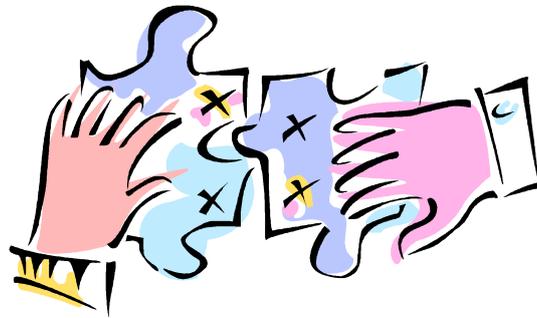




Rosebank School



Home-School Policy



ROSEBANK SCHOOL HOME-SCHOOL POLICY

DATE OF THIS POLICY:	October 2017
Ratified by Governors:	To be ratified
Frequency of update:	Every 3 years
Due for revision:	October 2020
Person responsible:	Lucy Lee

ROSEBANK SCHOOL

HOME-SCHOOL POLICY

RATIONALE

Rosebank recognises that parents are a child's most important educators and know their child better than anyone else. We therefore greatly value their knowledge and experience and seek to work in partnership with parents to support the child in achieving their full potential.

Some of the benefits of staff and parents working together may include:

- Staff and parents increasing their skills and understanding by learning from each other;
- Parents and staff discussing their own priorities and objectives to agree as to what might be worked on at home and at school;
- Staff and parents exchanging information about the child's behaviour at school and at home which reduces the likelihood of incorrect assumptions being made about what happens in each of the settings;
- The approach to teaching particular skills (eg self-help, communication) or supporting positive behaviour being monitored both at home and at school;
- Staff and parents discussing the activities a child enjoys and arranging for the child to enjoy these activities both at home and at school.

AIMS

We aim to establish both formal and informal networks of communication with parents to ensure that school is welcoming and accessible at all times.

We appreciate that many pupils travel long distances and therefore many parents do not have daily face-to-face contact with school. In addition, the nature of the children's difficulties means that many are unable to communicate about events in their day. We therefore aim to provide useful information on a regular basis to support the parents in their child's education and to promote real partnership and involvement.

PRACTICE

Family Support Worker

The school employs a full-time Family Support Worker during the term time to support parents with any issues or concerns they may have either at home or in school. The Family Support Worker is available for home visits and offers comprehensive support during times of transition for our families.

Information Sharing

- **Home-School Books** provide a daily channel of communication between home and school. In school, the book will be written in by a member of the classroom staff, eg teacher or classroom assistant, although therapists may also sometimes write in the book.

Messages from school are usually about:

- The events of the day;
- Self-help issues, eg diet, personal care;
- Changes in the timetable or other arrangements;
- The child's mood and behaviour;
- Use of communication systems such as PECS;
- New learning and achievements;
- Questions as to how the child has been at home.

Parents can use the Home-School Book to ask questions, to let the school know about home activities and events and to keep staff updated on self-help skills, medical needs, behaviour, sleep patterns, etc. Further information about the use of the Home-School Books can be found on the inside cover.

- **Website** provides class pages and up-to-date information.
- **Telephone calls** provide a useful link and both parents and staff use them to discuss many issues.
- **Texting Service or emails** are used by school to provide information to parents and reminders for reviews, events, etc.
- **Tapestry** is an online learning journal used to enable the family to share experiences from school with their child.
- **Parents are welcome** to visit the school at any time. It is helpful if a telephone call is made first to check that anyone they need to see will be available.
- **Facebook Page** is regularly updated and contains a wealth of information about the highlights of the term such as school activities, fund-raising and class events.

Information about Children's Progress

Each child has a termly Personal Learning Intention Map (PLIM) which covers the four areas of their EHCP. Parents will receive copies of their child's PLIM each term, when it is reviewed by their class teacher.

Within 6 months of a child starting at Rosebank, parents will be invited to come into school for an EHCP Review to discuss their progress.

Parents' Evenings are held in the autumn and summer terms. Parents can then see all the records relating to their child's progress, along with samples of their child's work. They can talk with the class teacher, therapy staff, senior leadership team and family support worker.

Formal information regarding a child's development and progress is shared through Annual EHCP Review meetings. The class teacher prepares a report for this meeting and a Speech and Language Therapy report is also provided if appropriate. Parents are also invited to contribute their views in writing, by updating the "Our Story" document and the views of pupils are taken into account through the "Look at Me" document.

Parents will also receive an Annual Progress Report at the end of each academic year.

Social Activities

School has a Parents' Room where parents can meet. A reference library for parents and staff including many books, journals and bulletins that provide useful information relating to the curriculum, child development and education in general, is being situated in the bungalow adjacent to the school. It is supported by the NAS (National Autistic Society) and run by the Autism Hub.

The Family Support Worker organises half-termly Coffee Mornings/Afternoons usually with guest speaker. These provide information and support for parents.

'Friends of Rosebank' is a committee of Governors, parents, staff and friends who organise social and fund raising events for the school. These generally involve the whole family and are well supported and enjoyed by many.

Rosebank is continually evaluating its practice and through questionnaires and informal discussions regularly consults parents as to how our policy and practice can be improved to provide greater involvement and support. We continue to recognise the need to work in partnership with parents to enable their children to enjoy a full and happy life both at school and at home.