

# SEND Parents Charter



ISLINGTON

Wanting the best for our children and young people...

## 1 Everyone understands SEND

- All schools understand and implement good practice in line with the equalities act
- Develop SEND expertise and make it everyone's business
- Plan and intervene as early as possible
- Make sure everybody understands the medical and social models of disability
- Commit to developing everyone's understanding of additional support needs

## 2 Be ambitious and have high expectations

- Have high expectations for our young people, as you would your own
- Be open-hearted and curious about difference
- Be ambitious for our children – help raise their aspirations and encourage them to achieve

## 3 Develop independence

- Encourage young people to take 'managed risks' to promote their independence
- Ask for their input from an early age so they feel as if their opinion counts - this will help build their ability make decisions
- Help our children to speak up for themselves - one good step is having them prepare a page for their reviews, including strengths and struggles

## 4 Have a 'can do' approach

- Don't focus on the child's condition; focus on the individual child's needs and understand them
- Emphasise our child's strengths and achievements to nurture their confidence and self esteem
- Have clear plans in relation to SEND and share them with parents

## 5 Work in partnership with parents

- Listen to parents realistic targets and expectations
- Open and honest communication
- Value our contributions as equal partners

## 6 Ways of working with parents

- Provide us with information and let us know of your concerns in good time
- Know about and support parents to navigate the 'local offer' – not just the website
- Share your behaviour programmes and approaches that work well with us to continue at home for consistency

## 7 Young people's involvement

- Involve our children in your decision making and service delivery
- Involve our children appropriately in their own assessment, planning and review
- Understand the importance of transitions for children with SEND - involve our children in planning for change so that their experience is less stressful

## 8 Integrated approaches

- Work together with other agencies
- Have good systems, processes and structures Assess – Plan – Do – Review.
- Whole class and whole school - make learning fun and accessible for all children.

## 9 Strong leadership of SEND

- Good quality on going SEN training for all teachers
- Effective approaches to teaching and learning for all children
- Dignity and respect for each other

## 10 Be an inclusive school

- Make your SEND offer person-centred – don't try and make our children fit your offer
- Generalise skills knowledge to work with all children
- Have a flexible approach and be more tolerant of all children's needs