**Standard 5: Working with Parents and Carers**

|  |  |  |  |
| --- | --- | --- | --- |
| **Description of Standard** | Suggestions for Evidence and Resources | **Yes ✓** **Date** | **Evidence Observed** |
| **1.** | **Working with Parent and Carers** |  |  |  |
| 5.1 | Parent/carer comments and concerns are treated seriously, logged, and acted upon.  | Notes of meetings/conversations |  |  |
| 5.2also 3.4 | A parent/school partnership approach is taken in addressing parental concerns around pupil progress and identification of dyslexia. | Reference within dyslexia friendly policy Evidence of parent meeting recordsParent/school correspondence, emails, notes of telephone conversations |  |  |
| 5.3 | Parent/carer dyslexia information leaflets are readily accessible as are details of local support groups/voluntary agencies and other services where available. | Examples of leaflets/information Photograph of display board |  |  |
| 5.4 | Parent/carer information events or relevant workshops are provided. | Details of eventsPhotographic evidence |  |  |
| 5.5 | Parents are aware of key personnel within the school related to dyslexia support. | Key personnel e.g. SENCO , Governor, Dyslexia Champion named on policy, school websiteCorrespondence to parents  |  |  |
| 5.6 | Parents/carers are aware of the Assess, Plan, Do, Review process and are involved in termly reviews and target setting. | Example of review meeting notes/paperworkCompleted reviewed Pupil Learning Plans |  |  |
| 5.7 | Communications with parents/carers are dyslexia friendly. | Examples of different options provided for parents to access text based materials such as texts, telephone calls, letters on website, face to face meetings Evidence of following DF print/layout guidelines |  |  |