



WREN'S NEST PRIMARY SCHOOL

School Key Policy for 2026-2027

Partnership with Parents and Families Policy

September 2026

Wren's Nest Primary School

Partnership with Parents and Families Policy

September 2026

At Wren's Nest Primary School, families are valued as children's first and most enduring educators. We believe children achieve, thrive and belong when school and home work together through relationships built on trust, respect, honesty and care. Our partnership approach is welcoming, inclusive and non-judgemental: we listen carefully, recognise each family's strengths and circumstances, and work alongside parents and carers to secure the best possible outcomes for every child.

This policy reflects our commitment to the right support, in the right place, at the right time. It recognises that communication may need to be adapted so that every family can participate meaningfully in school life and in decisions about their child.

The aims of our Partnership with Parents and Families Policy are:

- To place the child's needs, safety, wellbeing, development and learning at the centre of a consistent partnership between the child, their family and school.
- To welcome parents and carers as active partners in school life, children's learning and decisions that affect their child.
- To maintain an accessible 'open door' culture, alongside clear and timely routes for two-way communication, appointments, support and the resolution of concerns.
- To work respectfully with families and relevant professionals to promote high standards of care, attendance, inclusion, personal development and academic achievement.
- To remove barriers to participation and ensure that all families are treated with dignity and equity, regardless of disability, additional need, language, literacy, culture, faith, family structure, socio-economic circumstances or protected characteristic.
- To build family confidence and capacity through practical support, learning opportunities, signposting and strong links with the wider community.

A welcoming, relational and inclusive environment for families and visitors:

Families are welcomed into school at mutually convenient times to learn about their child's progress, share information and celebrate success.

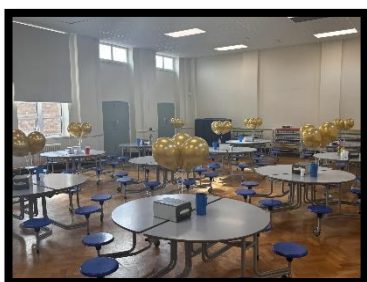
We offer formal and informal opportunities throughout the year, and will make reasonable adjustments where needed. Staff will listen with empathy and curiosity, avoid assumptions, maintain professional boundaries and focus on working with families towards solutions.

Formal opportunities may include:

- Induction and transition events for children and families joining Wren's Nest, including individualised arrangements where these would support a successful start.
- Termly parent consultations that provide clear information about progress, strengths, next steps, attendance and wider development.
- Curriculum and family-learning workshops, including phonics, reading and mathematics.
- Person-centred meetings to discuss, review and update SEND support plans, Individual Education Plans and Education, Health and Care Plans, with the child's and family's voice central.

- Individual meetings with appropriate staff, such as the class teacher, SENCO, Learning Mentor, Family Support Worker or senior leader, to share successes, offer early help and address concerns.
- INSPIRE and other shared-learning sessions where families can join children in school, understand how learning is taught and take ideas home.
- Team Around the Family and multi-agency meetings, where appropriate and with information shared lawfully, proportionately and in the child's best interests.

Informal opportunities may include:



These include:

- Daily contact and an open-door approach, with appointments arranged when a longer, confidential conversation is needed.
- Celebrations of attendance, achievement, effort, kindness, contribution and personal progress.
- Adult education, family learning and community-support sessions.
- Sports festivals, performances, exhibitions, competitions and curriculum celebrations.
- Coffee mornings, wellbeing activities and opportunities to meet school staff and other families.
- Family events that reflect the interests, cultures and experiences of our school community.
- Seasonal craft sessions and community celebrations.
- A varied programme of celebrations, including Christmas activities, 'Carols around the Crib' and the Christmas Market, alongside inclusive alternatives where appropriate.

Communication with parents, carers, families and the wider community

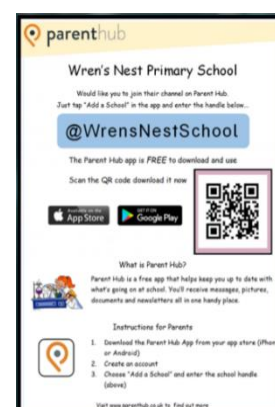
Communication will be clear, respectful, timely and accessible.

We use a range of methods because no single method meets every family's needs. Families are encouraged to tell us about communication preferences or barriers; where reasonably possible, we will offer translated, interpreted, verbal, large-print or supported explanations.

Urgent safeguarding or welfare concerns should always be raised directly with school rather than through social media.



- Regular newsletters, information letters, celebration updates and videos for the community.
- Curriculum videos and practical guidance to support learning at home.
- Termly parent consultations, with alternative arrangements offered where reasonably possible.
- Weekly Headteacher videos and other accessible updates about school life.
- An annual written progress report, followed by an opportunity to discuss it.
- Regular, supportive information about attendance and punctuality, including early conversations to understand and reduce barriers.



- Regular updates through the school website and agreed digital communication platforms.
- Parent Hub messages, forms and notifications.
- Event reminders and information in formats designed to be easy to understand.
- Timely information and consent arrangements for educational visits and off-site activities.
- 'You Said, We Did' feedback showing how family views have informed reflection and improvement.
- Texts or WhatsApp messages from authorised school devices for reminders and agreed check-ins; these channels are not monitored continuously and should not be used for emergencies.
- Telephone calls and face-to-face conversations, with sensitive matters discussed privately and records made where needed for safeguarding, support or agreed follow-up.



Opportunities and support for parents, carers, families and the wider community



Wren's Nest knows its families well and seeks to respond early, sensitively and practically when circumstances create barriers.

Support is offered without judgement and may be provided directly or through trusted partners.

Consent will normally be sought before referrals, unless safeguarding duties require information to be shared.

- Offering adult education and family-learning courses within school.
- Providing welcoming spaces for training, conversation, advice and community activities.
- Signposting and supported access to adult learning, English-language, digital and employment courses through Colleges and other trusted local providers.
- Offering appropriate volunteering and work-placement opportunities, subject to safer recruitment requirements.
- Providing family-learning opportunities that strengthen confidence and support learning at home.
- Offering or signposting employment support, including CV writing and applications.
- Providing clear curriculum guidance, including phonics, reading and mathematics, so families can support learning at home without needing specialist knowledge.
- Creating opportunities for families of children with SEND to share experiences, contribute to provision and understand available support, assessment and local services.
- Supporting access to early help, health, housing, financial, mental-health and other relevant services.
- Providing support from Learning Mentors and family-support staff, including advocacy where appropriate.
- Offering evidence-informed parenting programmes, according to identified family and community need.
- Working with families to improve attendance through an inclusive, support-first approach that understands barriers while maintaining high expectations.



- Providing or signposting counselling and emotional-wellbeing support.
- Offering workshops about mental health, relationships, online safety and other identified priorities.
- Providing welcoming wellbeing sessions, including 'Craft and Chat' and 'Move It or Lose It'.



We also help families access enriching activities beyond the school day. We will consider cost, SEND, transport, language and confidence as possible barriers and seek reasonable, proportionate ways to widen participation, including:

Early Birds Breakfast Club, including a safe and positive start to the school day.



A broad programme of after-school clubs, shaped by children's interests and reviewed for inclusive access.

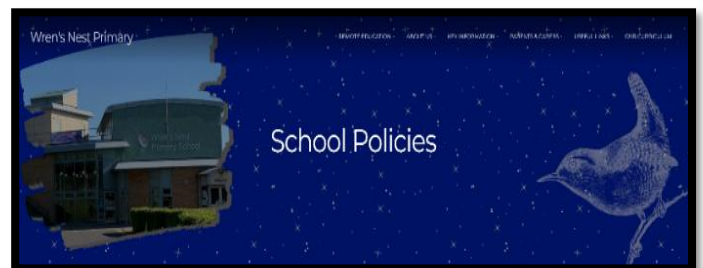
Targeted learning, mentoring, wellbeing and enrichment opportunities where these meet identified needs.

Information about relevant holiday, community, cultural and sporting opportunities.

Accessible policies and information

Relevant policies are published on the school website and paper copies are available free of charge on request.

Staff will explain policy content, provide accessible summaries and consider reasonable adjustments where language, literacy, disability or digital access could prevent understanding.



Families are encouraged to ask questions and contribute views when policies affecting them are reviewed.



OFSTED 2026

Our recent Ofsted inspection recognised the strength of the culture families and staff create together: "Pupils are happy, feel safe and enjoy learning in the calm and nurturing environment created by school leaders."

Inspectors also recognised the school's strong work in Inclusion and Personal Development and the way care extends beyond the school gates to families and the wider community.

The full inspection report and an accessible summary are available through the school website. We will continue to listen to families and use their experience as an important part of sustaining and improving this strong practice.

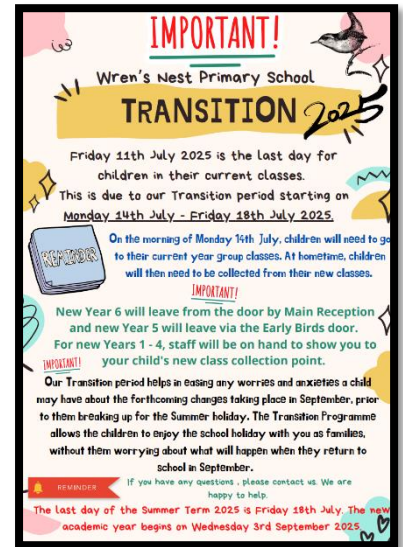
Transition and change

Transitions can be exciting and unsettling. We work with children, families and receiving settings to share the right information, reduce uncertainty and plan additional support where needed. This includes:

- Impartial information and opportunities to discuss secondary-school choices and transition.
- Practical support with admissions processes, deadlines and access to information.
- Person-centred transition planning for children with SEND, medical needs, care experience or other vulnerabilities, including enhanced visits where appropriate.
- Support with applications for home-to-school transport where relevant.

In-school transitions are planned with families and children.

Children have opportunities to know their new adults and environment, and relevant information about strengths, needs, successful strategies and family circumstances is transferred sensitively. Bespoke plans are used where a standard transition offer would not provide the right support.

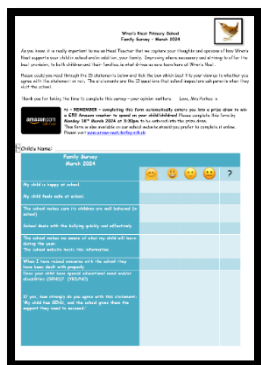


Home-school partnership

A strong home-school partnership supports children's safety, wellbeing, belonging, attendance and achievement. We recognise that family circumstances differ, so staff will work collaboratively and avoid a one-size-fits-all approach.

Families can support children by:

- Sharing books, stories, songs and conversation regularly, in the family's home language where appropriate.
- Promoting regular and punctual attendance and contacting school early when illness or another barrier affects attendance.
- Encouraging children to engage with age-appropriate home learning and asking school for help when needed.
- Sharing information with the class teacher, SENCO, Learning Mentor or another trusted member of staff when something may affect the child's learning, behaviour, safety or wellbeing.
- Keeping contact details up to date and reading information shared through Parent Hub, letters, the website and weekly videos.



Parent, Carer and Family voice

We seek family views in different ways, including surveys, conversations, meetings, workshops, parent voice activities and feedback after events. We will make particular efforts to hear families who may be less confident, less visible or face communication barriers. Feedback is considered carefully, alongside children's best interests, professional responsibilities, available resources and statutory duties.

Our 'You Said, We Did' approach shares key themes and the school's response. Where a suggestion cannot be taken forward, we will aim to explain why. Individual or confidential matters will not be published.

If a concern arises, families should raise it as early as possible with the class teacher or relevant member of staff. If it remains unresolved, a senior leader can support. Formal complaints are managed through the school's Complaints Policy. Everyone is expected to communicate respectfully; abusive, threatening or discriminatory behaviour will be addressed in line with school procedures.

Wren's Nest is committed to the highest possible level of partnership with families. We will be open to challenge, learn from experience and improve our practice while keeping children's safety, rights and best interests at the centre.

Our families are integral to the life of the school. The door is open for brief day-to-day communication, and appointments will be arranged for longer or confidential discussions so that staff can listen properly and take agreed action. We are proud to serve our local community and to build relationships in which every child and family feels known, respected and able to belong.



Monitoring and evaluation:

All staff are responsible for promoting this policy. Senior leaders and governors will review its implementation annually through evidence such as participation, family feedback, complaints and compliments, attendance, accessibility, safeguarding themes and the engagement of groups who may face barriers. Findings will inform school improvement, staff development and the family-support offer.

Links with other policies:

This policy should be read alongside the school's:

- Attendance Policy and attendance procedures
- Behaviour, SEND and Inclusion policies
- Safeguarding and Child Protection, Complaints, Equality, Data Protection and Online Safety policies

Date of Review: September 2026

Policy to be reviewed: September 2027

