

Working with families

Class and subject teachers **must**:

- Formally notify parents where it is decided to provide a pupil with 'SEN support', although parents and pupils should have already been involved in forming the initial assessment of needs;
- Contribute at least annually to an EHC Plan review where necessary;
- Produce an annual report on pupil progress.

Class and subject teachers should:

- Inform and involve parents/carers at the point of their and the SENCO's initial concerns about a child/young person's learning and possible special educational needs;
- Develop a positive dialogue with them around their child's special educational needs, progress and outcomes;
- Be aware of how to handle any potential informal complaints;
- When a pupil is receiving SEN support, talk to parents regularly in addition to general best practice (ie meeting with them three times per year; and must produce an annual report on pupil progress). EHC Plans should be reviewed at least once per year.

There should be no time when parents are unaware of a school's concern that their child has special educational needs. The teacher and the SENCO (and Designated Teacher if the pupil is 'looked after' by the local authority) should agree in consultation with the parent and the pupil:

- The adjustments, interventions and support to be put in place;
- The intended impact on progress, development or behaviour;
- Involvement of specialists;
- A clear date for review.

Parents should be given clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.