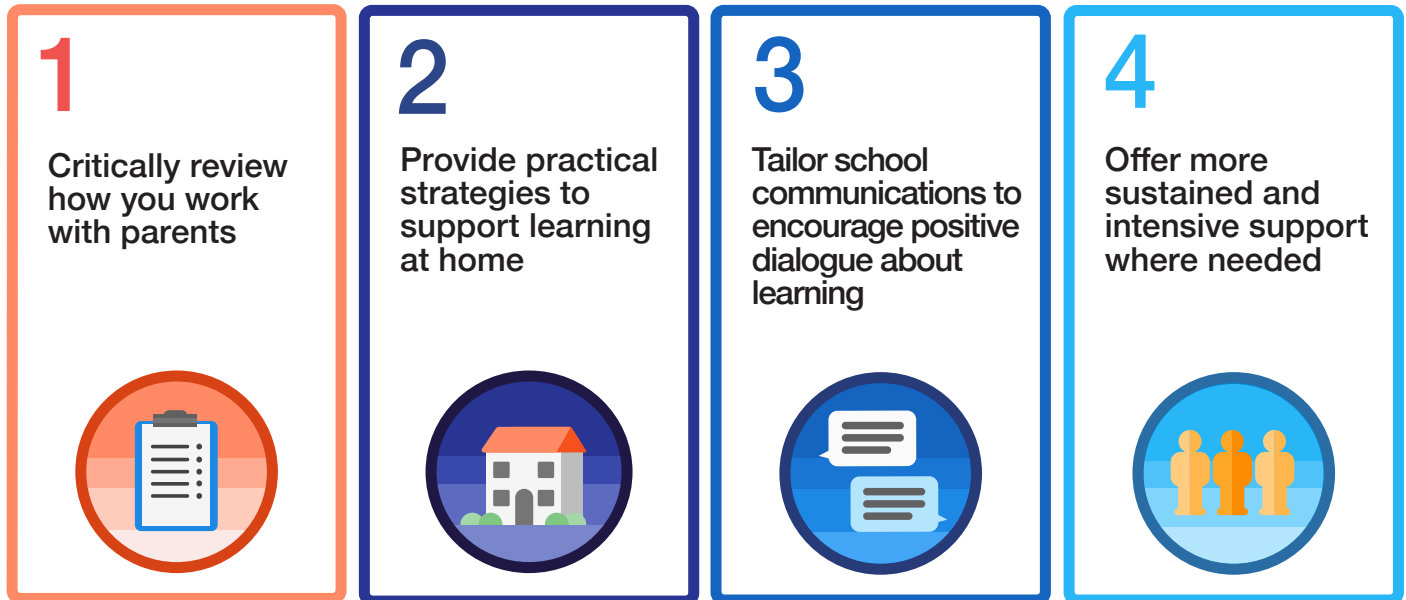


These questions aim to help schools consider how they can work with parents and carers\* to improve the learning of children with SEND. The questions draw on an overview of existing research from the EEF's [Working with Parents to Support Children's Learning](#) guidance report.



### Questions for reflection

- What tips, supports and resources are shared with parents? Are they personalised?
- When do parents of children with SEND have communication with school? Is the SENCo available at our parents' evenings, as well as the class teacher/s?
- Are personalised messages to parents linked to learning and celebrating successes?
- Are our school communications with parents based upon the best available evidence? How are the effectiveness of our communications with parents monitored?
- Are parents signposted to the Local Offer\*\* so they are aware of wider supports for themselves and their child?
- In what way does our school support parents who might have learning needs themselves?
- Are home visits considered for younger children with greater needs?
- How does parent voice come through for children with an EHC plan? How is this shared across our school?
- How does our school include parents at points of transition for the child? For example, new schools, new teachers/teaching assistants, new Key Stages?
- How does our school encourage attendance at parent events where engagement is low?
- How does our school communicate shared reading with parents?
- How do we encourage summer reading with parents?

\* Whenever we refer to 'parents' we mean 'parents and carers', including, for example, grandparents and older siblings when they have significant caring responsibilities for children.

\*\* **SEND Code of Practice 0-25 years states:** 'Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available.' Department for Education and Department of Health (2015) **Special Educational Needs and Disability Code of Practice: 0-25 years**, London: DfE.