parents/ carers and you can attend
- Be prepared to take notes from the meeting to report actions and outcomes.
- Have to hand relevant forms for referrals to other agencies and an information sharing document for parents to sign if required.
- You may want to invite the Early intervention officer EIO to support you at the meeting or invite the health visitor



4. Meeting with the parent:

- The person leading the meeting needs to prepare for the meeting by thinking through what the aims of the meeting are. This could be a referral to a service, to start a SEN support plan or behaviour plan or for the family to consider extra support at home using i.e. signposting to the voluntary sector.
- Prepare your thoughts on how you are going to describe the learning and development and behaviours using a positive script and remember to use your evidence in the meeting. Parents may request to read any of your observations and their child's learning journey.
- Take notes and agree on the next steps



5. Considering Parents:

- **Be thoughtful:** parents may have an emotional response to the message you are trying to convey (tissues and drink are important to have ready).
- **Remember:** parents may find it difficult to take on board all the information. Therefore, it is useful to have a summary of the discussion at the end of the meeting.
- Make the parent aware of the next steps and referrals which will be made as an outcome of the meeting
- **Think:** the family may need support, a referral to an agency or voluntary group may be an outcome of the meeting

At the end of the meeting:

- **Ask:** is there is anything else anyone needs to raise or neds to discuss further?
- Set a review meeting with the parents and professionals (if involved)

Ongoing record keeping and paperwork

As the SENCO or practitioner supporting the child you must continue to gather observations, monitor the activities, targets and development of the child.

You will need to:

- Collate reports and assessments from professionals when conducting a SAFeh or Family Service Plan.
- Ensure all paperwork is relevant and up to date, including information and developments for review meetings.
- Gain consent and written permission from the parent/ carer to discuss the child with other or make referrals to agencies / services
- Keep a contact record, including all communication between parents and other professionals
- Continue to monitor progress through the plan, do, review cycle (graduated approach)
- Make arrangements for review meetings at a convenient date for all parties and revisit original meeting notes.
- Collate contact details from all professionals involved.

REMEMBER

- All staff are responsible for developing good relationships with parents and their children with SEND
- Provide opportunities to discuss the child's development through team meetings and key group times.
- The SENCo role is also about giving support to colleagues working with children with SEND and their families.
- Keep your knowledge, skills and training up to date. Remember to refer to the resources that you have in your setting and use the VLE