



Ysgol Plas Brondyffryn Communication with Parents Policy/Home/School Diaries

This Policy has been written to cover all sites belonging to Ysgol Plas Brondyffryn. This includes:

Ty'n Fron – Primary Site

Park Street – Secondary Site

Ty'r Ysgol – Secondary Site- SLD

Gerddi Glasfryn – Residential Site

Please note that whenever the terms Brondyffryn or School appear they are therefore referring to all of the above sites.

1. Description of School and its Community

Ysgol Plas Brondyffryn is a Local Authority Residential Special School maintained by Denbighshire Education Authority. The school specialises in meeting the needs of children/young people with Autistic Spectrum Condition (ASC) and associated specific learning difficulties aged 3-19 years. The school is able to accommodate up to 125 children/young people. Gerddi Glasfryn Residential accommodates between 26 – 30 children/young people on a part time basis. As a Regional school, Ysgol Plas Brondyffryn welcomes children/young people from across North Wales and the closer counties of England. Our policies are relevant to all our children/young people regardless of county of residence.

The majority of the children/young people are from English speaking families. For most children/young people, Welsh is taught as a second language; however, education can be provided through the medium of Welsh if requested by the family and detailed in the Statement of Special Educational Needs. The majority of the children/young people are boys due to the higher prevalence of autism in males.

At YPB we are conscious of the need to maintain a low arousal environment which has been shown to be beneficial for individuals with ASC, reducing their anxiety and aiding concentration. To this end, we strive to keep all areas tidy and free from clutter; to make sure classroom displays are orderly and muted in colour; to communicate information in a clear and concise manner and to aim for a quiet and calm atmosphere. The approach varies on each site as dictated by the needs and abilities of the pupils and our aim is always to organise the environment as far as possible to promote independence in our young people.

2. Description of Policy Formation and Consultation Process

This Policy has been formulated by a working party consisting of the Senior Leadership Team. Staff, governors and parents were consulted before the Policy was finalised and formally adopted by the Governing Body.

3. Aims of the policy:

- a. To encourage and welcome communication between parents and school.

- b. To improve the quality of service given to students at Ysgol Plas Brondyffryn by ensuring that effective communication and consultation takes place between the school, Gerddi Glasfryn and parents.
- c. To improve the quality of service by ensuring robust processes for consultation between the school, parents and pupils on key service areas.

4. Methods of Communication between school and home:

- a. Prospective parents are invited to visit the school. The school also visits the prospective new pupil at his/hers current school.
- b. Transition meeting arranged for parents in the half-term prior to the pupils starting the school.
- c. Parents are provided with a school pack that contains the relevant forms, information and the School Prospectus.
- d. Parents receive half-termly newsletters from each site and a termly newsletter from the Headteacher
- e. Parents meet with their child's teacher 3 times a year for a parental meeting to review and discuss a progress review, progress against IEP's targets and BSPs
- f. All school's key information and documents can be accessed from the school's website
- g. Questionnaires are issued to parents on a range of issues and throughout the year.
- h. There is a Home School Agreement.
- i. Annual reviews are held once a year. A Parental Contribution sheet is attached for parental comments.
- j. The end of year report is issued with a Parental Comment page for parents to complete and return to school.
- k. Telephone calls – used by staff and parents when deemed necessary.
- l. Home/School Diaries.

5. Practice - Parent and Carer Liaison nominated person at Ysgol Plas Brondyffryn

The role of Parent and Carer Liaison Officer at Ysgol Plas Brondyffryn is undertaken by the Assistant Headteacher in each site and by the Team Leaders at Gerddi Glasfryn:

- Primary- Sharon Jenkins
- Park Street- David Price
- Ty'r Ysgol- Claire Peel
- Flats 1 and 3- Rhoddri Collins
- Flats 2 and 4- Deborah Tate
- Flats 5 and 6- Hayley Roberts

The Parent and Carer Liaison Officer will:

- Support positive relationships between parents, carers and the school staff team;
- Support parents and carers in their communication with school;
- Support members of school staff in their liaison with parents and carers;
- Act as an initial point of contact should any communication or liaison difficulties arise.

6. Home/School Diaries or Home/School/Gerddi Diaries

At Ysgol Plas Brondyffryn we believe that when parents and schools work together, children do better. Schools can benefit from developing positive partnerships with parents by involving them in all decisions affecting their children's education and learning. A relationship of mutual trust and respect can enable effective communication that supports both parents and teachers. The better the information that schools provide to parents, the more parents can support their children's learning and the school. Information that parents share with the school can assist teachers in adapting their teaching to suit the learning styles of pupils and take account of any particular issues that may exist.

Diaries are issued by YPB and are property of the school. Once a book is completed, they should be returned to the school where they will be filed with the other documentation related to the pupil.

We ask the parents to:

- Inform school (by phone) of child's absence.
- Supply school with current and any new telephone number or address.
- Check your child's bag each night for letters/information from school and respond as required either by phone or in home/school diary.
- Read your child's home/school diary every night.
- Send your child's home/school diary to school every day.
- Write in the home/school diary to acknowledge you have read it.
- Write in the home/school diary any information you feel may help the staff work with your child.
- Write something about your child's weekend in the home/school diary.

Home/school diaries are confidential and taxi/bus escorts are informed not to read them. Home/school diaries will be made available to visiting professionals e.g. physio/speech and language therapist etc. so that they can write notes home.

Diaries exist for every pupil and should offer information on the pupil's day and/or week. After consultation with parents and staff it was felt that these are the areas of information that should be included in the diary:

- How the pupil slept, how they are feeling in general
- Sort of activities that they have done with you
- Reference to personal and social skills
- Interaction with peers or/and staff
- Diet/ food intake information
- A brief summary of behaviour mood swings
- Any needs for the following day/week such as PE/Swimming kits, etc.
- Toileting program update where relevant
- Seizure information where relevant

7. Daily use of the Home/School Diary

- Diaries must be checked each morning. Class teachers/staff **must** collect diaries or ask pupils to put diaries in a designated tray/area
- Diaries for pupils attending Gerddi Glasfryn must be read every afternoon by key workers when pupils arrive from school

- Every day, class teachers and key workers **must** check the diaries for comments/feedback from home/school/Gerddi and respond appropriately.
- Diaries should be sent home/Gerddi each day to ensure that the home/school/Gerddi link is maintained.
- Diaries should be available to staff throughout the day, **not kept in school bags.**
- Sensitive information should not be communicated via diaries. This should be done in a phone call or face to face.

Appendix 1

| | | |
|-------|--------------------------------|-------|
| Name: | Class1 Diary- Foundation Phase | Date: |
|-------|--------------------------------|-------|

Today I was:

| | | | | | |
|-------|-------|-------|----------|-------|------|
| Happy | Quiet | Tired | Not well | Cross | Busy |
|-------|-------|-------|----------|-------|------|

My nappy change.

I was checked at:

| Time | Wet | Bowel Movement | Dry |
|------|-----|----------------|-----|
| | | | |
| | | | |
| | | | |

My meals today were:

| Quantity | A.M. snack | Lunch | Dessert | P.M. snack |
|----------|------------|-------|---------|------------|
| All | | | | |
| Some | | | | |
| None | | | | |

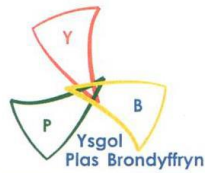
I have been busy:

| | | |
|------------------------|---------------------|---------------------|
| Painting | Songs/Language | PECS |
| Gluing and Sticking | Reading | Circle Time |
| Playdough/Clay | Musical Instruments | Book Corner/Library |
| Mark making | Water play | Gardening |
| Posting | Sand play | Mini Bus outing |
| Threading | Television | Swimming |
| Outdoors | Books and Stories | P.E. |
| Interactive Whiteboard | Creative Work | Collective Worship |
| Cooking | ICT | PSHE |
| Role Play | Number | Construction/blocks |
| Wheeled Toys | Light and Sound | Soft Play |
| Puppets | Textures/Tactile | Walk |

Staff comments

Parents comments

Appendix 2- Weekly Diary-Park Street



Home—School Weekly Communication Diary Cartref-Ysgol Wythnosol Dyddiadur Cyfathrebu

The purpose of the Communication Diary is to provide a 2-way communication channel between home and school about day-to-day school life. It is not a 'grading' or 'reporting' system, for behaviour or progress, and should not be used for sensitive or confidential information.

Codes in *Comm* Column (overleaf)

| | |
|---|---|
| A | No issues, concerns or additional information. <i>Notes</i> column may contain commentary on activities. |
| C | Additional information included in <i>Notes</i> column. To include for example: points for you to be aware of, communication about particular events or behaviours, notable achievement, opening 2-way discussion, etc. <i>Note</i> will not include serious concerns, issues requiring immediate intervention or confidential/sensitive issues (See below) |
| T | A phone call or face-to-face meeting is required to discuss something. <i>Notes</i> column to include only non-sensitive information. |

Teacher: Additional communication on the diary entries for this week (overleaf).

Signed

Date

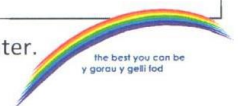
Items to be aware of next week:

Parent/Carer: Comments regarding this week

Signed

Date

Please return the completed form to school, the following week, with your son/daughter.



| Name/Enw | | | | | Class/Dosbarth | | | |
|------------------|----------|------|-------|-------------------|----------------|-----------------|--|--|
| | Lesson | Comm | Notes | Start Date (Mon): | | End Date (Fri): | | |
| Monday | | | | | | | | |
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| | Pastoral | | | | | | | |
| Tuesday | | | | | | | | |
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| | Pastoral | | | | | | | |
| Wednesday | | | | | | | | |
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| | | | | | | | | |
| | Pastoral | | | | | | | |
| Thursday | | | | | | | | |
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| | Pastoral | | | | | | | |
| Friday | | | | | | | | |
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| | Pastoral | | | | | | | |

Appendix 3:

Headings to be used when writing daily information into the Purple Books (School Diary).

- **Health/sleep/general mood:**
- **Food:**
- **Behaviour:**
- **Activities/lessons:**
- **Play/interaction with others:**
- **Personal skills/toileting:**
- **Any needs for the following day/week such as PE/Swimming kits, etc.**
- **Seizure information where relevant**

The proposal is that appendix 3 is used as a prompt placed inside the cover of the purple books for both school and parents to comment on these areas. Comments can be short.

| | |
|-----------------------------|---------------|
| Policy out to consultation: | March onwards |
| Policy adopted: | July 2015 |
| To be reviewed: | July 2016 |
| Reviewed: | July 2016 |
| To be reviewed: | July 2017 |

Equality Impact Assessment completed

An Equality Impact Assessment offers an opportunity for staff to think carefully about the impact of their work on local people and other members of staff.

Date completed:

May 2015