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| The introduction of a multi-disciplinary meeting for parents and their child on transition to Belvue School |

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| **BRIEF DESCRIPTION OF THE PROJECT:**  As part of the schools ongoing school self-evaluation we came to the realisation that despite a very comprehensive transition process the information received into school was not providing a full picture of the child’s needs or their parents aspirations; concerns and priorities for them and their future. We were also aware that transition to a new school, particularly the move from primary to secondary is for some young people and their parents an anxious time. We also acknowledged that over the summer holidays a lot of changes can occur for a young person that can have a significant impact on them and their families.  We made the decision to offer a transition meeting to all our new parents after their child had settled into Belvue School when staff had begun the process of getting to know the child at a deeper level through building a relationship with them. We embraced the spirit of the new SEN code of practice (2015) that states that young people’s ‘special educational needs and disabilities will be picked up at the earliest point with support routinely put in place quickly, and their parents will know what services they can reasonably expect to be provided’. The aim of the transition meeting was to provide that information to parents and put the required additional services in place immediately in response to information ascertained or confirmed at the transition meeting.  Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), **must** have regard to:  the views, wishes and feelings of the child or young person, and the child’s parents. We strongly believe that this statement equally applies to schools and we believed that the introduction of transition meeting would set the foundations for facilitating this principle.  It was felt that the early implementation of a multi-disciplinary meeting with parents would further facilitate the following principles laid out in the SEN Code of practice (2015) within the context of the school :   * the participation of children, their parents and young people in decision - making * the early identification of young people’s needs and early intervention to support them * greater choice and control for young people and parents over support * collaboration between education and health services to provide support   The code also states that ‘parents’ views are important ….. ‘schools should enable parents to share their knowledge about their child and give them confidence that their views and contributions are valued and will be acted upon’. It goes on to state that ‘professionals should ‘ensure decisions are informed by the insights of parents and those of children and young people themselves’. To embrace this, the transition meetings were developed within the context of Achievement for All (2010) and the principles outlined in the structured conversation with parents – strand 2 - the aim of which was intended to facilitate a relationship that develops around the shared purpose of improving the educational achievement of young people with SEND; allowing for the free exchange of information and views; the evolution of supportive teaching and learning strategies and clarity of learning objectives or learning intentions in the case of our school.  We were encouraged and motivated by the outcome of the national pilot that reported;   * Parents feeling valued and listened to; * Parents feeling that the learning conversation was the best opportunity they have had to really talk to the school about their child; * Parents feeling that they were sharing ideas with the teacher about the most effective ways of supporting their child. |

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| **THE GOOD PRACTICE IN DETAIL (how it improved outcomes for pupils)**  In the spirit of the SEN code and AfA the transition meetings were designed to give parents and their child the opportunity to meet with a multi-disciplinary team comprising of the class teacher; the vertical tutor; the family worker; the specialist learning disabilities nurse and the Headteacher. It was also agreed that where there was a specific therapeutic need i.e. SLT, the relevant therapists would also invited.  The meetings are organised from the third week of the first term of the childs arrival in school. Parents are sent a written invitation to the meeting and this is followed up by a phone call from their childs vertical tutor to take them through the process and explain any queries about the process. Parents are also made aware of the agenda for the meeting and the guiding principles underlying the process particularly in relation to partnership working with the parents voice being of equal if not more importance.  There is a set agenda that is shared with parents in advance of the meeting:   * Independence at home and in the community i.e. sleeping, eating, basic hygiene; travelling independently * Behaviour at home and in the community i.e. relationship with siblings, following rules, keeping safe * Ability to communicate at home and in the community * Understanding of internet safety * Their child’s understanding of their sexual health * Anxieties parents might have about their child starting secondary school * The areas of learning parents want the school to focus on * The areas of their child’s social and emotional development they want the school to focus on * Their aspirations for their child   The meeting is conducted in as relaxed and informal manner as possible, on soft chairs and in the round, although notes are taken. The meeting lasts approximately one hour, however if it is felt that additional time is required then a second meeting is organised.  At the heart of the transition meeting is the opportunity for professionals to develop a relationship with parents of trust and respect. On a practical level it allows for checking out of information received in school to ensure that it is accurate and up to date; a chance to explore how the young person is coping at home and in the community and catching up on any new developments which supports staff in writing accurate pen portraits of the young person, known as SAR’s (Summary of annual reviews).  Transition meetings also provide an opportunity for the school to share their expectation on issues such as attendance, behaviour and homework. |

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| **Impact on pupil outcomes:**  The importance of partnership working with parents is established from the onset  Pupils have concrete evidence that their parents and school are working together in partnership to support them  Pupils get a clear message that they are at the heart of the learning process and have a voice that is heard  Fears, anxieties of parents and the young person addressed immediately  Referrals to appropriate professionals/agencies made in a more timely fashion  Updated information on the child shared with relevant agencies and professionals on a need to know basis  Professional networks are established immediately to support the child  Priority of needs identified for every young person to support targeted work and personalised pathways through the learning intentions |