

Home-School Partnership to support neurodivergent pupils

Build and maintain good relationships with the school so you can work together to get the best possible outcomes for your child.

Support for children and young people of school age

Every neurodivergent child is unique and will have different educational and sensory needs. Some children may require a specialist setting, however, with appropriate support, the majority should be able to thrive in a mainstream environment

- Introduce yourself to the staff working with your child.
- Recognise when school does things well.
- Encourage open and honest communication.
- If there are issues, try to identify solutions for things that could help.
- Speak with your child's main contact at school (e.g. key worker, class teacher, Head of Year, Pastoral Lead, etc.) to discuss your concerns

Parental engagement: Read the school's policies on:

- SEND
- Supporting Children With Medical Conditions
- Behaviour and Discipline
- Inclusion
- Uniform
- Attendance

Speak to the school's SENDCo (Special Educational Needs Coordinator). They are trained on how to support children with additional needs and are often part of the school's Senior Leadership Team.

The SENDCo may suggest that you approach your GP, Health Visitor, Pediatrician or social care, for their advice or they may signpost you to information on the Local Offer for your area.

Once the SENDCo has identified the areas where your child requires more support, they will:

- Help the class teacher (Primary School) to fine tune their teaching to reflect your child's needs. This is often referred to as 'Quality First Teaching (QFT)'. QFT is a style of teaching that focuses on high quality and **inclusive** teaching for every child in a classroom.
- Share the pupil's plan with all subject teachers, Head of Year and any other key individuals, in a Secondary school setting.
- Recommend or suggest some reasonable adjustments and small intervention groups.

They may also decide that your child needs help in one or more of the following areas:



Source: Essex County Council, *Supporting Your Neurodivergent Child* www.myotas.org

When meeting with your child's contact staff at school, you may want to write down some of the questions you would like to ask. For example ...

- i) Is your child making progress academically and socially?
- ii) How does your child interact with the other children and staff?
- iii) What help does your child receive in school?
- iv) How can you support your child at home?

Be realistic in your requests and praise the school staff when they are getting it right.
 You are entitled to take an advocate with you to these meetings. Complete agreed actions and request a follow-up meeting if required. If your child has an **individualised support plan** (sometimes referred to as *One Plan, Individual Education Plan, Learning Passport*), you, your child and school staff all contribute to the plan and progress is reviewed termly.

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One Plans / SEND support contain information about the child's needs and what support will be put in place to meet short term and long-term targets.

Agreed targets should be to measure progress in all elements of SEND including Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, Academic Attainment and Sensory/Physical needs.



Supporting Your Neurodivergent Child

Written by parents, for parents

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