Parent Communication and Inclusion Action Plan - Spring Term 2025

PINS Project

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|  | **Aim** | **What will be done** | **Measured/evidenced by** | **Who responsible** | **By when** | **Outcome** |
| **Welcome and Care** | To ensure that all parents and carers feel welcomed and understood at our school. | Comfortable and welcoming parent/ carer room to be set up at school entrance. Source funding to develop this. | A well-used comfortable space opposite the office.  Curriculum information available on the board. | * SBM to investigate funding opportunities * Parents to support in setting the room * Request for good condition toys for toddlers and other children to go out on newsletter (LH) * Caretaker to source book box. | July ‘25 | Parents have a welcoming space to meet with school staff. |
| ‘Welcome to KS2’ meeting to be held by KS lead at start of each Autumn Term to explain expectations and routines of KS2. | Good attendance of Y2 parents and children at a welcome to KS2 meeting –x2 meetings (July and September) | * KS2 Leader, with support from HT and SBM, to lead. * Meeting in July to include FSM information, PTFA and structural changes from KS1 to KS2. * Meeting in September to include curriculum information. MTC & SATs information. | July ‘25 | Parents and carers feel they have a clear understanding of the change in expectations from KS1 to KS2, verbally and in written form. |
|  | Expectations of pupils, parents and staff on playground in morning and afternoon to be clarified by headteacher in assembly and newsletter (eg scooter and phone rules).  Additional posters to remind of expectations to be put up – could be designed by children. |  | * HT to email TC principal to request support re. TC students * PV to set competition for posters for pushing bikes and scooters, no phones and appropriate behaviour on the playground. Winners to be published and attached to fences, gates etc. * HT to remind community of rules each term. | July ‘25 | All community members feel safe on the school playground and understand the expectations. |
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| Value and Include | To ensure that all children’s needs are identified, understood and responded to in partnership with families. | Monitor effectiveness of Class Dojo system and use regular feedback gathering to inform future use. | Class Dojo is used regularly by teachers and parents as one of the ways to communicate class news and upcoming events, as well as 1:1 messaging for specific information on individual children. | * CTs to monitor take up of Dojo and to ensure all parents know how to sign up, if they want to. * DHT to survey parents on effectiveness of Dojo as a communication tool. | April ‘25 | Parents will believe communication is effective. |
| Use MHST (Mental Health Support Team) to host parent groups around areas of need.  Parents have information on how to access MHST support via links on the school website. | Parents know about the MHST support offer and engage in parent groups. | * HT/DHT to monitor attendance at meetings and ensure groups offered are well advertised. * HT/DHT to target parents they feel would benefit from the support, based on identified need. | Ongoing | The MHST is understood and well used by parents. |
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| Communicate | To make time to give and receive information from families in a way that is easily understood, positive and helpful. | Roll out of new communication platform ‘Class Dojo’ to enable more effective communication between class teacher and families. | Class Dojo is used regularly by parents and teachers to pass on class information.  Parents and teachers report that it has improved communication. | * CTs to monitor take up of Dojo and to ensure all parents know how to sign up, if they want to. * DHT to survey parents on effectiveness of Dojo as a communication tool. | April 2025 | Parents will believe communication is effective. |
| Streamline newsletter to improve clarity of information  Add live/ rolling news section to website for on-going information sharing  Weekly diary/ calendar section added to the website and updated regularly | Parents read the newsletter fortnightly and value the information it includes. | * HT and office staff * Office staff * Office staff | March 2025  March 2025  March 2025 | Parents believe information passed on is positive, helpful and easily understood. |
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| Work in partnership | To value parents as equal partners and work together to implement their ideas and suggestions. | Suggestions board in the entrance room for parents to add to with a specific focus, linked to the school improvement plan. | Parents contribute suggestions that staff respond to and celebrate actions taken in newsletter. | * Parents to add suggestions. * Staff to provide focus. | July 2025 | Parents feel they have a voice that will be responded to. |
| The SLT team (including SENDCO) will hold regular workshops to discuss systems and processes around SEND | Newly appointed SENDCO holds regular meetings to disseminate information in the autumn and spring terms 2025/26 | * SENDCO | Dec 2025 | Parents have a good understanding of how children with SEND are supported at TPNS and how to access support and advice. |
| Plan regular opportunities for class workshops/ events and ensure timely notice is given. Reminders to be sent by Class Dojo app. | Parent attendance at termly events is high and feedback is positive. |  |  |  |
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