Foreland Fields School

Working with Parents Policy

(including Home- School Agreements)

Governing Body Approval and Categories

Date of Most Recent Scrutiny and Ratification	9th November 2026
Date of Next Scrutiny and Ratification	November 2029
Category of the Policy	General
Named Lead for Writing the Policy	Deputy Headteacher (Curriculum)
Named Governor for Scrutiny	Chair of Learning and Development
Approval Body	Learning and Development
Display on Main Web Site	Yes
NOTE: IF THIS POLICY HAS BEEN SCRUTINISED BY A DIFFERENT LEAD GOVERNOR OR BEEN RATIFIED BY A DIFFERENT GOVERNING TEAM PLEASE STATE WHICH TEAM	
Signed – Chair of Learning and Development	Date 9.11.26

United Nations Convention on the Rights of the Child

Foreland Fields School is a Rights Respecting School thereby this policy ensures that the following rights are acknowledged:

Article 19 – (Protection from violence, abuse and neglect) Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

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Related Documents:
- Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE January 2015 – Last updated 2024)

Related Policies
- Charging and Remissions Policy
- Complaints Policy and Procedures
- Child Protection Safeguarding Policy
- Prevent Duty Policy
- Online Safety Policy
- Mental Capacity Policy

All of the above policies can be viewed and downloaded from the school's website www.foreland.kent.sch.uk. Hard copies of all documents are available on request from the school office.

Introduction
In this document, the term 'parents' refers to all those who provide care for our students including carers. The term 'students' includes those within our primary, secondary and 6th Form departments.

At Foreland Fields School, we are fully committed to working in partnership with parents. We aim to develop a relationship of trust and confidence between the school and parents so that together we can develop a shared set of priorities for students and a consistent approach to learning and care.

Only if such a relationship is developed and nurtured, in a way that is sensitive to individual circumstances, will we be able to offer the most effective education to our students. We want to ensure that all parents and carers are as involved as possible in their child's education and as a result are working to identify ways to better involve those groups of parents who might find it harder to engage with the school.

A priority is to ensure that all parents feel able to be part of the school community and are enabled to work in partnership with us.

In order to do this:
- we will ensure that all communications are accessible to all parents.

- we will find alternative ways to engage with those parents and carers who find it difficult to work with us through our current systems and meetings.

Working in partnership with parents is a key theme of the Special Educational Needs Code of Practice (2015), which informs and underpins much of the work of our school. It states that: *'Where a child is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the child and the school'* (DfE 2015, 6.65)

In this policy, we explain how we develop and foster the good working relationships with parents that we feel are essential.

The policy also details the current Home-School Agreement, which sets out the ways in which the school, parents and students will work together to ensure the best possible educational progress.

First Contacts with Parents

The school welcomes any parent who wishes to know more about the school and the ways in which the school may be able to help their child, although it is always made clear that admissions are through the Local Authority (see below).

Appointments will be made by the PA to the Headteacher and Deputies so that the visiting parent will meet at least the Headteacher, Deputy Headteachers or Pathway Leads. Discussions will be informal at this stage. Parents will be given a tour of the school and will be directed to the school website which provides a wealth of information about the school and contact routes. All information can be supplied in hard copy from the main reception should any parent request it.

Where a Year R student is admitted to school, staff will undertake home visits at the start of the term prior to the child starting.

Admissions

Although the school offers introductory visits, it is explained to parents that this does not mean that a place will be offered. Parents are told that admissions are controlled by Kent Local Authority (LEA) and that, whilst the school may offer an opinion, admissions can only be authorised by the LEA. This will also be dependent on a place being available in the appropriate department.

Any child considered for admission to Foreland Fields School must meet the school's admissions criteria, and be in receipt of an Education Health and Care Plan. Students considered for placement at Foreland Fields School will have Profound, Severe or Complex Needs (PSCN). Some of these students will have additional difficulties arising from physical disabilities or sensory impairments (visual and hearing difficulties) or Autistic Spectrum Disorder / Communication & Interaction Difficulties.

The school holds an open day or evening for new parents at the end of the Summer Term in order that parents can meet members of the class team that will work with their child and in order that Pathway Leads can explain routines and expectations, including any equipment or clothing needed for activities.

Information for Parents on Class and School Activities

Class teachers will provide parents with an outline of planned learning activities.

Further details of special activities and outings will be provided by class teachers nearer to the event.

General termly consent forms are produced for regular activities that will take place in the local area, linked to termly Schemes of Work. Written parental consent must be obtained for any off-site activity, e.g. those outside of the local area, prior to the event.

Voluntary contributions towards costs may be requested. For further details, please see the school's 'Charging and Remissions Policy'.

Further information about general school developments and activities will be sent to parents by the Headteacher in the form of end of term newsletters and/or through ClassDojo. The school website also provides up to date information about school events.

Student Progress Reflections

It is important that all parties involved with students, including parents, have the opportunity to contribute to the review of a child's progress. Parents are given plenty of notice (at least two weeks) of any school meeting.

Class teachers review Personal Learning Intentions every 2 (new) terms and parents are invited in to these planning meetings. These Personal Learning Intentions are set with reference to the outcomes listed in section F of a child's Education Health and Care Plan, under the headings of Cognition and Learning; Physical, Motor and Sensory; Social, Emotional and Mental Health and Communication and Interaction.

Class teams, parents and partner agencies are encouraged to work closely together to review and set Personal Learning Intentions, which should be the priorities for the child.

Sharing Information about a Child

ClassDojo enables day-to-day information to be exchanged between parent and teacher and ensures that each knows about important events that influence the child. This is particularly important for those children who cannot easily communicate their own 'news'. The school encourages all parents/carers sign up for ClassDojo, which is a communication app for parents. Parents and teachers are able to message each other and teachers are able to post on the class

story to inform parents of daily events and activities going on in class. Parents can also follow the whole school story, where information about whole school events, activities and issues are posted regularly. In a few special/specific circumstances, it might be agreed that a home/school contact book can be put in place.

Parents are able to view and comment on video and photographic evidence of their child's progress in school using the Family App on Evidence for Learning. Parents will also be able to share video and photographic evidence of their child's progress with the teacher. Student progress reflection documents are shared with parents and carers as the end of year report

Class teachers will often telephone parents to discuss particular matters which have arisen and parents are welcome to telephone class teachers outside teaching hours by contacting the main reception. This phone will be manned between the hours of 8am and 4pm, however parents are free to leave a message on the answerphone at all other times. Should a parent need to talk to a teacher during the school day, a message can again be passed on via the main school reception. In order that parents can be sure that staff are free to see them, visits to see class teachers are better arranged in advance. It is not always possible to have lengthy discussions before or after school without prior arrangement. In certain circumstances, home visits can provide an alternative venue for these discussions.

Special meetings, for some students, will be held in the Summer Terms (Terms 5 and 6) of each year so that parents and children are fully involved in the process of preparing for transition from class to class.

Reporting to Parents /Annual Reviews

Parents are entitled by law to receive an annual report detailing the progress made by their child at school. These reports and/or Learning Journals are sent home at the end of the Summer Term (Term 6) detailing the progress each child has made over the year in each curriculum subject or area of learning.

A child's Education, Health Care Plan (EHCP) is required to be reviewed at least every 12 months. The EHCP sets out a student's needs and the provision required to meet those needs. The meeting provides an opportunity for parents and all relevant professionals involved to discuss the child's progress and to make general plans for the year ahead. A particular focus of the EHCP review relates to the agreed outcomes from previous reviews, progress towards those outcomes and whether the outcomes are still appropriate.

Parents and the child will also be asked to submit their comments in writing in advance and where appropriate children will be encouraged to attend part of the Annual Review meeting. All students over the age of 16 are invited to attend the entire EHCP review.

EHCP review meetings provide good opportunities to draw all parties together and to make sure that all agencies are making a co-ordinated effort. As children reach the upper part of the school it

is also important to use the Annual Review meetings to begin planning for the child's adult life. This will include Transition Reviews which are held in Year 9 and Year 14.

The school will send the minutes from the review meeting, together with a full set of provision plans (containing details of short-term targets) to the LA, ensuring that parents also have a copy. Recommendations as to a change in provision, placement, or to other details in the EHCP can be made by the school, but the decision lies within the jurisdiction of the LA. The LA will either decide to re-issue an amended EHCP, based on new information, or to issue a 'No Amendments' letter.

Safeguarding

Foreland Fields School, and all those directly connected (staff, governors, parents, families and students), have an essential role to play in making it safe and secure. Foreland Fields School recognises our moral and statutory responsibility to safeguard and promote the welfare of all children.

The school has appointed a member of the Leadership Team as the Designated Safeguarding Lead (DSL). The DSL has the overall responsibility for the day to day oversight of safeguarding and child protection systems in school. They also take on the role as lead for parental liaison and will advise/assist parents with any number of issues and forms good relationships with a range of individuals and agencies in order to ensure that they can access support where and when it is needed.

Parents have a responsibility to:

- Read the relevant school/policies and procures, encouraging their children to adhere to them, and adhering to them themselves where appropriate
- Discuss safeguarding issues with their children, support the school in their safeguarding approaches, and reinforce appropriate safe behaviours at home
- Identify changes in behaviour which could indicate that their child is at risk of harm online
- Seek help and support from the school, or other appropriate agencies, if they or their child encounters any safeguarding concern
- Contribute to the development of the schools safeguarding policies

Please see the school's 'Safeguarding Policy' for further information.

Online Safety

Foreland Fields School believes that online safety (e-Safety) is an essential element of safeguarding children and adults in the digital world, when using technology such as computers, mobile phones or games consoles. Foreland Fields School recognises that the needs of the students within its community make this group of young people especially vulnerable when they are online.

Foreland Fields School also identifies that with this there is a clear duty to ensure that children are protected from potential harm online.

Parents are expected to support the school in ensuring that students are safe when online by:

- Reading the school Acceptable Use Policies, encouraging their children to adhere to them, and adhering to them themselves where appropriate
- Discussing online safety issues with their children, supporting the school in their online safety approaches, and reinforcing appropriate safe online behaviours at home
- Role modelling safe and appropriate uses of new and emerging technology
- Identifying changes in behaviour that could indicate that their child is at risk of harm online
- Seeking help and support from the school, or other appropriate agencies, if they or their child encounters online problems or concerns
- Contributing to the development of the school/setting online safety policies
- Using school systems, such as learning platforms, and other network resources, safely and appropriately
- Taking responsibility for their own awareness and learning in relation to the opportunities and risks posed by new and emerging technologies such as AI.

For further details of how Foreland Fields School promotes an online safety ethos, please see the 'Online Safety policy'.

Radicalisation and Extremism (PREVENT Duty)

Foreland Fields School recognises its duty to protect students from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the electronic information available through the internet.

The school will therefore do the following:

- Educate students on the appropriate use of social media and the dangers of downloading and sharing inappropriate material including that which is illegal under the Counter-Terrorism Act
- Ensure that students are unable to access any inappropriate internet sites whilst using the school computers / laptops / tablets through the use of appropriate filtering, firewalls and security settings
- Educate students on the concepts of radicalisation and extreme ideology
- Inform students on the importance of Internet Safety through the IT, PSHE and other relevant curriculum areas.

Parents are advised to stay alert to their child's internet activity and to identify signs that their child may be at risk of radicalisation or extremism. Parents are encouraged to install filtering/firewalls on internet accessible devices and ensure they have appropriate security settings. Staff at Foreland Fields School are available to advise parents and carers on both the Prevent Duty and Online Safety.

Difficulties/Disagreements

The school aims to create an atmosphere in which difficulties can be discussed openly and honestly. It is particularly important that difficulties are discussed at a very early stage so that any misunderstandings can be explained and other problems ironed out before disagreements arise.

Parents are advised to address any concern or complaint, in the first instance, by talking with the class teacher. This is usually the best and quickest way of resolving issues. In some cases, the class teacher may feel it more appropriate to refer parents to a more senior or experienced member of staff who will try to resolve the concern informally. It is important not to allow minor issues to turn into big problems. In any discussions, there is an expectation that all parties will conduct themselves in a reasonable and controlled manner.

In the event of a difficulty not being resolved at a very early stage parents are advised to contact the Headteacher either by arranging an appointment to see him or by putting the complaint in writing. For full details, please see the school's Complaints Policy and Procedures.

Parents' Facilities

The school has a 'Parents' Room' which is available for informal discussions and more formal meetings.

The school aims to be source of information on a variety of issues for parents. This may not mean that we have the information on site but we endeavour to put parents in contact with the appropriate agencies – see below.

School Governors

Foreland Fields School has an active Governing Body. The Governing Body consists of specified numbers of various categories of governors. The minimum number of Parent Governors is 2.

The Governing Body meets as a full group at least three times a year. There are 3 individual teams which meet throughout the year and report back to Full Governing Body meetings. These teams are:

- Learning and Development Team - focuses on education, staff training and welfare including safeguarding.
- The Resources Team - monitors expenditure and focuses on health and safety and the use of resources.
- The Strategy Team - sets the strategic direction of the Governing Body and ensures engagement with the School's Self Evaluation and Improvement Plan.

All Governors have a specific responsibility for monitoring part of the school's provision, with particular reference to goals identified within the School Improvement Plan. All Governors have an active involvement in the life of the school.

School Events

A variety of events take place throughout the year when families have an opportunity to meet with staff and other families. The most notable of these events are the Harvest Festival, Christmas shows, sports days and specific events such as the Christmas and Summer Fayres, firework display and family picnic.

Home/School Agreement

After a student is admitted to Foreland Fields School, parents will be invited to sign a 'Home School Agreement'. This sets out the ways in which the school, parents and students will work together to ensure the best possible educational progress. This will be discussed with parents as students enter the school.

It is not compulsory for parents to sign this document, but it is hoped that they will do so in order to demonstrate their commitment to work in partnership with the school.

The School's Agreement

Foreland Fields School will:

- Provide a balanced and individualised learning programme for each student or student.
- Ensure that learning is fun and takes place through a wide range of relevant activities.
- Place a high emphasis on the development of personal independence skills and communication.
- Provide a high standard of personal care to students and students.
- Be open and honest in discussion with parents/carers.
- Be sensitive to the personal and home circumstances of families and work flexibly with parents/carers when difficulties arise.
- Work in partnership with parents/carers and other agencies such as therapists in order to:
    - reinforce learning and personal development at home
    - help students manage their own behaviour
    - ensure that the needs of the whole student or student are met.
- Communicate and liaise with parents/carers in order that they can be involved with their child's education through:
    - regular planned meetings such as Student Progress Reflections and Annual Reviews (EHCP)
    - more frequent, informal contact through home/school liaison books and, if necessary, telephone or email.
    - inform parents/carers of particular significant progress or difficulties and care related issues as well as informing them of any accidents or injuries involving their child.
    - holding other meetings, as necessary, at the school's or parent's/carer's request in order to discuss particular matters of importance.
- Provide parents/carers with information on:
    - significant dates and special events.
    - the overview of termly planned learning activities.
    - alterations to routine arrangement.

The Parents'/Carers' Agreement

Parents/Carers are expected to:

- Work in partnership with the school by:
    - reinforcing agreed goals and strategies.
    - being open and honest where difficulties arise.
    - talking with the class teacher about any matters of concern.
- Ensure that their child attends school regularly and punctually.
- Dress their child suitably for school and for activities undertaken whether on or off-site, and provide any requested equipment for activities.
- Keep their child at home if they are infectious or so unwell that they are unable to participate in lessons.
- Attend meetings such as Student Progress Reflections and Annual Reviews (EHCP) whenever possible.
- Read the home/school liaison book regularly and respond to any requests for information in it.
- Use the home/school liaison book to tell the school about:
    - events or visits that their child has been involved in.
    - anything that their child has done well at home.
    - medical or health problems.
    - changes to medication or their child's health needs.
    - any accidents or injuries that may have occurred at home.
- Return consent forms promptly.
- Telephone the school on the first day of any absence and keep the school updated if the absence continues.
- Provide the school with home and two emergency contact telephone numbers, ensuring the school is updated of any changes.

The Students' Agreement

When students join the school, where appropriate, they are expected to agree and sign up to the terms of the home/school agreement.

Students agree to:

- Work hard in school
- Do their best

Students are encouraged to have fun in school and be safe whilst following these rules:

- Be kind
- Listen to others
- Wait their turn
- Share
- Help others
- Look after the school and the equipment
- Move safely around the school
- Look after their own and others' property.