



Family School Partnership Awards 2024

Sharing Good Practice & Celebrating Success



JOHN LYON'S CHARITY

Family School Partnership Award & SEND Family School Partnership Award 2024

Sharing Good Practice & Celebrating Success

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Background to the Family School Partnership Award

*"If parents engage with their children's education, the attainment of the child will **increase by 15%** no matter what the social background of the family"*

Professor Charles Desforges

A huge body of evidence tells us that children of parents who are actively engaged in their learning make greater progress than other children and that the gains made in achievement as a result of this engagement tend to be permanent.

Studies which have attempted to quantify this difference in progress estimate it to be significant.

*"Research evidence is consistent, in demonstrating that families have a major influence on their children's achievement in school and through life. When schools, families and community work together to support learning, children tend to **do better in school**, stay in school longer and like school more." Do Parents Know They Matter, Alma (2007)*

Increasingly schools are providing a huge range of services and support to parents and carers in order to engage them in their children's learning and develop their own skills. The Family School Partnership Award was developed by the School Partnerships & Enrichment Team in Ealing and seeks to build on and enhance this work by providing:

- A model to review family engagement at a strategic level
- Resources & support to build capacity in schools
- An award for schools to work towards

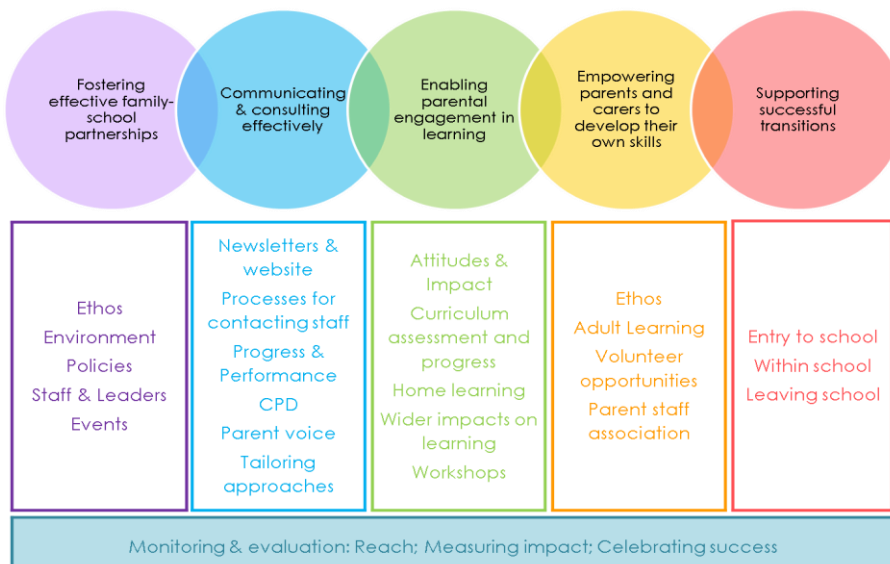
*"Research has shown that parental involvement boosts attainment by an average of 2-3 months. This is the equivalent of **20-25% more progress** over a year" EEF Teaching & Learning Toolkit, February 2016*

In developing the award framework the team drew on feedback from school leaders as well as: carrying out a comprehensive review of current research and literature; reviewing other awards and schemes; and looking at good practice worldwide. Parent surveys and focus groups were also conducted to ensure the views of parents are reflected.

The project was piloted in Ealing in 2016/17 with 13 schools achieving the award. Since 2018 the School Partnerships & Enrichment Team have been funded by John Lyons Charity to continue the project in Ealing, Harrow and Brent. Over 85 schools have now completed the award.

The Family Partnership Model

The framework developed in Ealing aligns the different aspects of schools work with parents and families under 5 Key Themes, with an overarching theme of monitoring and evaluation.



SEND Family School Partnership Award

In 2021-22 the SP&ET piloted a new award based on the successful FSPA Framework focused on parents & carers of children with additional needs. Since then 12 schools have achieved the award.

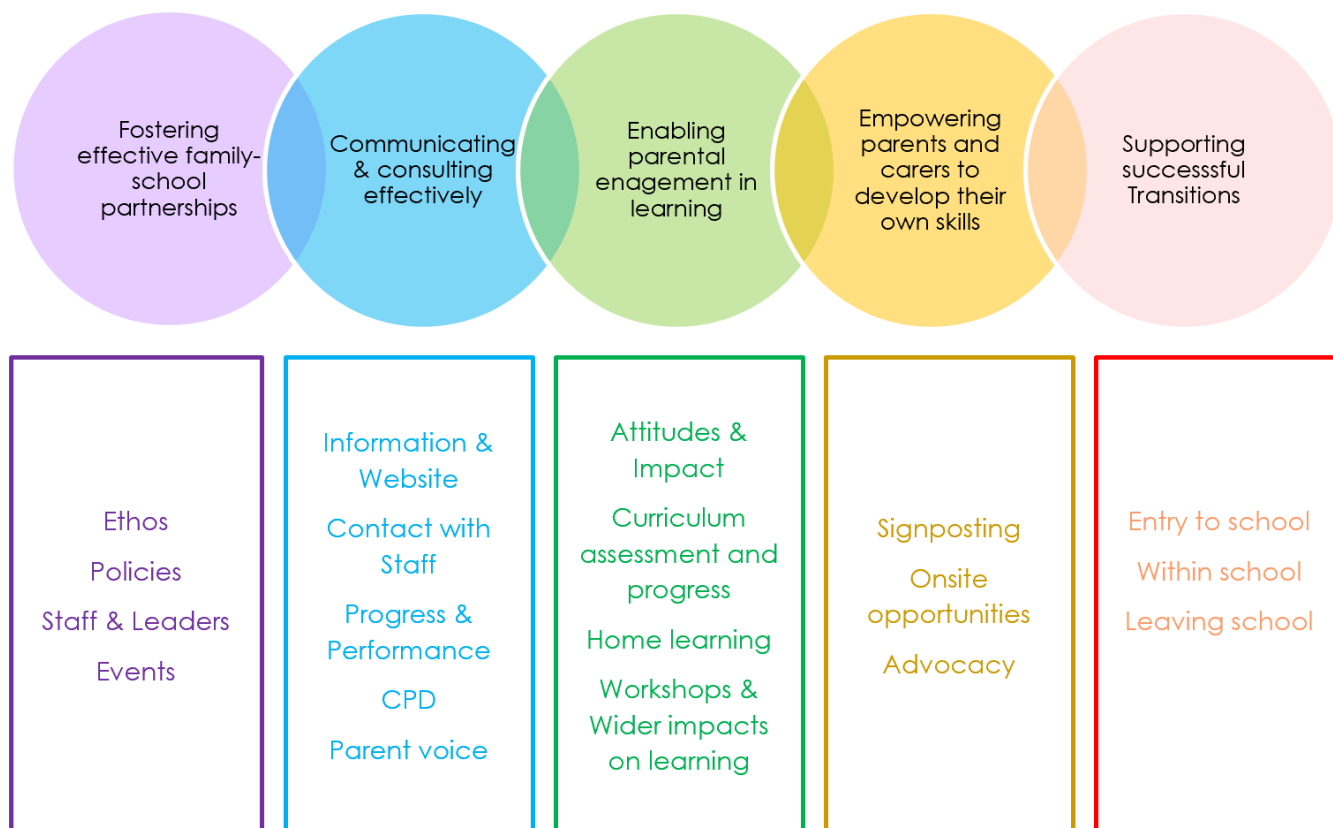
The aims of the SEND FSPA are:

- To support schools to strategically review their whole school approach to working with parents of children with SEND from the point of identification through to assessment, provision and review.
- To create a cohesive, whole school approach:
 - contribution of every staff role, areas of responsibility – NOT a judgement on the SENDCo
 - all school processes and provision
 - every factor in creating a positive experience for parents and carers of SEND children
 - Across a child's time at the school
- To build capacity in schools – at all levels
- To increase accessibility of other sources of support for parents and carers
- To strengthen partnership working between schools and parents to improve outcomes for pupils

Developing the new award

To ensure the new award reflected the needs of parents and carers and was informed by the views of schools the team used an online survey for families of children with additional needs to find out what they felt was most important in the relationship with their child's school. We also held a focus group with school SENDCos. From this they developed the award framework, based on the main FSPA framework and encompassing every interaction between parents of children with additional needs and everyone in school.

SEND FSPA Framework



The Award Process – Main FSPA Award and SEND FSPA Award

- 1.** A comprehensive diagnostic is completed with staff, Governors and Parents covering every aspect of family-school partnership. For the SEND Award the diagnostic is completed by all parents and carers with children on SEN Support and those with an EHCP.
- 2.** The results are analysed by the SP&E Team and schools provided with a RAG (Red, Amber, Green) rated 'Scorecard' showing areas of strength and opportunities for improvement.
- 3.** Schools use their data to inform an action plan identifying areas where they want to see positive change. Main award schools chose 3 priority areas. SEND award schools choose 2 areas and also complete 2 compulsory areas.
- 4.** Workshops and training developed by the SP&E team are delivered to address common areas identified by schools across both award streams.
- 5.** Mid-year reviews are submitted by schools showing progress towards priorities.
- 6.** Update meetings for all schools are held to support schools, keep them on track and share good practice.
- 7.** Schools are offered individual follow up online meetings or phone calls to offer advice and support if needed.
- 8.** Schools apply for the award, providing evidence of change achieved.
- 9.** Award submissions are reviewed by the SP&E Team.

Theme 1: Fostering Effective Family-School Partnerships

Grove House Nursery School & Children's Centre wanted parents of children with additional needs to attend and be included in nursery events. Each term they hold Learn Together Days where parents are invited to come in the setting and spend a session with their child. They had noticed that this was sometimes difficult for children with social communication needs and their families which was distressing for the children who struggle with the event and for their parents, especially those who are still coming to terms with the differences in their child's learning journey due to a SEND.



When planning the Learn Together day in the Autumn term they made a list of all the barriers to children with SEND and their families being able to join in with these events successfully and happily. These included the change in routine and the dysregulation some of the children face because of this, the sensory overload caused by the nursery environment being full of parents and the isolation and 'otherness' felt by parents of children with SEND. They planned changes help the children cope with the differences presented by the event. Some of these changes included creating several 'safe spaces' in the nursery environment for children to access if feeling overwhelmed during the event; preparing children for the change using visual timetables, children who struggle with sensory overload were offered alternatives to being in the main nursery environment pre-emptively. They also offered a separate event targeted at SEND families and gave the option to attend either as they are working with many families who are in the early stages of coming to terms with the differences their children may face through their education due to an additional need and knew that not everybody would be ready to attend a specific SEND event. The SEND event offered some nurturing activities for parents and time for them to sit together and build connections. This was very successful and parents requested more opportunities to meet and the setting now run regular parents get togethers with nurturing treats.

They found it really useful to look at the potential barriers that SEND children could face during events, and feel they been successful in creating a more inclusive program of events for SEND children and their families this year. Over the year they have seen some of the SEND parents visibly become more relaxed within the nursery, and their attendance has increased over the year. They have also benefited from listening to what the parents asked for and supporting them to join in with things the way they want to be supported. The process of identifying barriers and making necessary adjustments is now included in the planning of all events and this is embedded in practice and will be sustainable going forward. Changes to baseline data:

Parents: The school or nursery takes into account the needs of parents of children with SEND when planning events **increased from 64% to 82%** / The school or nursery has lots of opportunities for parents to attend events at school which are accessible for my child **increased from 64% to 73%**

Staff: A timetable of events is made available to parents making it clear which events are suitable and relevant to parents and carers of pupils with SEND **increased from 48% to 82%**.

Dairy Meadow Primary School took a whole school approach to empowering all staff to feel confident to deliver parent workshops, feel more confident interacting with parents and carers and to create a friendly environment for parents to establish strong working relationships with staff. They delivered the Building Positive Relationships with Parents training to all staff who then carried out their own action research, meeting with parents to practise empathic listening skills in real life, as well as participating in role-play scenarios. Changes have been made to the planning and timings for parents meetings and staff are supporting each other when resolving issues with parents.



As a result the school feel the collective mind-set has been altered; "It is difficult to quantify change when it comes to something as fluid as confidence I believe the adjustments we implemented had an influence on all of our staff, providing them with the techniques they need to seek help when necessary while also dealing with parents in a pleasant and productive manner. As a result of these improvements, our parents will feel more empowered to develop ties with all staff not just their current teacher."

St John Fisher Catholic Primary School set out to support parents to make contributions to school life and increase parent voice across the school. They wanted a whole school approach to parental engagement which was understood and implemented by all stakeholders and to increase parents knowledge of the Governing Body. They started by attending the FSPA workshop on Writing a Family School Partnership Policy and then invited parents, staff and Governors to be part of a working party to shape the policy. They appointed a governor with responsibility for parental engagement and used the school newsletter and website to raise the profile of the school governors with parents. For example, members of the school council interviewed members of the GB for the newsletter where the GB also write short parent friendly updates on their work. They agreed which school policies parents could be consulted on and a mechanism for doing this when policies come up for review. When policies are reviewed by The GB they now send SchoolComms update to all parents with link to the updated policy.



As a result parents are more aware of the GB, they feel heard in relation to the creation of policies. During PTA meetings, parents have expressed that they have a better understanding of what the governing body does and how school policies are formed.

St Gregory's Roman Catholic Primary School focussed on increasing their programme of school events, considering how to make events accessible to more parents and ensuring effective communication to increase attendance and to use these positive events to increase engagement with parents generally, but especially those new to the school.



They met with the PTA and organised a calendar of events for the year and brought in a range of professionals to speak to parents, they had a wider range of events to attract different parents, for example a football event to attract male carers and also increased opportunities for parents to volunteer. They worked on improving and updating their newsletter and increased the notice given to parents for events as well as increasing the use of social media for promotion.

Parental engagement has risen significantly over the year and the family feel of the school is stronger than ever. The percentage of parents responding positively to "The school has a calendar which is regularly updated with future events" increased by 13% over the year, those agreeing the school provides regular workshops **increased by 22%** and events by nearly **10%** - their KS2 Sports Day had a record attendance.

As in previous years the SP&E Team ran an online session for staff on **Writing a Family School Partnership Policy**. This was attended by 6 schools.



"Really well delivered and excellent resources. A really productive use of time"

"Excellent presentation - good pace so tasks could be completed on the spot. High quality examples"

St Gregory's Roman Catholic Primary attended the training as they felt a policy would support their mission of creating a family community by ensuring that there were clear expectations and procedures that operate at the school to help ensure we achieve the family feel that they are trying to strengthen.

They created the policy and shared it with staff and parents, they also appointed a Governor with responsibility for parental engagement and it is now discussed at every GB meeting. The policy forms part of their induction for new staff. These changes have raised the profile of building relationships with families.

As a result the percentage of staff aware of the school policy for parental engagement **increased from 30% to 62%** as did the number who knew there was a lead Governor for the area of work.

Following the Building Positive Relationships with Parents training **St John Fisher Catholic Primary School** used the strategies to support them to form a relationship with a parent who they had previously struggled to engage to provide better support for a vulnerable child with behaviour difficulties. They wanted the child and parent to have a more positive approach to school and learning to enable the child to make progress.



They set up a meeting with the parent, class teacher and Head Teacher to discuss the way forward and how they could support each other and the child and timetabled in review meetings. On a daily basis the parent received positive feedback on the child's day and this was done in front of the child. They agreed a set time when teacher and parent could contact each other without interruption from the child to discuss any issues arising that may be a trigger for poor behaviour. They also put support in place for the child in break and lunchtimes, daily and weekly check ins with trusted members of staff and reinforced positive behaviours using agreed reward activities. They introduced a reflection book for the child to complete daily with an adult and this also went home so they could discuss it with their parent. The parent was also targeted to come on school trips.

As a result the child's **attendance has improved by 13%** and **unauthorised absences reduced by 50%**. **Behavioural incidences** recorded at break times **decreased by 75%**. The child's progress in Reading, Writing and Maths this year has improved and they are on target to make **6 points progress**. There is an improved relationship with the class teacher and TA. Staff are comfortable talking to the parent about issues when they arise. The most valuable lesson the school learnt was to try and put themselves in the parent's shoes. The parent had a very negative experience of education and were therefore very mistrustful of the school. It was crucial to develop a good relationship with the parent through regular communication and to focus on the child's positive actions rather than the negatives. Building a strong relationship with the child was also equally important so that they are felt listened to, supported and treated fairly.

Grange Primary School wanted to develop a forum for Black/Black dual heritage parents to support them to improve the educational experiences of Black and Black dual heritage pupils.



They started by inviting parents to forum and created a document which clearly states the purpose and objects for the forum. The forum has been a great success, parents feel heard and have built a support network and set up a WhatsApp group to share useful information but to also support one another. Attendance has increased over the year and parents are keen to increase this further so have produced a leaflet which they will give out in the playground. The school have made a number of positive changes led by the feedback from parents.

Children in the school now take home their spelling tests so that parents can see how they are doing with their spelling as a result of feedback from the forum. They share any inclusion and diversity areas in the Weekly Overview which all parents receive. Staff now send out praise notes to all children termly, so parents can hear positive things about their children.

"Great school. Love the new weekly overview and black parent forums. The school are great at listening and implementing feedback and suggestion from parents, which enhances the community feel of the school. Great job staff!"

The school saw some great increases in their end of year staff data:

Everyone in school makes an effort to understand the needs of families and the school community **increased 49% to 71%**.

Our school makes a special effort to encourage families that are not normally involved to engage in school life **increased from 44% to 48%**.

Everyone works actively to understand, build relationships and engage with Black African and Black Caribbean families **increased from 44% to 55%**.

When planning events our school takes into account the needs of Black African and Black Caribbean families **increased from 20% to 45%**.

Theme 2: Communicating & Consulting Effectively

Building Positive Relationship with Parents of Children with Additional Needs



All 12 schools taking part in SEND FSPA this year attended the train the trainer session on building positive relationships with parents of parents and carers of children with additional needs.

The interactive training aims to raise awareness, build staff confidence and enable schools to plan short and long term changes to improve how they communicate with parents.

100% of attendees rated the training as good or excellent:

"Excellent opportunities to find solutions from other settings through collaborative activities; excellent and easy to follow resources for staff who are new to delivering insets." "The sequence of the INSET was excellent. The flow of how-to analysis where your staff and parents currently are and then how to get over the barriers to create more positive relationships. I think every school should be made to engage in this award. It has been super helpful and constructive."

The training has since been rolled out to over 200 members of staff in schools and their **confidence to build positive relationships with SEND parents rose from 6.5 to 8.8 out of 10.**

"The interactive aspects and working in teams to identify what the needs of the individual parents/children in our year group needed." "The way the session was led really made us reflect about our relationship with parents and explore ways to improve them"

Building Positive Relationships with All Parents: Main Programme CPD



For the 7th time the SP&ET delivered the successful main FSPA programme CPD to support staff to build positive relationships with parents. The sessions are run in a 2-part train the trainer model as this has been shown to be most effective in delivering a successful session that resonates with staff and effects lasting change in relationships with families.

The Train the Trainer course had great feedback with **100% rating the content as Excellent** and **100% rating the quality of the resources as Excellent.**

"Fantastic delivery. An excellent program and I look forward to taking this back to school." "Really good hearing others work and sharing together. Very interactive thank you for an amazing two days." "An excellent session. Clearly explained and well resourced to ensure that we would be able to deliver an excellent session back at school. The delivery of the session was second to none."

This year 8 schools took part and all of them cascaded the training back in school. Overall over 100 members of staff in schools received the training and the **confidence of attendees rose from 7/10 at the beginning of the session to 9.3/10** at the end.

As a result of the training at **St Gregory's Roman Catholic Primary School** Staff have used it think about how they do end of year handovers - avoiding writing 'tricky'/'hard to reach' and instead experimenting with strategies in summer term to help ensure that parents are more engaged and have a great start to the year. They also have a board in their staffroom with strategies that staff would like to implement to help build relationships, for example staff have requested joining the Headteacher on the gate in the morning to welcome parents and families.

After reviewing their data **Christ the Saviour C of E Primary School** wanted parents to feel that all staff, including senior leaders, have built positive relationships with them as parents of pupils with SEN. To do this they wanted to empower teachers as well as ensuring that senior leaders are visible.



Termly meetings introduced with class teachers have supported relationships with parents, they report feeling more included and heard by their child's class teacher and by senior leaders. Staff, including Senior Leaders, have shared positive feedback with parents through emails, phone calls and on the school gates. Staff have not just made contact when there has been an 'incident'. They have run a range of 15 coffee mornings for parents of pupils with SEND. Senior Leaders have attended all coffee mornings, not just the SENCo to ensure parents can see that everyone is on the same page in terms of SEND. Senior Leaders on the school gates also make a conscious effort to ensure they are engaging with parents of children with SEND to give positive feedback at the end of the school day.

Originally they had planned to create a flow chart for parents of who is who and where they can go for support, however on reflection they want parents to know they can speak to anyone regarding their concerns and that the Class Teacher is the first point of call. The SENDCo has found over the year that they have not needed to attend as many parent meetings because Class teachers, Year Leads and other Assistant Heads feel confident in their SEN knowledge to lead on meetings. Staff can see the positive impact it has when relationships are strong and there is a growing awareness and understanding in staff, and for some parents/carers also, of the need and value to celebrate progress and share success however small.

Changes in parents baseline data:

The area of staff & Leaders **increased by 22%** (for SEN Support parents this was 27%)

The area of contact with staff **increased by 17%** (20% for SEN Support parents)

Mount Carmel Catholic Primary School wanted to empower staff to support parents of SEN children and for them to understand behaviours, traits, strategies & referrals to support their conversations with parents.



To enable this they created a SEND Support Team in school including the SENDCo, teachers from different phases and staff from the office. They held a parent workshop on what SEN support looks like at Mount Carmel, shared staff details explained processes and helped parents to understand terminology. The SENDCo delivered a staff inset on how to write an effective support plan. Parent meetings were held with class teachers and the SENCO to offer full support around the child and their family. This gave a full view of the child at home, in class, around school.

The SENDCo created a Traits and Strategies Visual to support staff in their planning and offers support every other week to all staff to plan for their lowest 20% and SEND. The staff also received Colourful Semantics training tailored to each year group delivered by the Speech & language team. Finally, they created a section of Reception transition passports for parents to explain traits, additional support, referrals, and SEND reporting in school.

Over the year staff confidence has grown with working with children with SEND. This is evident in learning walks, in their planning and confidence in asking for referrals before leading conversations with parents about potential barriers. Teachers are now having parent meetings without the SENCO showing that they feel equipped and confident enough to have potentially difficult conversations. More parents feel heard by staff and more are opening up about homelife which provides the bigger picture, which in turn enables the school to understand how to help that family more.

Baseline Data:

- The school or nursery makes an effort to understand the needs of my family without judgement or assumptions **increased by 20%**
- I receive regular reports on my child's progress towards set targets **increased by 20%**
- I am able to engage in regular conversations about my child's targets and progress **increased by 18%**

Roxeth Primary School wanted embedded practice of communication of targets for children with SEND and EHCP for all relevant staff and for all staff to be aware of the SEN support planning week and timescales of SEND 'events' at school.



Parents now take part in 3 teacher-led parent teacher SEN support planning meetings for setting of progress targets, one per term. These meetings are a part of the annual calendar and support staff are aware of these and give their input to teachers. Feedback from all staff who are involved in the teaching and learning of SEN children, is now taken into consideration when teachers write their reports. Support plans are shared with TAs and placed in intervention files for TAs to refer to and access regularly.

Termly written reports detailing achievements and attitudes to learning as well as next steps and progress are sent home and communication books are embedded for those who require it. Teachers are also celebrating achievements through certificates and verbal feedback to parents. There is an annual SEND calendar detailing events and dates of importance and highlighting which staff are responsible for the actions needed. All staff in school are aware of the calendar.

There is 2-way communication of effective strategies/arising issues between parents and teachers through communication books, informal discussions as and when needed, and an open door policy for meetings with parents. There are drop-in sessions for all parents, to meet with SENCo fortnightly.

Baseline Data:

Staff:

Parents receive regular reports on progress towards targets for their child with SEND **increased from 48% to 89%**

Our school has mechanisms which enable regular, 2-way conversations to share effective strategies employed at home or in school to support SEND pupils **increased from 39% to 65%**

There are mechanisms for parents to let staff know how events in the home may affect their child with SEN in school **increased from 30% to 49%**

Parents:

I receive regular reports on my child's progress towards set targets **increased from 60% to 83%**
I am able to engage in regular conversations about my child's targets and progress **increased from 67% to 83%**

Barham Primary School wanted staff to be confident on where to find necessary information on the school website about SEND and to understand the Local Offer and to be able to communicate this.



They started by making sure all policies online are up to date – these were also quality assured in a Local Authority review which carried out a deep dive in to SEND and Inclusion at Barham. They then made sure the webpage was up to date – including links to relevant legislations. Making sure that all links work. At the same time they created a tracker on the SEND page of the school website to monitor visits after the update.

They shared information with staff and created a 'Local Support' noticeboard in the school foyer which staff are referring parents to regularly. Governors feel that they have a more up to date view on SEND and said that they now understand the reason behind our current SEND data and feel more equipped to signpost parents to local services.

The percentage of parents responding positively to the question "I know where to find the school SEND policy and who to ask if I need help to understand it" **increased by nearly 20% to 93%**. SLT baseline data for the area Information & Website **increased by 40%** and **100%** of Governors responding said this area was well established.

Holy Family Catholic Primary School wanted parents and carers of children with additional needs to feel that they get regular positive feedback in a variety of ways. They focussed on parents of children on SEN Support as these parents were significantly less positive in their responses to the baseline questionnaire.



The SENCo delivered training to teachers around how to provide positive feedback to parents of children with SEND and to celebrate successes with the parents. They also lead a session with support staff looking at feedback scenarios with parents and how the language choices they make are crucial.

All teachers are monitoring values awards in celebration assemblies to ensure all pupils with SEN are included across each term and alongside this SLT are monitoring that SEN pupils are included across all aspects of school life and given equal opportunities for positions of responsibility across the school. Children are also being sent to the SENDCo to share achievements and receive special certificates

As a result there is a growing awareness and understanding amongst staff of the importance of sharing positive messages and celebrating successes of SEN pupils with their parents. There has been positive feedback from parents at recent coffee mornings held by the Head of school with each year groups parents. In general, there has been a change in mindset within the staff to recognise that success and progress look different for all learners but they are all important.

The Percentage of parents of children receiving SEN Support who responded YES to the question 'I receive regular positive messages about my child' **increased from 25% to 62.5% over the year.**

Greenwood Primary School wanted to improve two-way communication with SEND parents so they knew where to find information on SEN and felt they had opportunity to contribute meaningfully to their child's target setting and conversations about progress.



The school set out to ensure that key members of staff relating to SEND are clearly indicated on the school website and in the SEND policy and that hard copies of policies and other information pertaining to SEND are easily available to parents and carers. They also updated the Staff Handbook with clear procedures related to SEND.

The SENCO supported teachers, especially ECTs to confidently engage parents in the target setting and review process. All parents of SEND (both EHCP and SEND Support) now meet with class teachers on a termly basis to discuss the children's targets, progress and provision. There is an expectation that all SEND Support plans include parent feedback. Their next planned step is to include examples of things that the parent can do to support with targets at home.

Parent have been encouraged to provide feedback during face-to-face meetings, online surveys and written evaluations after workshops, for example at the regular SEND coffee mornings they introduced pre and post questionnaires to capture feedback and inform future sessions.

Monitoring of SEND support plans shows an increase in the number of parental comments being recorded and end of year surveys show an increase in parents saying they have regular meetings with teachers to discuss progress and they know who to talk to if they have concerns.

Staff Baseline:

Information on SEND is clearly signposted from the home page of our school website **increased from 50% Well Established & Developing to 91% Well Established & Developing**

SEND Information on our website is updated regularly **increased from 60% Well Established & Developing to 75% Well Established & Developing**

Parents are provided with clear information about the SEND process and support to understand it **increased from 90% Well Established/Developing to 100% Well Established/Developing**

Parents Baseline:

I know who to contact if I have concerns about my child's needs **increased from 82% to 90%**

I receive regular reports on my child's progress towards set targets **increased from 64% to 86%**

I am able to engage in regular conversations about my child's targets and progress **increased from 68% 91%**

Cardinal Wiseman School wanted staff to feel more confident developing and building positive relationships with parents and recognition of unconscious bias. They also wanted to utilise Therapeutic Thinking strategies to enable more effective relationship building to support their diverse family population. Ultimately, they wanted parents to have a voice and feel valued.



The school held Staff CPD sessions on managing difficult conversations with parents/carers and using Therapeutic Thinking strategies when meeting with parents/carers. They also provided Equality and diversity training for staff on unconscious bias and cultural differences. Parents have been involved widely and more often with staff with the return of face to face parents consultation evenings and, for example through involving parents in the review of policies. Through the newly established parent staff association there have been opportunities for staff and families to mix with PTA functions and events. To support the work strategically they attended the workshop run by SP&ET and created a Family School Partnership Policy which is now in place.

Overall they are now seeing greater collaboration and relationship building with parents/carers and believe that staff have better understanding of school cultural context and family relations. The school received an Outstanding OfSTED grading which stated "The school works closely with families, and parents and carers speak highly of the nurturing environment and dedication of the staff. Parents have high confidence in the school and are impressed by the high level of pastoral care provided alongside the academic rigour."

Changes in baseline data:

Staff:

Our school provides staff development on building positive relationships with parents **increased from 35% to 62%**

Our school provides information or training for staff on unconscious bias in relation to parents and carers **increased from 30% up to 64%**

Our school has a parent or family engagement policy **increased from 36% to 70%**

Our school involves parents when reviewing school policies or introducing new ones **increased from 24% to 47%**

Parents: Teaching staff build positive relationships with parents **increased from 62% up to 93%**

Stanhope Primary School worked to create a collaborative environment where parents are actively involved in their child's educational journey.



The Inclusion Team and teachers carried out pupil progress meetings with all SEN Support pupils and those with an EHCP. Parents of pupils with EHCP were given additional time during Parent Teacher meetings to discuss detailed Individual Education Plans. Parents were encouraged to give their views on these plans and some targets were updated as a result of this. **80%** of parents took up this offer.

The school implemented regular updates on Instagram, providing timely and engaging content about school events, resources, and student achievements. Additionally, they published SEND-related news in the weekly newsletter, ensuring parents receive consistent and relevant information. This included important updates, success stories, and upcoming events.

A whole school system of sending 'Good news emails' to children with SEND was established by Inclusion Team and the SENDCO and DHT regularly phone parents to celebrate positive news

Their Inclusion Quality Mark Assessor noted: "Parents feel involved with their child's progress and value the meetings to develop their child's Individual Provision Plan (IPP). They feel they can clearly see how their child is supported and the progress that they have made. They feel well informed and access newsletters, workshops, and initiatives to help them to help their child at home."

Changes to Survey Data:

Parents:

I receive regular positive messages and news about my child **increased from 20% to 100%**

I receive regular reports on my child's progress towards set target **increased from 60% to 100%**

I am able to engage in regular conversations about my child's targets and progress **increased from 60% to 88%**

Staff:

Parents receive regular reports on progress towards targets for their child with SEND **increased from 83% to 100%**

Our school has mechanisms which enable regular, 2-way conversations to share effective strategies employed at home or in school to support SEND pupils **increased from 70% to 100%**

Our schools lets parents and carers of pupils with SEND know what their child will be learning each term and what their targets are **increased from 83% to 100%**

Our school gives parents and carers of pupils with SEND the opportunity to contribute to the setting of progress targets for their child **increased from 70% to 100%**

Christ the Saviour C of E Primary wanted parents to feel more involved and part of the process in identifying their child's needs and setting targets through the SEN offer of Small Step Plans and for staff to see the benefit of working in collaboration with home and the impact this has on pupil progress and parent relationships.



They took a whole school approach to implementing this change making it a priority on their School Development Plan. CPD was delivered to all teaching staff on the importance of setting targets in collaboration with parents, how this would impact relationships with parents and modelling and writing a good small steps plan including SMART targets.

Teachers were given strict deadlines on termly meetings with parents to discuss pupils' Small Step Plans and added parental views to small steps plans to evidence their meetings and target setting.

Through weekly team minutes, teachers communicated to SLT which parents did not engage in Small Step Plan Meetings so that Year Leads, Senior Leaders and Admin could follow up and try to increase parental engagement for harder to reach parents. This was hugely successful. In the Summer Term only 2/260 parents did not come in for a Small Step Plan Meeting.

Teachers also engaged the pupils in their own targets. Those in EYFS and KS1 captured pupil voice through appropriately pitched questions that were decided in collaboration with the SENCo. In KS2, the pupils were made aware of their targets and contributed to them before teachers met with parents. This was a huge success and parents liked that their child had a voice.

After each cycle of Small Step Plans, the Senior Team moderated them to quality assure the targets and provision being set. This was part of the assessment and moderation timetable. This allowed them to evaluate their effectiveness and give feedback for the next round of assessments.

They believe that the change was fully achieved. With a large student body and 260 pupils on the SEN register they offered over 780 Small Step Plan meetings over the year equating to over 195 hours of meeting with SEND parents. They have seen a positive change in parental engagement and the implementation of the SSP as teachers are being held to account by themselves, the SENCo and parents on if the targets have been achieved.

Staff are more confident in writing targets which are more tailored to the children as they are co-written with the parent. Staff also see the value in adding both pupil and parent voice and are more invested in the process, this has impacted the way staff view and use Small Step Plans.

Teachers report **less email traffic** due to the frequency and proactiveness of the termly meetings. Parent requests for meetings with the SENCo and also with CTs, and with both as a 'team around the child' meeting – show a real partnership approach which is exciting to see and appreciated by both school and home.

Teachers have been given directed time to complete the Small Step Plans and have termly meetings with parents. This has resulted in staff becoming more invested in wanting to make it a collaborative process.

Parents Baseline Data:

I receive regular reports on my child's progress towards set targets **increased from 40% to 84%**

I am able to engage in regular conversations about my child's targets and progress **increased from 51% to 81%**

Theme 3: Enabling Parental Engagement in Learning

Barham Primary School wanted parents to feel confident in how to help their child to work at home and help with homework. They also wanted parents to have a better understanding of their child's needs, for example Autism Spectrum Disorder or their Speech and Language Development.



They held two Speech and Language Coffee mornings, one aimed at KS1 and one for KS2., these were very well attended with around **60% of parents attending**. They engaged Brent Mental Health Support Team to deliver workshops to support children with anxieties, fears and worries.

They trained members of staff to co-deliver the Cygnet programme which is aimed at parents of children with a diagnosis of autism or those in the process of being assessed and BOAT parent training for children with high support needs and autism. All of these upskilled parents to understand and support their child's needs and got good uptake and very positive feedback from parents.

They shared IEPs with parents termly and the SENDCo attended parent evenings to triangulate advice and to ensure consistency Autumn and Spring Terms. Fortnightly inclusion meetings between SENDCo, DSL and Parent Liaison Officer ensured consistency and to flag up vulnerable children and families that may struggle to engage with the school. These meetings have been very productive to join up thinking across the school and to provide parents with several member of staff that they can go to. They have also help to further identify children with SEND across the school.

Staff baseline data for Workshops & Wider impacts **increased from 54% to 71%**. For parents it **increased from 74% to 93%**. The school also saw a huge rise in the number of parents completing the end of year survey which **doubled over the year**.

Earlsmead Primary School set out to increase parental participation and satisfaction with home learning, including specifically home reading in KS1. They wanted consistency of home reading systems across the school and parents to feel empowered to help their children with reading.



In the Spring Term they worked with all staff to refine their home learning systems and communicated with parents via Class Dojo.

They started videoing all parent workshops (or staff could add a Loom commentary afterwards) so that parents who are unable to attend live events still had access to the information. They created a dedicated parent workshop section on the school website. Information on how to read with your child was included in newsletters.

They established open mornings for various subjects so parents can see their children learning in action and parents are now invited to stay and visit classrooms after each weekly class assembly. This gets between 13 and 25 attendees each week.

Changes to baseline data:

Home Learning – there was a positive **increase** in this area of **17% for parents** and **18% for staff**

Workshops – There was a positive **increase** in this area of **22% for parents** and **11% for staff**

St Raphael's Catholic Primary School wanted improved communication between home and school and parents to be clear on how they can support their children at home and feel empowered to do so. To achieve this they wanted all pupils with an EHCP to have a Home/School Link Book as a non-negotiable and pupils with SEND to be given personalised homework tasks, which is discussed and agreed with parents.



Having been initially disappointed in their staff baseline data the school focussed on engaging and empowering staff over the year to ensure they were confident to support parents in this area.

Staff meeting time was allocated to review SEND non-negotiables, so staff felt confident in school expectations as well as allocating time to provide support to teachers with target setting for pupils with SEND. Following this staff met with parents outside of 'Parents' Evening' time, to discuss how to support progress. The target for 2024 – 2025 is to ensure all teachers have met with parents of pupils with SEND within 2 weeks of start of term.

The school delivered the Building Positive Relationships training to all staff which allowed staff the opportunity to reflect on their own practice and how they can further support parents of children with SEND. Staff reported increased confidence in being able to tackle initial conversations with parents around SEND, which they reported previously they would have needed the SENCO to also be in attendance.

They surveyed parents regarding their preferred forms of school communication, including Home/School Link Books for pupils with SEND, as well as Class Dojo, emails, newsletters and Parent Noticeboards. All pupils with an EHCP have a Home/School Link Book as a non-negotiable and parents have reported improved communication between home and school. Pupils with SEND are given personalised homework tasks, which is discussed and agreed with parents – this has been made an ongoing target which will be included as part of next year's initial meeting between parent and teacher.

From the May 2024 survey, one member of staff commented: "Staff have positively engaged with a desire to improve their knowledge and relationships with families of children with SEND."

Staff baseline: Home Learning increased from 49% to 68% and Contact with staff increased from 69% to 82%

Mount Carmel Catholic Primary School wanted parents to be confident to support children at home with their support plans.



They devised timetable of weekly parent workshops, some SEND and some curriculum. The targeted specific parents for some workshops to ensure those parents have access to information they need. They also arranged translators for parents they knew were attending who would most benefit from the support. They liaised with outside providers for example SALT, OT, Contact, Early Help and the school therapist to deliver specialist workshops. All workshops were posted on Class Dojo, the school newsletter, the notice board and reminders were sent.

Parent workshops have been well received and are being better attended, responding to parent feedback these will continue next year and will have more outside providers speaking and narrow the Key stage focus when necessary.

They have seen an increase in awareness and attendance of workshops. The targeting of parents alongside open invitations has been well received. All feedback from the workshops has been extremely positive. Staff have felt empowered to run workshops which has developed them as leaders in their areas, staff have reported a decrease in parents asking for meetings with teachers as they know their child is being supported effectively and give positive feedback on plan reviews. There has been an increase in parents accessing support through the schools counselling service.

Changes in baseline data:

Parents:

The school or nursery provides information or runs workshops which help me support my child's learning and development at home **increased from 5% to 53%**

The school or nursery runs workshops and events delivered by themselves or others which support me as a parent of a child with SEND **increased from 14% to 47%**

Staff:

Our school offers onsite workshops and events which support parents and carers of pupils with SEND **increased from 40% to 64%**

Dormers Wells Primary School wanted to both parents and staff understand the impact of support at home on learning and to see a change in the personalising of homework for EHCP pupils and SEND Support pupils who were previously not accessing the homework. In addition, an increased knowledge amongst teaching staff of the need to provide homework for SEND pupils that they can access and will have an impact on their learning.



They provided CPD to staff in how to deliver and support families with homework for SEND pupils. A new individual target proforma was devised and introduced to make it clearer to staff, pupils and parents the child's individual targets in order to support them with their learning. Homework set for SEND pupils is now personalised and parents have the opportunity to get support in how to help their child.

They held a workshop for parents about the purpose of SEND support plans and how to support their child with their home learning. Further workshops around curriculum and parental support were also provided. There are now half termly homework workshops for parents with SEND pupils. The aim was to empower parents in supporting their children with home learning and give them access and support with online apps used. Since introducing this, parents have been more active in their awareness and understanding of their child's homework.

The school have seen a positive change since delivering the SEND homework CPD focusing on looking at the child holistically and empowering teachers to feel confident to personalise learning. There has been a change in the teacher's attitudes to SEND homework and valuing its importance and homework is more relevant to the pupils.

Changes in baseline data:

Attitudes & Impact:

Staff: Our school believes that all of our parents and carers of pupils with SEND have the capacity to support their children's learning % of staff who said this was well established **increased by 15%** & Our school lets parents and carers of pupils with SEND know how important they are to their child's learning % of staff who said this was well established **increased by 18%**

Homelearning:

Staff: Parents and carers of children with SEND are given tailored information each year on home learning / homework expectations % of staff who said this was well established or developing **increased by 10%** & Teachers provide regular, interactive home learning activities which are differentiated for children with SEND % of staff who said this was well established or developing **increased by 13%**

Parents: I am given information each year on home learning activities which is differentiated to my child's needs % parents responding YES or Sometimes **increased by 15%** & The school or nursery provides regular home learning or activities which are suitable for my child % parents responding YES or Sometimes **increased by 10% to 100%**

After reviewing their baseline data **Greenfields Nursery School & Children's Centre** wanted to improve parents understanding of different ways to support their child's learning at home.



To achieve this they include information on home learning in induction meetings with a focus on reading together and using learning opportunities in everyday experiences. Every newsletter contains home learning tips for parents.

They opened their library to families each week to increase parental engagement and this runs every Wednesday morning and afternoon. It is held in the front entrance, so families must pass it on their way into nursery. The children enjoy taking books home and ask their parents to let them choose a book. **62% of families** in the over three's **have used the library this year.**

They saw an increase attendance at curriculum days with **75 families attending over the year.** Attendance increased steadily over the year with 20 in Autumn and 70 in Summer Term. Four workshops were held across the year including one on sharing books with their children. All workshops now include ideas for home learning.

They created a fortnightly home learning board which staff work together to keep a live resource for the parents. Photographs of the children draw the parents in and staff then talk to them about what they can do at home, this has been simple but very effective.

They saw an incredible **increase in the number of parents responding to the FSPA surveys** with **33** in September and **91** at the end of the year.

Greenfields saw increases in their baseline data for home learning for both parents and staff. Baseline parents data increased from **50% to 70% over the year**.

In their outstanding OfSTED visit the inspector commented on the usefulness of the home learning board "Parents and carers are highly positive about the school. They value the sense of community developed by leaders and the quality of education their children receive".

86% of practitioners said that the home learning board has supported parents with home learning and **92%** of practitioners said that parents are supported to access the nursery library.

Grange Primary School wanted parents to have regular information of what their children were learning and how to support and for parents to be aware of changes they had made to the curriculum to make it more inclusive and diverse.



They decided best way to achieve this was to send out a weekly curriculum overview. This was trialled by the FSPA lead in Year 4 to create a template and ensure that it would not create additional workload for teaching staff.

Parents are now provided with a weekly curriculum overview from each year group that clearly states what the children will be learning that week in Maths, English and Science. The overview is e-mailed to all parents on Friday for the following week. It includes maths methods, helpful resources and useful video links and highlights any inclusion/equality areas in the curriculum. Teachers use simple language so that it is accessible for all parents. It also includes key information for the upcoming week, for that year group.

In their end of year survey **97% of parents surveyed found the Weekly Overview useful**. They are using it to talk to their child about their upcoming learning, as a tool to discuss what they have done in school that day or week and some are using it to plan activities that would be complementary to the learning of the week (i.e. visit to a particular museum, finding a book that relates to the theme or watching a video/ movie that helps understand the topic, expand on it or make connections to other subject areas). **96.6% of parents surveyed would like to continue to receive Weekly Overviews**.

Staff are happy to continue to send out the Weekly Overviews and the school have identified some key success criteria: Keep it simple; Make sure it does not add to staff's workload; Have a standardised format and clear guidelines for all staff, so that there is consistency within the school and all staff know what to include; send them all out at the same time.

The percentage of parents who said they were given information each week on what their child will learn **increased from 85% to 98%**.

Roxeth Primary targeted parents where they felt there was currently not a positive relationships between school and home to create an understanding that they were working partnership with parents, and valued their input as an essential part of their child's journey within the school.



They tailored workshops and created a safe space for parents to be able to talk as a group and to the SENDCO/DSL, to ask questions and share positives/concerns. Parents were specifically signposted to the workshops, and within these, they were shown what the school does in order to support the children. Using some external agencies to provide the workshops helped to bridge the divide between parents and school, and allowed for a common ground and theme to discuss whatever arose.

They created termly, in-person, support planning meetings to talk with parents/carers about the progress their child is making, and to review targets that had been set, as well as set new targets for them, with a shared vision of what they aspired for, for the child. Children were also involved

though various ways, in order to ensure that the communication was shared and partnership was demonstrated to them as well.

One parent in particular has massively appreciated the changes that were implemented and is now informally representing/championing the views of parents and children with SEND and is accessing almost all relevant workshops, with the confidence to make suggestions and chat with staff about improvements going forward – in a constructive and positive way.

As a result of implementing increased interaction with parents of children with SEND, they saw a huge improvement in the amount of parents that both attend the workshop, as well as the nature of their relationship with the staff and SENDCO. Many of the parents are visibly more comfortable to speak to a member of staff and are asking about workshops or making suggestions to improve aspects of SEND provision within the school in a positive way.

Over the year they learnt that while parents may be interested in being more engaged, there are barriers that are sometimes difficult to remove. They found translators helped parents who weren't able to understand the content and that individual conversations, personalised emails and invite-only sessions have made parents feel comfortable and assured that the workshops they are going to attend are not only relevant to them, but attended by parents who are in the same position.

Greenfields Nursery School & Children's Centre wanted parents of children with additional needs to feel more confident to support their child's learning and development at home.



They created activity packs to send home at least once a half-term. Each pack comes with instructions, and staff make sure parents understand what to do when given them.

The staff model activities for parents so they feel confident in carrying them out. This is done daily, either at the beginning or the end of sessions. They have put together video clips of staff carrying out various activities for families to do at home which will be posted on their activity blog on their website, and links will be sent to all SEND parents.

Staff are also making sure that they are available to speak to families frequently and give feedback daily. If parents require further support, the SENCO and SEND support team will arrange this to support these families.

They also signposted parents / carers to parenting groups and workshops at the centre such as: Spotlight; Makaton; Fun and Learn; Talk and play groups. They send out fortnightly newsletters which are now specific to the room, information on SEND is added to every newsletter. They have a Makaton sign of the week and this is included in newsletters and displayed around the centre.

Feedback on the home learning packs has been extremely positive: *"I am finding the home learning packs great as it helps me and H's engage and play in a meaningful way."* *"E, Loved the home packs. They really helped her to focus and expand her concentration."* *"We really enjoy the home learning packs as it is something he looks forward to and continues to play with it till it is returned. It has allowed him to use a range of words, which has been positive to. We look forward to receiving the pack each week."*

Changes to baseline data:

Staff: Teachers provide regular, interactive home learning activities which are differentiated for children with SEND **increased from 44% to 75%**

Parents: I am given information each year on home learning activities which is differentiated to my child's needs **increased from 71% to 86%** & The school or nursery provides regular home learning or activities which are suitable for my child **increased from 47% to 86%**

Holy Family Catholic Primary School wanted to improve the opportunities for parents of children on SEN support as the initial survey showed only 25% were happy with the current offer.



Baseline information was shared with SLT and subject leads and they devised a range of workshops and coffee mornings across the year to focus on different curriculum areas alongside SEN specific workshops focused on interventions and areas of SEN. A range of teachers delivered curriculum based workshops but within these there was a focus on ensuring that strategies to support SEN learners were included. There were also SEN focused coffee mornings run by the SENCo as well as Speech therapy and the Educational Psychologist.

Alongside this they delivered workshops for parents whose children do specific interventions so they could come and learn what to do and how the intervention works. The focus of these were spelling strategies, Zones of regulation, colourful semantics and blanks levels of questions. Workshops have been promoted via the newsletter and SEN specific ones have been emailed to SEN parents directly.

Parents that have attended the workshops have found them to be very useful. The school has had lots of positive feedback from parents. Parental understanding of how to support their child's learning has increased. For SEN parents the opportunity to take part in workshops that show them what interventions are and how they are used have proved most beneficial. The parents have been empowered to use the same techniques to support their children at home with things like emotional regulation or supporting their sentence construction using colourful semantics. It has bridged the gap between home and school and enabled the parents to use tools to support their children that the children are familiar with.

The percentage of parents of children on SEN Support who were happy with the workshops offer in the end of year survey had **increased from 25% to 88%**.

Grove House Nursery School & Children's Centre focussed on home learning and set out to ensure that children with SEND were given appropriate and interactive home learning activities.



Once children had had the opportunity to settle into nursery and they understood their starting points and needs they put together some resource packs that could be shared with SEND families to use at home. Over the year they adapted the things available to send home based on a trial and error basis. Individual key workers and 1:1 support staff have been keeping a record of which children are accessing the home learning resources and whether they found them useful or not. They arranged workshops new resources and although parents who attended found them very beneficial attendance was low and they found sharing resources in 1:1 meetings with families to be more effective.

They reviewed the books available for older children, as they found that much of what they were offering was not suitable for children with additional needs and that some parents had stopped borrowing books as their children were coming home with paper picture books that children were not able to use without damaging. They ensured that there was a stock of board picture books and sensory books available for children for whom paper books are not appropriate. They made some personalised books for children to access from home based on their personal learning journeys, such as social stories containing the children's own pictures and shared useful visuals that are used at nursery to enable to parents to use the same at home.

As a result that feel that families have had increased access to home learning resources and some of the families have taken full advantage of it and really benefitted. There has been really positive feedback about sharing visuals with families. Giving parents replicas of the visuals used at nursery allows them to create some consistency between nursery and home, and this has helped with the children's understanding and responses to these visuals.

Changes to baseline data:

Parents: I am given information each year on home learning activities which is differentiated to my child's needs **increased from 50% to 75%**

Staff: Teachers/Staff provide regular, interactive home learning activities which are differentiated for children with SEND **increased from 32% to 48%**

Clifton Primary School wanted to increase parental understanding of the British Education system, to have better attendance at workshops and school events such as assemblies and for parents to understand the importance of engaging in school life.

They started by creating a monitoring process so they could understand which parents were not currently engaging. They created registers for workshops and assemblies to monitor reach.

Following this they started sending out 'We missed you' slips to parents who did not attend and contacting those parents who rarely or never came to workshops and assemblies. They ensured they sent simple information to parents explaining what each workshop or event was and why it was important to attend. Parents are also given more notice than they were before to ensure they can attend it. Each session begins with a brief description and they also carry out 'confidence checks' with parents pre and post to measure understanding and impact. Parents who attended received a Thank You from their child.

They held a parents' workshop on understanding the British Education system and the school curriculum and provided frequent updates through ParentMail. They created a suggestion box for parents to capture feedback and ideas for future sessions.

Over the year assemblies and workshop attendance have been monitored and since the beginning of Spring term, they have seen a large increase in the number of parents attending. After introducing the 'Missed You' slips they saw attendance double at some assemblies. They also focussed on engaging male carers after noticing that far fewer were attending and this has led to at least 6-8 male carers attending each assembly. Parents are speaking with school staff more about how they can access the curriculum and support children with their learning.

Staff survey responses to "Our school believes that all of our parents have the capacity to support their children's learning" **increased from 63% to 71%**. Parents responding positively to "The school has lots of opportunities for parents to attend events at school" **increased by 10% to 88%**. Responses to "The school lets me know I am important to my child's learning" **increased to 89%**.

Theme 4: Empowering Parents and Carers to Develop their Own Skills

Signposting Training from SP&ET

This year the SP&E Team ran two sessions for school staff to support them to signpost parents and carers of children with additional needs to local support services for them and their family.



These were attended by all 12 schools taking part in the programme, usually by 2 or more people who are now the school 'experts' on signposting.

As a result of the sessions staff confidence to signpost parents and carers of children with additional needs **increased from 4.2 to 8.6 out of 10**.

"Well organised session with great resources." "Chances to network and discuss common threads. Time to discuss what we need to do and put down in time slots. Pack with supports and prompts."

Schools created an action plan to support them going forward and following the training schools cascaded the training to all staff and all parents. They also created new webpages, Padlets, newsletters and notice boards to increase the accessibility and flow of information to parents.

Greenfields SEND Support Board

Firstly the setting looked at the categories of information they wanted to include, both for within the centre and in the community. They also visited other settings. They planned how to make the board as engaging as possible and took photos of parent workshops as well as photos of the key staff for SEND so that parents could identify them easily. They included a welcome message in many community languages and photos of public figures with SEND. They liaised with other professionals, such as Ealing Contact and the S&L Team to get up-to-date timetables and posters / leaflets. Once completed they surveyed parents and carers and asked them for feedback which was then used to improve the board even further.

Baseline Data

Parents: I know what the Local Offer for SEND is **increased from 47% to 80%** & The school have provided me with information and support about the Local Offer and I know who to talk to in school if I need more support **increased from 68% to 90%**

Staff: There is a SEND noticeboard in a prominent place in school with information for parents and carers of SEND pupils, including the Local Offer **increased from 30% to 100%**, All parents are given information on the Local Offer for SEND **increased from 56% to 88%** & There are nominated staff in school who can support parents to understand the Local Offer **increased from 89% to 100%**

Cardinal Wiseman School wanted to establish a new Parent Staff Association which would welcome and engage all families.



Over the year they have established a thriving PTA. All parents and carers are invited to attend meetings and events. The PTA meet regularly with the Headteacher.

The PTA have organised a number of successful events for example: a team of 5 runners ran the Ealing Half Marathon and raised £13,000; the Christmas Raffle raised £8,000 and a Quiz night raised £3,000. They have also set up a pre-loved uniform shop which raises money and supports families with affordable uniform and this has raised £7,000.

Parents feel listened to and enjoy working alongside staff to plan events. They have been able to support families through the uniform shop and by subsidising student events such as Prom to make them more accessible.

In an OfSTED survey **95%** of parents said they would recommend the school to another family and Inspectors noted "Leaders work very closely with families to ensure that barriers are overcome"

The percentage of parents/carers agreeing that the PTA works hard to get new families involved and welcome them to the school **rose from 41% to 80%**

The percentage of staff agreeing that the school has a parent staff association or similar which is accessible and actively recruits new members and welcomes new families **rose from 23% to 87%**

Dormers Wells Primary School wanted to increase parents understanding of the outside agencies working with SEND pupils and for them to have a clearer understanding of agencies involved with their child and improve their use of advice given at home.



They held parent workshops run by the Speech & Language Team, Schools Counselling Partnership (SCP), CCS and the Family Support Worker to support parents with pupil's behaviour and learning skills at home opened up a discussion around these areas. The Speech & Language session included the opportunity for parents to book individual slots with the therapist which was extremely successful and this is a model the school would like to use more often in the future.

Staff also had training from different services in order to support them with their understanding of what the services do. This included a SCP CPD session on how to manage difficult behaviour in the classroom, Attachment in the classroom training for support staff, Developmental Language Delay CPD for staff from the SALT and internal CPD delivered by the SENDCO.

Other onsite opportunities for parents of children with SEND have increased significantly, including coffee mornings, achievement mornings, stay and play sessions and additional onsite parent consultations. They returned to in person annual reviews and introduced in person SALT sessions with the therapist, parents watch their child's therapy session via live video link and then discuss it with the professionals. Onsite sessions and workshops were well attended, however the amount of SEN Support parents was significantly lower than ECHP parents so this will be a focus for the coming year.

Parents have more regular times to meet on school site to discuss their children's needs. Half termly meetings for SEND parents and workshops have been well attended by parents and they feel more able to come and discuss their needs and difficulties. Parents are more confident in using strategies used in school for SALT and OT at home following the sessions. Parents have higher levels of support in understanding their children's needs. The SALT sessions have been really beneficial for parents of children in understanding their individual targets and appropriate strategies to use. Next steps will on-site coffee morning delivered focusing on new website and signposting opportunities.

As a result, parents have a clearer understanding of which outside agencies work with their child and the reason for this. In addition, they have had support with how to follow the therapy plans and deliver the plans at home.

Changes to baseline data:

Staff: Our school offers onsite workshops and events which support parents and carers of pupils with SEND the percentage of staff who said this was well established or developing **increased by 18%** & Our school brings external partners into school which can support parents and carers of pupils with SEND the percentage of staff who said this was well established or developing **increased by 17%**

Parents: The school or nursery runs workshops and events delivered by themselves or others which support me as a parent of a child with SEND percentage of parents responding YES or Sometimes **increased by 30% to 100%**.

Barham Primary School wanted to ensure better support for families of children who had a diagnosis or were in the process of getting a diagnosis of Autism Spectrum Disorder (ASD). The rates of children diagnosed with ASD at Barham is increasing year on year and the level of needs that these children have can be very different.



They trained two members of staff – the SENDCO and Parent Liaison Officer on Cygnet Facilitator training. This enabled these members of staff to deepen their own knowledge about ASD and to work in partnership with Barnardo's and the local authority to run an 8-week course for parents in Barham and the wider area. The course was run at Barham and of the 20 parents who took part 10 were from Barham. They ran the sessions alongside one of the Family Support Workers from the Alperton Family Wellbeing Centre and a local Social Worker.

In the first few sessions parents were nervous and many were not keen on sharing details about their children and their own personal circumstances. However, as the facilitators grew more familiar with them and started to share their own stories, this quickly changed. By the third or fourth session, parents were being very candid about their experiences and were actively asking for help. As facilitators represented a range of services within the borough, they were able to signpost

effectively to enable parents to access suitable services. By the end of the program, the group had formed good relationships with each other and had created a WhatsApp group to maintain contact beyond the last session.

Children of parents that had attended the course seemed much calmer in school. Parents were using the same techniques as the teachers and this gave children a greater degree of constancy.

After reviewing their baseline data **Mayfield Primary School** wanted to increase parental engagement with school in order to empower parents to advocate for their child, whilst developing their skills and knowledge.



Over the year they have set up a series of 8 coffee mornings covering a variety of topics and ranging in style from information sharing sessions, discussion-based groups and interactive workshops in order to skill up parents and increase their knowledge. They launched the SEND FSPA scheme to parents at the first coffee morning discussing their aims for the year and beyond, as well as asking parents for their views on what would help them through discussion and the initial survey responses. An overview of Speech and Language led by the speech and language therapist (SaLT) and mental health support provided by the school counsellor within the school; was also shared at this meeting.

Following this a series of sessions was planned across the year until May 2024. These included a session with the SaLT providing advice and information about social communication; an occupational therapy (OT) session with the school's OT champion specifically aimed at early years and SEND parents providing an interactive workshop on building functional skills.

The School counsellor held two meetings, open to all parents focusing on listening to your child to support their needs. Additionally, a discussion-based group around anxiety and stress allowed parents to share their challenges and strategies to support one another.

A session where CONTACT were invited in was particularly successful and well attended. A great deal of information was shared and parents were signposted to further resources and sources of support. This was followed by another session led by school staff on the local offer with interactive online support in order to give parents the skills to access this independently and advocate for their child.

The CONTACT coffee morning in particular strengthened relationships between parents. During the session parents opened up about difficulties they were experiencing with their child and how sometimes it can be overwhelming caring for a child with SEND. Following the session, a parent only session facilitated by CONTACT was held to support parents with challenges and advocating for their child. Parents requested further time with each other to explore a range of supportive strategies.

One parent in particular wrote an email to the SENCO to say 'The meeting on Tuesday was really helpful. It's such a great service! Thanks for introducing me to it.' She has now been to several sessions outside of school meeting with other parents and agencies to gain insight and skills to advocate for her child. She has signed up for online courses to develop her knowledge and feels more confident to face the future as her child transitions to high school.

A parent of child in Year 3 has advocated for their child and sought information regarding difficulties, based on initial information shared at school. Further research and links have been shared back with the school to support not only her child, but other children as well.

Baseline Data

Parents: The school runs workshops and events which support me as a parent of a child with SEND **increased from 13% to 67%**

The school provides information and guidance to ensure their child and family can access the services and support they need **increased from 30% to 67%**

Staff: Our school provides parents and carers of pupils with SEND with information and support which enables them to be a strong advocate for their child **increased from 59% to 78%**

Whitchurch primary School targeted their EAL Parents with the aim of empowering and enabling them with confidence in English communication (written and spoken word) and with skills and tools in Basic English and strategies to support children at home.



They worked with Stanmore college to offer free ESOL classes to parents, these were offered to all parents and carers. They worked with the college and the course was arranged at a time that would be able to pick up their children straight after. The course was held at school so it was a familiar place for parents and a member of school staff was on hand as a familiar face for parents, which they hoped would encourage parents to sign up.

In the end they ran a 3 week taster but did not receive enough parents to run the full course on site, however, they built valuable links with the college and were therefore able to signpost and support parents to attend a variety of different courses including employability skills as once they were registered they could sign up to all the courses on offer.

They offered workshops to parents and carers to help them to support their children at home, for example Phonics workshops to Year 1 parents and gave them the opportunity to come into school to have a look at the learning that is done in school to help them to understand what they have been teaching the children within school. All workshops were at full capacity and received excellent feedback from parents.

Adult Learning Baseline data:

Staff data for **increased from 42% to 67%**

Parents Data **increased from 48% to 65%**

Greenwood Primary School wanted to improve access to information on SEND services for both parents and staff, to support parents to become strong, confident advocates for their children



The school employed a Parent Support Advisor (PSA) to provide support, assistance, and signpost parents. The PSA has worked effectively in supporting parents and they have given very positive feedback. They have received lots of positive feedback and thanks from parents. Over the year the school has provided a wider range of timetabled workshops for SEND parents. Parents were targeted to encourage attendance by class teachers, the SENDCo and the PSA. As a result, attendance was high at all workshops and they plan to expand the range on offer next academic year. Powerpoints were also circulated to parents after the sessions to ensure everyone received the information.

The SENDCo ensured that all staff received the training on the Local Offer and all parents received the LO leaflet in the Spring Term. They also created a SEND Newsletter which is circulated to parents which has been very well received.

The percentage of staff responding that support for parents and carers of pupils with SEND with information and support enabling them to be a strong advocate for their child was either Well Established or Developing increased by 25% to 100%. There was also an increase in staff knowing about the Local Offer and who to refer parents to if they needed support to access it.

Greenfields Nursery School & Children's Centre wanted their parents to become more confident in communicating with others in the centre.



To achieve this they set up SPEC (Speaking English with Confidence) conversation club which started at the beginning of the summer term and is run by two volunteers from the staff team. It is a drop-in session and they currently have 9 parents attending on an adhoc basis. All staff are giving parents positive feedback and thanking them for conversations. Parents are also encouraged to attend visits with their children offering more opportunities for them to practice their skills.

As a result parents are growing in confidence and will speak to a range of adults at the nursery. 57 parents have attended the places of worship with their children. More visits are planned for the Summer term for summer picnics and a trip to Hanwell Zoo.

Alongside the club they delivered a range of workshops to enable parents to support learning at home: Looking at Books; Importance of Communication; Sensory Play and Home Learning. They have seen attendance at workshops increase across the year as staff have become more confident in targeting and talking to parents.

Baseline Data:

The percentage of parents who reported that the nursery tells them about opportunities to develop their own learning or skills **increased from 50% to 80%**

The percentage of parents who reported that the nursery provides information or runs workshops that helps parents to support their child's development at home **increased from 60% to 86%**.

St Raphael's Catholic Primary School wanted to provide more onsite opportunities for parents of pupils with SEND. Recognising the importance of fostering good relationships between home and school they therefore wanted to organise a series of workshops to engage parents in their children's education and therefore decided to start by focusing on the parents of pupils in EYFS and Key Stage 1 as they embark on their primary school learning journey with their child, and who may also be at the initial stages of identification of possibly having an additional need.



They started by hosting a Parent Workshop for the parents and carers of pupils in both EYFS and Year 1, where they would also hear presentations from the Ealing Speech and Language Therapy Service. In addition, they invited both Polish and Arabic speaking interpreters to the session to help with some parents where language may be a barrier to accessing the support.

They advertised the Parent Workshop through a range of methods: Flyers sent to all parents and carers in Nursery, Reception and Year 1 in both English, Polish and Arabic; Class Dojo messages and emails reminding parents and carers of the time and date; Feature in the School Newsletter; Staff approaching individual parents who we felt would benefit from the session

They also ensured that classes were covered so that 3 teachers as well as the SENCO and EYFS Lead would be able to attend either all or part of the session, so that they would also be on hand to answer questions from parents if needed, or simply to have an informal chat over coffee.

The presentation covered topics related to how children learn to communicate, how parents can support their child's communication, and what to do if they have a concern related to their child's development. Following this presentation, parents had a chance to stay behind and meet with any of the professionals present.

With a total of 27 parents and carers in attendance, they were absolutely delighted with the turnout as this was one of their most well-attended events of this kind for the school.

Qualitative feedback was obtained through open-ended questions in the post-workshop survey and the responses were overwhelmingly positive:

***"Yes, it has been quite informative and it is good to meet the people who work with our children."
"I know now that being bilingual doesn't influence children learning English in a negative way."
"More of the same please!"***

The overall feedback was that the workshop proved to be beneficial and provided parents with practical strategies and tools to support their children's learning and development at home. As a result, parents reported feeling more confident and informed about how best to support their child with SEND.

The benefits they have seen are:

- Increased parental confidence with how to support their child's speech and language development
- Improved relationships with parents – opportunities where parents feel welcomed into school and given time to talk to staff in a relaxed, less formal environment, helped to develop the concept of home and school working in partnership
- Positive Feedback – the feedback received regarding the training was very positive. But in addition, the parents enjoyed the opportunity to meet other parents and simply sit, chat and share experiences.

Theme 5: Supporting Successful Transitions

Clifton Primary School wanted to improve the transition experience for families whose children start school outside standard admission times. Before children start they receive a home visit from the Inclusion Lead to ensure that the school know as much about the family and their circumstances as possible, this provides vital information. On the child's start date the school arrange welcome meetings for parents with a designated member of staff. The aim is to help them better understand the British education system and the expectations of the school. They also take them through a local welcome pack created which covers a range of areas included healthcare, adult learning, finding work and leisure activities. The same member of staff then schedules a follow up meeting two weeks later to check on the parents' progress and check whether they need any further support or signposting. They also ensure key information on the school website are available in community languages and have several multi-lingual staff who are available to translate meetings and workshops. They encourage an open-door policy where parents can feel welcome to discuss concerns or ask questions at any time.



Over the course of the year they saw **increases** in their staff data for the following areas:

- Communication is modified for non-English-speaking or low-literacy parents and those new to the British Education System
- Our school provides parents with information and support to enable them to understand the education system and be an active part of their children's education (**24%** increase!)
- Our school provides additional support for those families with children entering the school outside standard admission times

Earlsmead Primary School wanted to improve the induction process for families joining the school and ensure effective communication with families who join outside standard admission times to support families and also reduce mobility. They held induction events in September which were well attended, they are now planning to either add a second session for families who join later in the year or to video sessions and ensure they are added to the website. They raised the profile and usage of Class Dojo as the main communication platform across the school. Teachers promoted and assisted new parents with sign up, admin staff included 'how to' manuals in Prospectus packs.



They developed and shared a Mobility Policy and created a New Joiner Checklist to ensure consistency of induction for new pupils at whichever point they start. This is also included in new prospectus packs for new parents so they know what to expect. All families joining Nursery received a home visit or family meeting prior to starting. They also added two 'Stay and Play' sessions for parents and children so they could become familiar with the setting and begin transition.

At the beginning of the year mobility was 40% in some classes, however since January this has **stabilised to 15%** across the school. As a result numbers on roll are improving as families are staying at Earlsmead. As of April 2024, **100% of pupils** have at least one parent signed up to Class Dojo. Their Induction Checklist ensures all families arriving mid-year receive all the most recent class information that has been distributed.

The Overall Impact of the FSPA Process, Building Capacity & Long-Term Change

The Family School Partnership Award and the SEND Family School Partnership Award support schools in making long-term, sustainable changes to the way they work with parents and carers which lasts beyond the year they are engaged with the award. The process also builds capacity within schools to ensure the whole school changes can be realised.

Unlike other award processes it uses highly detailed stakeholder data to highlight priority areas as well as guiding schools to link their work for FSPA & SEND FSPA clearly to wider school priorities. It encourages schools to see engagement with families as integral to everything they do rather than an add on. The process advocates they adapt a whole school approach to how they work with parents and carers. Over the year schools make systematic changes, based on evidence with the aim of ultimately improving outcomes for their pupils. The extent of these changes are measured at the end of the year to demonstrate their impact.

Many schools see their year working towards the awards as the start of the journey rather than the end. They use the focus of the year to galvanise interest and engage stakeholders and use the data and feedback gathered through the year to inform their next steps post achieving the award. Below are some examples of schools explaining the long-term impact in their settings.

It has given us the opportunity to dedicate more time in supporting our parents of children with SEND. It has helped many of our parents to understand SEND and to accept assistance from external agencies. We have several parents that eagerly assist others to access services and often refer them to our 'Local Support' noticeboard in school to ensure that they are receiving all that they are entitled to.



By working with our staff to increase their confidence in supporting these parents and to seek support of our Senior Leadership Team, we feel that this has also had a benefit on staff and their levels of confidence. Our ECTs have been asking many more questions and one has signed up to be our Autism Champion across the school and is working closely with our SENDCo to support staff in school to better understand and support our learners with autism.

Barham Primary School

A significant increase in school/parent collaboration and enhanced community spirit. [There is] improved relationship building with families and more parent workshops with several parents sought additional support from the school following sessions.



Cardinal Wiseman School

This year the SEND FSPA has brought some issues faced by our SEND children and families to the forefront. Working on this project has helped us to find time to ensure these issues are thought through and addressed. We always strive to ensure everyone is included, but the large increase in the number of children with social communication needs we have seen over the last 10 years has meant that what we offer and the way we support these families needs to change. I feel that the SEND FSPA has helped us to make these changes and that what has been achieved this year will be sustained going forward.



Grove House Nursery School & Children's Centre

Within the school all staff have been involved in the training sessions, including office staff and school caretaker. This is invaluable in ensuring that information and approaches to SEND are consistent across the school. Staff confidence in building positive working relationships with parents has increased enormously. Sessions have led to changes in the whole school strategy around meeting with parents of children at SEND Support. Going forward it is hoped that these interactions will be more positive and productive for both school staff and parents alike.



More parents have been interacting with external providers and attending workshops to help them develop their skills and knowledge in order to support and advocate for their child. Some parents have offered to help one another, families have made links and set up playdates together as well as finding information to share with each other. Parents are more open to talk to school staff about challenges they face and how they can overcome them.

Due to the success of the SEND FSPA year, the initiatives introduced will be continued and built upon into the future. The recent survey highlights many positives about the year and further areas to develop moving forward including some from parental feedback such as neurodiversity, supporting learning and transition.

Mayfield Primary School

Participating in the SEND FSPA process has been transformative for our school. It provided a crucial opportunity to reassess and refine our communication strategies with parents of SEND pupils. Through dedicated training sessions, our staff gained valuable insights into enhancing support for these families and fostering stronger relationships from the parents' viewpoint. This has not only empowered our staff to communicate more effectively but has also created a more cohesive community dedicated to ensuring every SEND child receives the support they need to excel. The process has heightened our collective aspirations, reaffirming our belief in the limitless potential of every child, regardless of challenges they may face.



Stanhope primary School

More parents are engaging with their children's learning, attending assemblies and workshops and being involved in school activities and trips. Parents have a better understanding on the British Education System for parents and are asking questions about their child education. Families have a clear and succinct way of accessing the children's curriculum from home and interacting with their child's learning from home.



Clifton Primary School

From our baseline data at the start of this project, we have improved in almost every single area. While this is an amazing outcome for us, it has also helped to highlight where we need to enhance our focus next.



This project has been incredibly transformative for us as a school and for me as a new Headteacher. It has brought to light so many revelations around the needs and challenges that our families face and empowered myself and my team to tackle them head on. Our parents and children are happy, numbers on roll are improving and staff turnover has also reduced.

Earlsmead Primary School

The SEND Family School Partnership Award has been one of the most rewarding and worthwhile projects we have engaged with at St. Raphael's Catholic Primary School, as its primary focus is on supporting families of pupils with SEND. The training we have received and the resources we have been able to use to support staff in areas such as 'Building Positive Relationships with Parents of Pupils with SEND', have enabled us as a school to further improve how we work in partnership with our families and has helped to focus our attention on simple changes we can as a whole school.



St Raphael's Catholic Primary School

The FSPA process has had a profound impact on our school. We have significantly strengthened the family feel of the school, and the feedback from parents and carers has been incredibly heart-warming. Parents have expressed their appreciation for the enhanced communication and the increased number of events that bring the school community together.



We are excited that this is just the start of our journey. We look forward to making further adjustments to ensure we are fully living up to our mission statement of "Working and learning together with Jesus as one family." Our efforts have not only improved parental engagement but also created a more inclusive and supportive environment for our pupils.

We are also pleased that families are sharing their positive experiences with others in our community. This word-of-mouth endorsement has led to an increase in new families joining our school, further enriching our community. Additionally, staff have reported feeling more connected and empowered, thanks to the professional development opportunities provided through the FSPA process.

Overall, we are delighted with the progress we have made and are committed to continuing this work to make our school the best possible environment for our pupils and their families.

St Gregory's Roman Catholic Primary School

The school has made significant changes to support offered to our parents of children with SEND and that has had a positive impact on the relationship with those parents. The staff have benefitted from the training opportunities and the children have felt the impact. SEND pupils are fully included and celebrated in all aspects of school life and those achievements are communicated regularly and positively to parents. It has made the school more aware of how to build positive relationships with parents, especially those that have been previously challenging to reach and has enabled us to enhance. It has raised the importance of supporting families of children with SEND and started us on a trajectory of improvement that is ever evolving and adapting to meet the needs of the school community.



Holy Family Catholic Primary School

The impact for me has been that I have gained knowledge that I have been able to share with other staff via CPD to them relate and communicate with parents and carers. As a school I think that the impact has been that we have gained a start point to be able have a better understanding how to work with our parents/carers and how we can work together make our partnership work expand and flourish.



Whitchurch Primary School

We now have a consistent approach towards effective family-school partnerships at Greenwood. This is clearly understood by all stakeholders – staff, Governors and parents. We have worked hard to further develop how we work with parents and providing them with information which enables them to be better advocates for their child. The new ideas that we have implemented will continue to grow.



Greenwood Primary School

Overall, the FSP project has been a career-changing experience for me; participating in something I am truly passionate about has fuelled my desire to ensure that we are achieving the changes we want to see. Our school has truly taken on board the suggestions we received and fully embraced the active improvements we implemented. It has made staff feel more understood and has helped to foster more positive relationships with parents.



The overall impact has been consistent and steady. As a school, we are pleased with the progress we have made this year, even though we are aware that there are still many improvements that need to be done and that they will take time to implement. However, I am positive we will continue to see the effects of this project for years to come..

Dairy Meadow Primary School

The main impact of this process has been the time we have had to reflect on our practice when supporting our pupils with SEND and their families. I think the data really helped the class teachers reflect on their practice. When we delivered the whole school CPD, staff saw the difference in their survey results for how they thought we were doing as a school (very well and mostly green) compared to how parents felt we were doing (lots of amber & red).



The survey results speak for themselves in terms of percentage increase for both parents and staff but I feel the process is more than that, it is about unpicking and truly reflecting on your practice to then see how you can make improvements.

Staff are 100% more invested in parents and families of [parents with SEND - they want to work in collaboration. Staff have commented several times that the parent meetings they used to 'dread' have become enjoyable because they have the relationship with parents. They see the more communication, the more positive it is.

Christ the Saviour CofE Primary School

There has been lots of positive changes. Staff feel more confident engaging with parents, particularly the 'hard to reach' parents. Parents have more knowledge of the curriculum and can support their children with home learning if they choose to. Black and dual heritage parents feel listened to and part of the school community.



Dairy Meadow Primary School

Staff have said that they found the training useful and it has helped them with building relationships and having difficult conversations with parents. Staff have a better understanding of parent's experiences and how this can impact their relationship with the school. Parents have responded positively and have said they feel more included in their child's education.



New parents have said they found the induction process supportive and informative. It has helped their children to settle into their new school quickly. Parents that have children with behaviour difficulties have said that they feel more supported and welcomed into the school community.

St John Fisher Catholic Primary School

Learning and Advice for Other Schools

I am incredibly grateful for this experience and encourage other Headteachers to participate in this programme and invest some time in the people who really matter – our families. It is a pacey programme and no time is wasted. [The FSPA Team are] incredibly insightful, experienced, helpful and overall joy to work with. The group problem solving from other participants and the examples of how other schools tackled similar challenges to our own were a massive help to me in improving our provision for families.



Earlsmead Primary School

When thinking about undertaking a project such as the SEND FSPA there is always the worry that tasks involved will be onerous and time consuming, but I am so pleased to say that this has not been the case at all. All of the training sessions and meetings I have attended throughout the year have been well organised and efficient, all of the tasks have been designed to fit in with school life and work seamlessly alongside and as part of normal practice, and the support and documentation has been brilliant. During the meetings I have enjoyed listening to the projects the other schools have been undertaking and it has been great to share ideas and resources with others.



Of particular note was the train the trainer trainings we attended. These sessions were enjoyable and well organised, and the resources and support provided to go back and run the training at school were brilliant. When we ran the training at school we got lots of feedback from the team about how much they learned and how much they enjoyed it.

Grove House Nursery School & Children's Centre

To any school looking to take on this journey I would say, that this is 100% worth it. Taking on more work can seem like a daunting and unnecessary task but taking part in this project has truly been a wonderful experience. From the very first meeting to the very last email, the support from [the FSPA Team] has been overwhelming and makes the entire process seamless and stress free. Everything is well thought out and delivered in a way that has maximum impact on those taking part. The 'Train the Trainer' sessions were some of the best training I have been on in my career and the feedback from staff has been phenomenal.



Over the course of the year we spoke about unconscious bias and many staff came to the realisation that they had unconscious bias with not just parents but other members of staff; however, since then many conversations have taken place informally about culture and the importance of not only understanding each other but our children and parents too. This is a change that may not have occurred if not for Libby and the FSP course.

To sum up this experience has been a truly educational and eye-opening journey. As a school we still have some ways to go in making sure that everyone feels heard and has the resources available to them, but this has been the first step in a very long journey to making sure that Dairy Meadow utilises the Family School Partnership ethos when engaging with parents in the future.

Dairy Meadow Primary School

I would share that this whole experience has been eye opening and incredibly informative in terms of knowing your parent body and where the gaps are for positive change. In terms of the actual FSPA process, it has been incredibly easy and not as time consuming as you may suspect: everything is broken down into small, achievable chunks and information is clear in terms of expectations and paperwork completion. All the data is broken down for you and analysed so you can very quickly spot gaps and derive an action plan. We have loved the experience and found it hugely beneficial for our school and our parents!



Christ the Saviour CofE Primary School

It has been an amazing opportunity to take part in the SEND FSPA. It has made us realise that we are doing lots of things to engage and support our SEND families. However, we have learnt many things on our journey through this process.



Implementing a SEND board due to outcomes has been good practice and alerts our SEND families to what is out there to support them.

I'm not going to lie, but it has given us a lot of work to do, but it has all been beneficial. For example, organising and making home visit packs for our SEND families has been very time-consuming, but it was very rewarding because parents' feedback has been wonderful, and they are enjoying sharing these with their children. As the saying goes, Rome wasn't built in a day, and we will continue to make more packs for our SEND families.

Greenfields Nursery School & Children's Centre

It has helped our school to focus in on the main priorities for the school, when thinking about parental engagement. There has been clear objectives, actions to achieve these objectives and outcomes. We have found it very useful and a great experience,



Grange Primary School

The whole process gives an insight to our inherent strengths as well as areas that we can improve upon. The process has many opportunities to share ideas with other schools. As a result of this, there have been many changes that were implemented in different areas of the school life during this year. However, we do strongly believe that this process is just a start of an ongoing journey.



Roxeth Primary School

Having the opportunity to talk to parents and have time to build relationships through coffee mornings has helped staff become more approachable to parents. It was impactful to have not only the SENCo, but also an early years' teacher jointly running the initiative. It allowed information to be shared from the first point of contact when starting school, upskilling staff from key phases and developing expertise throughout the school.



When we first saw the results of the initial survey, we were discouraged by the negative responses from some parents. However, when we unpicked the statistics, there were clear trends, where we could see obvious reasons such as limited parental events in school or a need for more time for parents of children at SEND Support, who naturally meet with the SENCo and external professionals less frequently than those with an EHCP.

Initially when we set our targets for the year, we aimed to overcome most of the more negative scores from the survey feedback. However, on reflection this was too ambitious and we need to plan more achievable outcomes over a longer timeframe.

When undertaking the SEND FSPA, time needs to be set aside to complete the tasks and paperwork regularly, in order to ensure that you are on track and can make changes throughout the year.

Mayfield Primary School

We have found that as a team we are sharing and talking about nursery events in our teams and as a whole nursery team more effectively. Having a message of the week at briefing is also working very well along with setting up the Home Learning Board.



Overall it has been a really positive experience and has helped us to focus all staff on working with and communicating with parents and it is making a difference to parents engagement with us and the activities that we run.

Greenfields Nursery School & Children's Centre

With a range of different experienced staff a key learning from the project would be not to assume staff are either aware of current resources or additional services in place for SEND pupils. In addition the 'Building Positive Relationships with SEND parents' was very successful and staff enjoyed using the prompts to role play parent conversations. Learning from this training was that staff need continuous support and training as part of their professional development when engaging and communicating with SEND parents.



The Building Positive Relationships with SEND parents was the best training I have been on for delivering back out to your school – excellent resources and activities and would highly recommend to other settings.

Dormers Wells Primary School

Do it! It has been a really worthwhile process that has made nothing but positive changes to the lives of parents and pupils. Staff have valued the opportunities for professional development and being actively part of the process of change. As a result of the staff training we have developed an action plan of ideas that would not have been achievable had they not come from the staff themselves as they are already invested in the suggestions and can see the benefit they will bring. It has had an overwhelmingly positive impact on Holy Family and the support we provide to the families we serve.



Holy Family Catholic Primary School

This has been an amazing experience that ALL schools should undertake. We all know that building positive relationships with our families is critical to ensuring all stakeholders have a wonderful experience. Taking the time to specifically work on this is not always feasible, but it is one of the most important things we can do. I would recommend this process to all schools.



[The FSPA Team] lead this project incredibly well. The support given is first class, and we cannot thank [them] enough for [their] assistance which has been instrumental in our success.

The project is perfectly run and can only bring benefits to your school. Through this process, we have been able to strengthen our school community, enhance communication, and create a more inclusive environment for our pupils and their families. This initiative has had a lasting positive impact, and we are excited to continue building on these foundations.

St Gregory's Roman Catholic Primary School

Congratulations to the schools who achieved the Family School Partnership Award in 2024:

Cardinal Wiseman School, Ealing

Clifton Primary School, Ealing

Dairy Meadow Primary School, Ealing

Earlsmead Primary School, Harrow

Grange Primary School, Ealing

Greenfields Nursery School & Children's Centre, Ealing

St Gregory's Roman Catholic Primary School, Ealing

St John Fisher Catholic Primary School, Ealing

Whitchurch Primary School, Harrow

Congratulations to the schools who achieved the SEND Family School Partnership Award in 2024:

Barham Primary School, Brent

Christ the Saviour Church of England Primary School, Ealing

Dormers Wells Primary School, Ealing

Greenwood Primary School, Ealing

Greenfields Nursery School & Children's Centre, Ealing

Grove House Nursery School & Children's Centre, Ealing

Holy Family Catholic Primary School, Ealing

Mayfield Primary School, Ealing

Mount Carmel Catholic Primary School, Ealing

Roxeth Primary School, Harrow

Stanhope Primary School, Ealing

St Raphael's Catholic Primary School, Ealing



If you would like to find out more about the **Family School Partnership Award** or the **SEND Family School Partnership Award**, please contact:

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