



**Communication with our Key Stakeholders**

We asked.....	You said.....	We did.....
Do you need support with SRE and your child	- Yes please	<ul style="list-style-type: none"> <li>- 1:1 telephone support with some parents</li> <li>- Provided bespoke material that you could use at home with your child to support the intervention and work done within school</li> <li>- Signposted you towards agencies that could support your child &amp; supported those sessions if required</li> <li>- Encouraged you to come into school to look at the resources we have and speak to our SRE TA3 specialist</li> </ul>
Do you want us to help you with behavioural issues in the home	- Yes please	<ul style="list-style-type: none"> <li>- Set up some sessions with Fluent coaching to support you in the home through family coaching or parent coaching</li> <li>- Encouraged you to attend our nurture group sessions to help build self-confidence</li> <li>- Arranged a home visit to give you 1:1 support – if confidence or transport was an issue</li> <li>- Arranged to come to the home and do a CAF to proceed to the CWAN arena and involve other agencies that may be able to support</li> <li>-</li> </ul>
Are the transport arrangements right for your child	- You needed support with the arrangements for your child as they are experiencing anxiety, upset, challenges	<ul style="list-style-type: none"> <li>- We spoke to transport managers</li> <li>- Wrote risk assessments to support your child</li> <li>- Requested that some students move onto different buses / routes to help manage some of the challenges</li> </ul>

		<ul style="list-style-type: none"> <li>- Arranged taxi's specialised arrangements for more complex students requiring a more personalised package of care</li> </ul>
Is there anything you would like school to improve	<ul style="list-style-type: none"> <li>- Home / school communication between some teambases / parents</li> <li>- More opportunities to come into school and work with your children</li> <li>- More informal coffee mornings where parents can meet up and build relationships</li> </ul>	<ul style="list-style-type: none"> <li>- Key staff spoken to and monitoring by SMT regular feedback to parents via phone or journal</li> <li>- Parents event set up each term for parents to come into school and engage in an activity with their child</li> <li>- A series of coffee mornings following the success of the Ambassador programme have been set up with a theme initiated by parents (Makaton, First Aid, SRE)</li> </ul>
Are you happy with the signing in and out of school arrangements	<ul style="list-style-type: none"> <li>- No it is too lengthy and time consuming</li> <li>- Couldn't school buy a signing in machine</li> <li>- Parents lose their stickers before they have to sign out</li> </ul>	<ul style="list-style-type: none"> <li>- At key events we set up more signing in stations to alleviate the waiting time</li> <li>- Had coloured coded stickers so that were easily identifiable when signing out</li> <li>- We had pre-printed stickers prior to the event to save time writing them at the point of signing in</li> <li>- Had key information ready to read whilst waiting – to save time explaining at signing in point</li> <li>- Did explain the need for a strict code of practice around signing in due to the safeguarding and vulnerability of our students</li> </ul>
Are you happy with the number of letters that school sends out	<ul style="list-style-type: none"> <li>- No – too many letters – could they be consolidated</li> </ul>	<ul style="list-style-type: none"> <li>- Put school magazine on the website &amp; up and coming events</li> <li>- For parents with reading difficulties staff text / phone to read letter to them</li> <li>- Parent board also displays up and coming events prior to it happening</li> </ul>