Course Companion

for T Level Technical Qualification in Education and Early Years

Element 5: Parents, Families and Carers

Update v1.2, August 2023

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Contents

Teacher's Introduction

This course companion is for **Element 5: Parents, Families and Carers**, part of the NCFE Cache T Level Technical Qualification in Education and Early Years (603/5829/4). The aim of this resource is to guide students through the core content of this unit, providing them with in-depth information that covers each of the specification points. This resource is intended to provide students with the knowledge and skills that will help them succeed in the assessment for this unit.

Remember!
Always check the exam board website for new information, including changes to the specification and sample assessment material.

For clarity and ease of use, the content of this course companion matches the order of the specification points. The content is structured as follows against the unit's learning aims:

- **5.1**: Students must understand the advantages of working with parents, carers and wider families to support children and young people.
- **5.2**: Students must understand the characteristics of a variety of different family structures.
- **5.3**: Students must understand the possible barriers to effective partnerships with parents, carers and wider families.
- **5.4**: Students must understand where to find a range of reliable resources to support parents, carers and wider families.

Throughout the resource, there are key features to keep an eye out for:

Keywords: used to draw students' attention to various keywords throughout the unit.

Did you know? Provides further information and additional content to inspire students.

Case studies Help students to apply the issues identified in the resource to real-world scenarios.

Applied activities encourage application of knowledge to the case studies or to real-world scenarios in the health and social care sector.

Research activities inspire further research and stretch and challenge higher-ability students.

Some of the activities can be completed using either computers, mobile phones or tablets to aid students' research, and/or can be completed outside the classroom as homework.

There is also a set of **revision questions** provided at the end of each section (with answers included). These should help students recap their knowledge throughout the course companion, and will ensure that they have understood what they have read.

March 2022

Update v1.1, October 2022 *(to match specification changes for first teaching September 2022)*
- Removed reference to 'families where one or both parents may identify as LGBT' from nuclear family structure description on pages 13, 17 and 31.
- Added 'Social services / Children's services' and 'Special Educational Needs and Disabilities Information and Support Service (SENDIASS)' to pages 27 and 33.

Update v1.2, August 2023 *(to match specification changes for first teaching September 2023)*
- Reference to 'Education and Childcare' has been amended to 'Education and Early Years' throughout.
- Reference to 'making use of technology to establish and maintain communication with parents/carers including an exchange of information' has been added to p. 26.

Chapter 5.1: The advantages of working with ⵗ wider families to support children and ⵗ

Working with parents, carers and wider families ensures that everyone is working ⵗ the child. Staff should view parents and carers as partners in the process of educa⵰ develop. Families can be an amazing source of information about their child, whicⵗ

Creating a shared level of expe⵰

This section will explain why creating a shared level of expectation when workinⵗ families is essential in order to be able to fully support the children and young pⵗ that they fulfil their potential. It will also help to prevent any potential misundeⵗ home and the educational setting. It is said that parents are the child's first eduⵗ importance that good working relationships are developed with parents and carⵗ what is expected of them.

What settings expect from parents and carers

It is important from the outset that parents and carers understand what is expec⵰ the school or childcare setting. This could be as simple as knowing what they neⵗ nappies and wipes for young children. Parents and carers of school-age childrenⵗ things for their child including school uniform, PE kit, dinner money or a packed ⵗ of permission forms which need completing before the child can start to attend ⵗ child's time there. It can also be useful to explain to parents what is expected ofⵗ punctuality and what is expected of their child in terms of behaviour. Most settiⵗ to support their policies on behaviour and attendance.

Home–school agreements
Many schools and **settings** have some form of home–school agreement which is shared with parents and carers before the child even starts school. This outlines key requirements that the parent must adhere to and also outlines what the family can expect from the school or setting. The parent is usually expected to sign the agreement to show that they understand what is required of them.

(i) **Did you know?**
Ofsted requires all maintained schools to display certain information about their setting on their website; this includes key policies, contact details and information about key members of staff. Therefore, websites can be a good source of information for parents.

What parents and carers expect from the scho⵰

Parents, carers and families will, understandably, have their own expectations aⵗ They will expect their child to have a positive experience while attending the schⵗ academically and emotionally. Parents will expect staff to be appropriately qualⵗ to be able to keep their child safe while in their care. Parents and carers need toⵗ staff if they have a problem and to feel that they are being treated with respect ⵗ educational process is valued.

Making transitions smoot▒

This section will explain why supporting effective transition is a key role for all a▒ young people. It will explore the different types of transition the child or young ▒ how these changes might affect the individual. This section will also outline som▒ children and young people to deal with transition, in order for them to become ▒ transition in the future.

Types of transition

A child or young person may experience many different transitions as part of the▒ If handled correctly, children and young people will develop resilience and are ▒ change in the future. If handled incorrectly, transitions may cause the child or y▒ emotional and/or educational harm, having a lasting impact upon the individual.▒ educational nature, while others happen in the family or the wider community. ▒

Transitions can be broken down into four main categories: physiological, physica▒ It must be remembered that all types of transition may exhibit overlapping char▒ instance, moving schools will involve both physical and emotional transitions. S▒ or the majority of children or young people, such as puberty or starting seconda▒ as being taken into care, will only affect a few individuals. The different transiti▒ be discussed in more detail below.

Physical transitions

This is where the child or young person's physical location and/or environment changes, e.g. moving house, school, class or year group. Physical transition needs as much consideration and care as any other form of transition.

> **Transit▒
> change▒
> child's ▒
> They m▒
> take a ▒

- **Moving home** can be an intensely difficult time for the child or young person, particularly if this involves moving school as well and/or family break-up.
- **Moving school** can be extremely challenging for the young person, althoug▒ some may take this in their stride.
  Moving between schools – for example, between primary and secondary school – can be especially challenging for young people, depending on their individual circumstances.
- **Moving class and/or year group** – this, again, can be a wrench for the child or young person, particularly at primary school where the child is with the same adults for an entire year. Having to move into a new environment an▒ get to know a new set of people may be difficult for some young people. Moving at the end of a key stage can be especially hard for some young children as they may not know what to expect; for example, between the e▒ of the Foundation Stage and Key Stage 1, between Key Stage 1 and Key Stage 2, and between Key Stage 2 and secondary school. It can also be challenging when the young person has to leave school to attend a college ▒ university, particularly if other changes are associated with this. Some may enjoy the new-found freedom such changes bring, while for others these changes will provoke anxiety.

> **Applied activity**
> Think about any transitions in your life so far which you have found par▒ and/or upsetting, e.g. starting secondary school or college. What did y▒ difficult about these experiences? How did you help yourself to get thr▒ anybody else help you to get through these experiences? What did the▒

Emotional transitions

This is where the child or young person experiences a change which affects them transitions can overlap with other forms of transition.

Bereavement	Any experience of death can affect the young person or chil death of a pet or the death of a family member; the depth o be connected to how close they were to the individual or pe their own way, but it is likely that a child who has experience require support at home and in school. This form of transiti more traumatic if it is coupled with other forms of trauma; f parent necessitates moving house.
Parental separation	When a child or young person's parents split up this can be ar unsettling time for them. They may be concerned about who or not they will get any say in the matter; they could be worri to see the other parent or not and how often. The child or yo about any siblings they have and may feel that they need to s happening. Some children may feel that they are to blame fo paramount importance to explain to them that this is not the be made further challenging for the child or young person if t and/or if they need to move home and/or school. All this has traumatic for children and young people if not handled correc
Being taken into care	A child being taken away from their parent/s and placed into can be incredibly upsetting for them. Whatever the parent/s child will often still love them and want to be with them. A ch is their fault and we need to help them to understand that th will also involve them having to live in a new house with new involve them starting a new school, sometimes in a complete

(i) ***Did you know?***
The average age for girls starting puberty is 11, while the average age for boys is 12. It can take up to four years for the process of puberty to take place and it happens at different times for everyone. It is normal for puberty to start anywhere between the ages of 8 and 14.[1] Young people who enter puberty at a particularly early age may need more help adjusting to the changes which take place, and settings will need to be prepared to support them with this. It is usual for schools to keep supplies in school to support girls if they start their period and have not been prepared with the correct materials from home. It is also possible that some girls may not be able to afford the period products they need and they may need help from school to access funds for these.

Physiological transitions

Physiological transitions affect the body of the child or young person; physical ch
chemical and emotional.

Puberty

Although puberty will affect all young people at some point in their lives, this tra
with sensitivity and understanding. Because it is something we know will happe
we can help them to prepare for and to go through. Puberty is accompanied by
changes in the body and can affect individuals in very different ways,[1] with some
experience more challenging than others.

Starting or changing medication

Certain conditions, such as **ADHD** (attention deficit hyperactivity disorder), will
require the child or young person to take medication of one type or another.
Children and young people may also be prescribed medication for conditions suc
as anxiety; obviously, these medications will have been prescribed by a doctor, a
psychiatrist, or a specialist nurse such as an ADHD nurse. While these
medications have been prescribed to help the child or young person, they may b
concerned about taking them and there may be side effects to taking the
medication. A child or young person being prescribed medication for the first
time, or who has had changes made to their medication, will need support from
staff in school as well as at home; it is vital that good communication takes place
between the setting and home.

Intellectual transitions

These changes are similar in nature to some of the physical transitions already d
are the changes which occur when a child or young person reaches the end of a
school, college or university, or begins a new job. All of these changes involve m
used to new surroundings; often they will also mean getting used to new routine
Although these are changes which most children and young people will experien
manage them much better with support and preparation.

Strategies to support transition

Strong relationships

One of the best ways to support children and young people when they undergo
relationships with them. This means that they will be more likely to come to you
explain what is worrying them.

Did you know?
Children with special
educational needs and
disabilities (SEND) are more
likely to find transitions
difficult and will need more
support when going through
changes in their lives.

Transition booklets

Making and giving children transition book
to the time where they will be moving yea
The booklet should contain photographs o
who will be working with them. If the chil
new place or having playtime on a differen
these spaces should be included too. The
information about new topics which will b
be taking place, in order to give the childre

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[1] NHS (2018) – Stages of puberty: what happens to boys and girls – **zzed.uk/11494-nhs**

Visits

One of the best ways to help children move to a new setting, classroom, year group or key stage is to allow them to visit. This might involve short visits to their new classroom with the rest of their new class, where they meet their new adults and get to explore their new classroom. Or it might involve a series of visits such as those that take place when a child is about to move on to secondary school; these visits to secondary schools are designed to give the pupil a chance to become familiar with a much bigger building and to perhaps meet some of their new teachers and to get to know some of their new classmates. Sometime technology can be used to give pupils virtual visits to the new setting, but these should not be seen as a substitute for the real thing.

Providing information

Providing children and young people with as much information as possible abou[t] experience is also helpful. This could take the form of transition booklets (as me[ ] children you could just share photographs with them. Give children the chance t[o] discuss any changes with other children if possible.

Case study

Jack is eight. Jack's parents have recently split up and both found new partners. Jack, his mum and his sister have moved into his mum's new partner's house in a completely different area. Because of this, Jack and his sister will be attending new schools, which is something Jack is worried about. Jack is also concerned that he now lives a long way from his dad and is worried he won't get to see him or his friends very often.

Supporting learning at ho[...]

It is well known that children and young people who are supported at home in th[...]
educationally than those who receive no support from home. It is important to [...]
parents, carers and the wider family in order to be able to encourage them to su[...]
home. Give parents suggestions on how they can support learning at home. Invi[...]
workshops which teach them how to help their children learn in the home envir[...]

How can parents support learning at home?

Play
Very young children and babies learn best through the medium of play. Parents[...]
by playing with them and providing them with age-appropriate toys. Role playin[...]
playing shops – can help children's language development and social skills. The [...]
reasons why play is so important for young children.

> **Research activity**
> Can you find out some of the
> reasons why engaging in play is so
> important for children and young
> people? The National Literacy Trust
> website is a great place to start:
> **www.literacytrust.org.uk**

Talking to children
It is very important that parents and c[...]
and children as this is how their comm[...]
There is a great deal of evidence to su[...]
grow up in homes where they are reg[...]
to speak themselves do better educat[...]
a much wider vocabulary than childre[...]
'non-talking' households.

Reading
It is vital that babies and children are read to from a y[...]
to from an early age tend to do better in a range of su[...]
children to develop their vocabulary but helps to dev[...]
parents and carers. Regularly reading to children can[...]
reading for pleasure. Parents can also support childr[...]
regularly once they start reading at school. Providing[...]
to read doesn't need to be expensive as they can be b[...]
Many schools also have books which children can bor[...]
There are also various programmes which provide fre[...]
Many publishers and children's websites also provide[...]
to download to tablets and other devices.
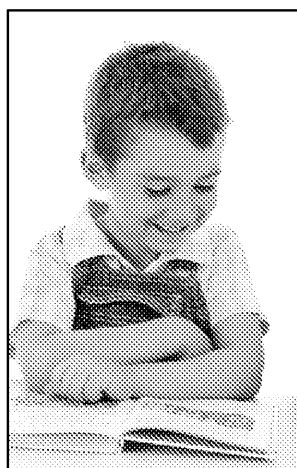
Homework and projects
Parents and carers should be encouraged to support children and young people v[...]
their homework and any projects which need to be completed at school. Setting[...]
need to provide support for this and explain exactly how they expect projects an[...]
homework to be completed. This is because many schools teach Maths and othe[...]
subjects in a completely different way from those in which parents or carers lear[...]
they were at school. Parents and carers may want the finished product to look p[...]
and may become frustrated with children; therefore, what is and is not acceptabl[...]
also be explained carefully. Explain to parents that it is the learning which is imp[...]
and, therefore, there is no benefit in them completing the work for the children. [...]
Children should be encouraged to make mistakes in order to learn from these. [...]
Encourage parents and carers to ask for support from the setting if they need to.[...]

---

[2] National Literacy Trust (2017) – 10 reasons why play is important – **zzed.uk/11494-pla**[...]

Inviting contributions from f

Many parents, carers and members of the wider family have a wealth of experie
children in the setting or school. Inviting parents and carers to contribute to the
communication and to foster relationships between home and school which the

Volunteering in the setting
There are a number of ways in which parents, carers and wider family members
Of course, all volunteers must adhere to the school's safeguarding procedures a
senior leaders or managers before inviting other adults into the setting.

Listening to children read
Schools and settings are always looking for volunteers to listen to children read.
when they get the opportunity for regular practice.

Helping out on trips
Schools and settings are often in need of additional adults to help on trips, and t
carers could help out with.

Talking about jobs and hobbies
Parents, carers and other family members might have a great deal to share
regarding jobs and hobbies. They could be invited into the setting as part of a
particular topic or it might be possible to make use of their skills with, for
example, sewing, knitting or baking.

Applied activity
Think about your own school experiences. Did you ever have parents,
carers or wider family members come into to school to talk to your
class? Discuss with a partner how these experiences can help to
develop positive relationships with adults.

Helping out with events
School fundraising
Schools often need help with fundraising and family members can be a great hel
stalls or games at the school fair or baking cakes for sale. Many schools and sett
Association) which is run by parents and carers; they often raise money for a par
for the library or new play equipment for a nursery.

Sharing information

Effective sharing of information is also a key part of developing relationships wit
mentioned in the previous section, helping to ensure that everyone has a shared
The sharing of information should be a two-way process between the setting an

Ways of sharing information with parents, car

There is a variety of different ways of sharing information with families and of en
understand what is expected of them by the school or setting and any important
to know:
- Texts
- Newsletters
- Website
- Phone calls
- Notice boards
- Postcards
- Letters
- Meetings (both one-to-one and group)
- Social media (although this would need to be in line
  with the school or setting's policies)
- Brief conversations before and after school
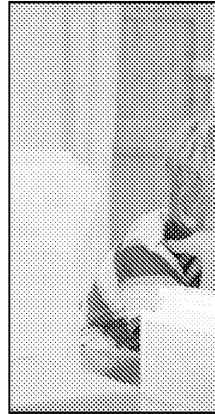
Ways in which parents or carers can share inf
the setting

It is important to establish a relationship with parents and carers which is
built on mutual trust and respect. Parents are then more likely to share
sensitive information with the setting, which may help to safeguard children.
It is also preferable that parents and carers contact the school first if they
have a problem, giving staff chance to sort it out.

There are a number of ways in which parents can be encouraged to share
information with the setting:
- Requesting meetings with their child's teacher or other staff
- Communication diaries
- Messaging services provided by the setting, such as Class Dojo
- Informal chats before and after school
- Questionnaires which seek out the parent or carer's opinion
- Parents' evenings

Applied activity
How would you try to develop trust with parents and carers?
How could you encourage them to share information with the
setting? What should you do if the parent or carer shares any
sensitive information with you regarding their child?

Comm
used fc
babies
The pr
inform
ate du
nappy
childre
provid
betwe
child is
such a

Supporting the child or young perso

This topic encompasses everything we have learned about in this chapter so far.
to develop effective and trusting working relationships with parents and carers,
or young person's health and well-being.

There are a number of factors which can influence a child or young person's wel
have no control over. These can include: health, background, economic well-bei
parents and carers. What we can try to do is to help to combat any negative infl
child or young person's self-esteem and by developing their resilience.

Ways to promote well-being in children and y

The most important thing we can do for children and young people in our care is
and help them to develop resilience when faced with challenges and new experi
ways in which we can help children to develop resilience.

Making mistakes

Children and young people should be encouraged to make mistakes and
to bounce back from these. Setting staff should help children and young
people to focus on finding the solution to a problem and to take
responsibility for their own mistakes. Staff could show children how to
use mistakes they have made to improve their performance in the next
test or challenge. Adults should model making mistakes and showing
children and young people that we can learn from these. Staff should
show the child or young person that mistakes are nothing to worry about.

> Re
> Hc
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Developing self-confidence

Help children and young people to develop the
confidence. Children and young people who ha
their own worth are more likely to be able to co
challenges. Recognise what the child or young
them to recognise this too. Help them to unde
good at everything and that it is OK to need he
people to value qualities in themselves and oth
for example, valuing when people are kind and
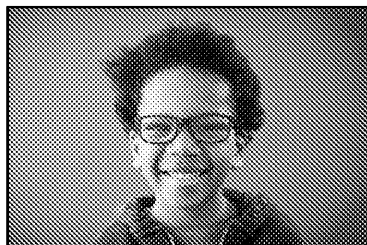
> **Self-esteem:** our self-esteem is how well we think about ourselves and whether we like ourselves as people.
>
> **Self-confidence:** self-confidence is the level of confidence we have in ourselves to complete a particular task or skill.

Developing strong relationsh

Children and young people who have
families and wider community are mo
to take risks. We can't always affect t
ensure that children and young peopl
relationships with adults in the setting
time to listen to children and value wh
model and actively promote appropri
and young people in your setting.

> (i) *Did you know?*
> *Children with attachment disorder are less likely to be able to form appropriate relationships with adults and their peers.*

> **Research activity**
> What can you find out about
> How does this develop? How
> attachment disorder to start t
> relationships in the setting?

Staff can **advocate** on behalf of children and young people with a variety of different people, including parents and carers, other adults in school and adults in the wider professional community. For example, for a child in foster care it may be necessary to advocate for them with a social worker or other professional. Parents can also advocate for their child in dealings with school and with other professionals. It is important to consult with children and young people, and their parents and carers, when making decisions about their well-being and future. While their views can be taken into account, any **safeguarding** issues will take precedence over the wishes of the child.

It is important to note that because some children and young people are considered to be more vulnerable than others they will be more in need of an adult to represent their wishes and feelings. This will be particularly the case with children and young people who have special educational needs and disabilities (SEND).

> **Research activity**
> How could children and young people with communication dif
> wishes and feelings with you? You could use the Internet to re
> in which these children and young people could share their th
> feelings with you and other staff.

5.1 Revision questions

1. Name **four** ways in which expectations of parents and carers can be shared

2. Give **two** categories of transition. For each category give two different tran[...] person may go through.

3. Describe **two** strategies which could be used to help a child or young perso[...] physical transition.

4. Read the following case material:

> Gemma is four years old and has just started school for the first time in th[...] primary school. Gemma has never been in an educational setting before. [...] working in Gemma's class.

Answer the following questions:
   a) How can Gemma's parents support her learning effectively at home? [...] different ways.

   b) Gemma is finding everything about her new school very overwhelming[...] school. How can you help her to become more settled in her new class[...]

5. Explain **three** reasons why it is important for staff in educational settings to[...] parents and carers.

Chapter 5.2: The characteristics of different and parenting styles

When working with parents, carers and wider families we need to be aware and families occur in many different forms. These families might look very different up with ourselves, but all types of family need to be valued and respected if we a relationships with them. It is important to note that you may come across some listed below.

Family structures

Nuclear family
A nuclear family generally consists of two parents (who may or may not be married) raising one or more children.

Single-parent family
A single-parent family typically consists of a lone parent bringing up one or more children.

Extended family
In an extended family household many different members of the same family live in to raise the child or children who live in the house. From a setting point of view, this members may be involved in picking up and dropping off the child at the setting and

Foster family
In a foster family there will be at least one child who is currently being fostered. the ultimate responsibility of the local authority and so settings may need to liais representatives of the local authority, as well as with foster carers.

Adoptive family
An adoptive family differs from a foster family in that the arrangement has been or children have been legally adopted by the carers.

Blended family or stepfamily
This is where one or both parents in a family have children from previous relatio children together. The children from previous relationships may or may not live of the time, depending on any arrangements which are in place. Where appropr aware of all the significant adults who may be involved in the child's life, includir need to liaise with them at some point.

Parenting styles

We need to be aware that there is a range of different parenting styles as the wa̶
choose to parent has a considerable effect on the child's development. How pe̶
have an impact on how they view educational settings and their staff; for examp̶
inclined to see themselves as partners in the education process than others. He̶
parenting styles with their key characteristics:

Authoritarian	With authoritarian parents and carers there is a fo̶ control sitting firmly in the hands of the adults. Ch̶ rules of the household without explanation or disc̶ room for compromise. Children in this type of hou̶ bad behaviour, but not necessarily rewarded for g̶
Permissive	In a permissive household there are very few rules̶ to, and those that do exist are often broken. The p̶ household often prefer to treat children as friends̶ of guidance.
Authoritative	In an authoritative household there are also rules a̶ made clear to children and are usually explained. T̶ standards for their children and encourage them to̶ If a child breaks the rules the consequences are usu̶ as a family; there are also usually opportunities for̶
Instinctive	Instinctive parents and carers often rely on the wa̶ their parenting decisions. These parents also rely ̶ when making key decisions regarding their childre̶
Uninvolved	Uninvolved parents show little or no interest in the̶ responsiveness to them, other than providing for t̶ households, even the most basic of needs will not ̶ to be neglect.
Helicopter	Helicopter parents like to 'hover' over their childre̶ every aspect of their lives. While this may be appr̶ keep very young children safe, it can become frust̶ result in a lack of independence.

Research activity
There are many other styles of par̶
described above. Carry out some r̶
other styles of parenting exist and̶
each for yourself.

Applied activity
Think about your own upbringing (̶
so). What type of parenting style d̶
use? How did this make you feel? ̶
thoughts and feelings down in a le̶
carer/s; obviously this would just ̶
would not need to be given to the̶

The importance of being sensitive
parenting styles and different fam

As already discussed, parents and carers are the child's first educators and shoul
often contribute a great deal of information about their child, and setting staff c
with parents, carers and the wider family which are based on mutual trust and r
reasons why it is important to be sensitive to different parenting styles and diffe

In order to value and respect families
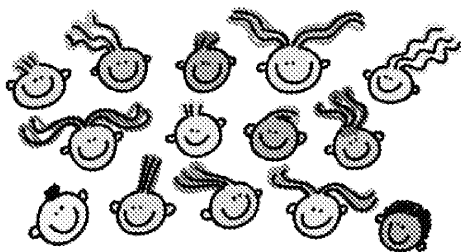
As we have already seen, families come in lots of different packages, and it is vit
regardless of its make-up. Added into this mix will be the fact that the families w
variety of different cultures and backgrounds. We have also seen that different
widely different approaches to parenting and bringing up their children. All thes
parenting styles should be accepted and valued by the setting, unless there are a
For example, we noted that permissive parenting styles could slip into neglect, a
concern which would need dealing with by managers or senior staff. The harm c
people may be deliberate, as with sexual or physical abuse, or may be a result of
met. A child has a right to have his or her basic needs met in
terms of warmth, appropriate clothing, food and shelter; if these
basic needs are not met, this is deemed to be **neglect**. A child also
has a right to an education, and, therefore, poor attendance may
also be deemed to be a sign of neglect.

> **Safeguarding:** in this context, safeguarding means
> protecting the child from all forms of harm.
>
> **Neglect:** when a child or young person suffers from
> neglect, this means that their basic needs are not being
> met by the parent or carer. These needs include being
> given food and water, being kept clean, being given
> appropriate shelter and being dressed suitably for
> the weather.

In order to contribute to inclusion in planning
ensure fair and inclusive practice

As we have already seen, the sharing
process between parents and the sett
parents can be invaluable in helping st
the more we know about a child the b
experiences which support their partic
Furthermore, knowing as much about
support **inclusion**.

When people think about inclusion, t
including children with special educat
(SEND) in mainstream classrooms, bu
this. Effective inclusive education wil
access learning which is appropriate t
will take into account their backgrour
be a valuable source of information a
support planning for inclusion.

> **Inclusion:** inclusion means
> meeting the needs of all children
> in the same classroom or setting,
> regardless of their ability, ethnicity,
> culture or background.

In order to inform understanding of positive and and inform strategies used to support behaviou

Knowing a child's background can be vital in beginning to understand why they r
For example, if you know that the child comes from an uninvolved or permissive
way towards explaining the child's poor behaviour in the setting. It is also impor
as partners when trying to help a child to change their behaviour; for some child
deterrent to know that any incidences of poor behaviour will be passed on to th
the school day. Staff need to make sure that parents fully understand any behav
and consequences, which may be in place in the setting; if these systems are exp
likely to be supportive of them. It is important to place as much emphasis on rev
children will respond well to this kind of motivation. Whatever the behaviour sy
setting, it is of vital importance that it is used consistently by all staff.

(i) *Did you know?*
A home–school communication diary
can be a useful tool in ensuring there
is collaboration between parents and
staff if a child is experiencing
difficulties in adhering to rules in the
setting. This would need explaining to
parents and carers first, following an
initial discussion regarding the
child's behaviour.

In order to inform understanding of developm

As already mentioned, information sharing should be a two-way process betwee
carers; this is vital in order to ensure the best possible outcomes for the child. P
educators and may be a valuable source of information on the child's developme
carefully to any concerns the parent may have regarding the child's education ar

A good relationship with parents will also help when it is necessary to have a con
their child which may be sensitive in nature. For example, it may be necessary t
child may be showing signs of **developmental delay**; staff will need to be suppor
information in order to ensure the best outcomes for the child. A child who is ex
will fail to achieve certain developmental milestones. These milestones include l
skills and motor skills. It is important to note that all children meet these mileston
other, and some minor delays in achieving these milestones are not necessarily ar
significant delays occur that we need to consider whether the child is experiencing
many reasons why a child may experience developmental delay, but the cause is r

Research activity
Find out as much as you can about
developmental delay and some of the
possible causes of this. What can be done to
help children in the setting who may be
experiencing developmental delay? Design a
poster which shows setting staff how to spot
a child who may be experiencing
developmental delay.

Developmental delay
achieve certain develo
appropriate time fram

5.2 Revision questions

1. Which of the following describes a nuclear family?

   A Multiple members of the same family living in the same house and pos

   B Two parents raising a child or children.

   C Having at least one child who has been fostered or adopted.

   D A lone parent raising a child or children.

2. Explain what is meant by a blended family.

3. Name **two** different parenting styles and describe their main characteristics

4. Explain what is meant by the term 'inclusion' and its importance in educatic

5. Explain what is meant by developmental delay.

Chapter 5.3: Understand the possible barr
partnerships with parents, carers and wider f
overcome them

As we have already discussed, it is vital that effective relationships and partnersh
carers and wider family members if the children in our setting are to achieve the
Unfortunately, there are a number of possible barriers to achieving these effecti
some of which will be outlined below. However, it is important to remember an
there may be other possible barriers, not listed, which may need to be overcome
family members are to be established. The possible ways in which these barriers
discussed in the next chapter.

Possible barriers

Time constraints
Parents, carers and wider family members often have many other demands on t
addition to their responsibilities towards the child currently in your setting. This
work commitments, caring for siblings or even caring for other family members.
important to understand and be sensitive towards these other commitments an
that you may need to be flexible when trying to find time to meet up with paren

Work commitments
Parents and carers may have varying work commitments which may make it diffi
and after school (or session times). For example, many people are now required
it difficult for parents to attend the same meetings that other parents are able to
parents and carers reliant on **wrap-around care**, meaning that they often drop o
collect them very late in the day; this can make it difficult to arrange meetings w

Wrap-around care: this is extra care
that a school or setting provides beyond
the normal school day, e.g. in the form of
breakfast clubs and/or after-school clubs.
See **zzed.uk/11494-wraparound**
for more information.

Limited resources
Limited resources can have an e
partnerships with parents, care
number of different ways. If fa
setting, it may be costing them
transport their children to and
staff arrange extra meetings wi
normal session times, this coul
on them in attempting to atten

Mistrust from families
Many adults have a mistrust of schools, which can stem from a variety of differe
had negative educational experiences, and this will be discussed further in the se
lack of understanding of what the parent or carer can expect from the school or
Chapter 5.1). There may be a lack of understanding about job roles in the settin
able to give a parent or carer. The parent or carer may have heard some negativ
setting by other parents or carers in the school playground or on social media.

English as an additional language

When parents or carers do not speak English as a first language this can cause a[...] attempting to form relationships with them. It can be difficult to get even the m[...] speakers of English as an additional language (EAL). Each school or setting will s[...] messages out to parents and carers, which will be difficult for EAL parents to acc[...] difficulties understanding the information available on the school website unless[...] member or close friend who speaks English well enough to translate for them. V[...] with EAL parents or carers, this can have the potential to give rise to misunderst[...] relationships being developed between staff members and family members whi[...] providing the best experiences for children and young people.

Special educational needs or disabilities

When the child or children has/have special educational needs and disabilities (S[...] the parents or carers, who are often simply trying to provide the best education[...] It is important to make families feel that they are working in partnership with th[...] in order for the best outcomes for the child to be achieved. It is also important t[...] carers may themselves have SEND, and it is just as important to ensure that effe[...] developed with these parents and carers in order to ensure that the best outcom[...]

Family members' own negative educational experiences

Many parents and carers will not have the best memories of their own school ex[...] they may be reluctant to engage with staff or even enter the setting at all. These[...] and unwilling to engage with staff; however, for them, engaging with a school se[...] number of different reasons. It will take extra effort to overcome these parents'[...] with educational staff and settings.

How to overcome possible barrier effective partnerships with parent

We have just covered some of the possible barriers to forming effective partner wider families which may exist in schools and other settings. This chapter will lo setting staff can attempt to overcome some of these potential barriers and, perh in the first place.

The key person building a relationship with p

In early years settings, the key person has particular responsibility for a group of children and is named as the child/children's key worker. Usually, this person will have responsibility for liaising with the parents and carers of these named children and beginning to develop relationships with them. In schools, this person tends to be the class teacher; therefore, the class teacher is the person who needs to develop effective relationships with parents and carers. As has been mentioned a number of times, it is vital that staff members form effective relationships with parents and carers in order to achieve the best outcomes for children. However, it is also important that other staff members get to know parents and carers and begin to form effective relationships with them in case for some reason the teacher is not available for the parent to talk to.

> (i) Did y
> Under the
> Year Foun
> the age of
> education
> allocated
> to help en
> tailored to
> to help th
> setting, of
> the child o
> their pare

Relationships can be built with parents and carers by following some of the other there is no substitute for being patient, kind and encouraging with parents and ca opportunity to engage with more reluctant parents and to encourage them to con worries or concerns they may have regarding their child. It might be that a reluct converse with a certain member of staff, and this relationship should be cultivate teacher or key worker for the child is; it is more important that the parent or care relationship with any member of staff, rather than worrying about which membe with. If a staff member is able to form a successful relationship with a parent or c reluctant to engage with the school or setting, this relationship could be used in s to help the parent engage and form relationships with the new class staff.
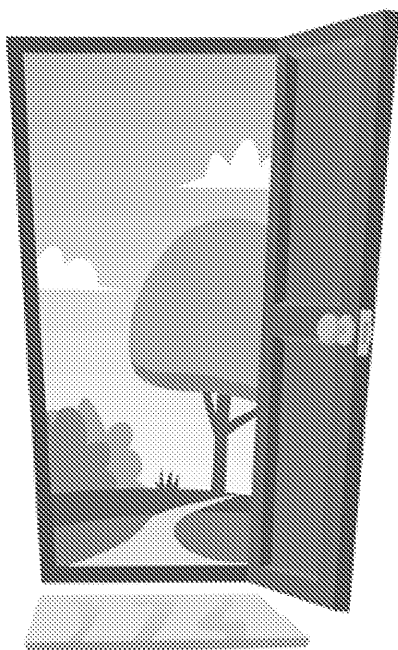
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[3] Department for Education (2021) – Statutory framework for the early years foundation

Offering an open-door policy to hear parents'/carers' questions or concerns

It is essential to have an open-door poli and carers, particularly those who may setting staff, to communicate any worri have. These concerns may be about so minor to us, but may seem insurmount carer. The sooner these worries are de will be for the development and well-be worried this can also have a negative in health.

As mentioned earlier, it may also be po safeguarding concerns regarding their c deal with any concerns of this nature as the setting's relevant policies. Therefor carers are encouraged to come to staff which they may have, as soon as is prac with concerns is also preferable to pare into their own hands; for example, in ca between pupils. It is also better for par to air any grievances they may have wit correct way, rather than taking to socia by gossiping in the school playground.

This open-door policy should be explained and implemented from the moment t into contact with the school or setting. It may be that the setting needs to give b be freely available to talk to parents, to avoid the parent feeling that they have b For example, it is not always possible for a class teacher to have a lengthy conve home time, when they are responsible for letting the whole class out safely; how wait for 10 to 15 minutes in order for the teacher to be able to have the time to It is important for staff to be as welcoming and flexible as possible with this appr feel that their concerns and questions are being taken seriously. It may have tak courage to approach school staff with their concerns in the first place, and it is e from doing so in the future.

Applied activity
How could you help to make a setting or classroom as welcoming as possible fc think of any ways of parents being able to ask questions without having to app

Role play activity
Role-play the following activity with a fellow student, colleague, or anyone else play a member of school staff and your partner will play a parent. Imagine that you at the end of the school day but you are expected to attend a staff meetin How could you deal with this in a way that would leave the parent feeling valid with concerns in the future?

Offering home communication diaries/journa

In Chapter 5.1, communication diaries were introduced as a way of sharing infor
This form of communication is a common way of sharing what has happened wit
particularly in nurseries and other early years settings. Communication diaries n
show consistency between home and school if a child or young person is going t
struggling with their behaviour or any other issues. This form of communication
parents or carers who may find it more difficult to communicate their worries ar
face-to-face situation; using a communication journal or diary may be a way of o
communication with parents who may have had their own negative experiences
They could then be gradually encouraged to slowly transition from using the con
to-face conversations with setting staff. There would need to be some guideline
parents/carers who are using the communication diaries, in order to establish w
in the diary and what is not.

Applied activity
Write a list of guidelines for parents and carers to use when
they are writing in communication journals or diaries. For
example, what it is OK to write and what it is not OK to write; it
may be necessary to give some examples. It is important that
school staff and parents are not too negative when writing
about children or young people in communication diaries.
Remember that it may be necessary to share information in
these diaries with senior staff, particularly if there are
safeguarding concerns.

Providing secure family forums and apps

There are a number of secure ways in which parents can share their concerns and
school staff without having to meet face to face. If the parent feels that their que
important enough to merit a physical meeting with school staff, they may wish to
question through established social media channels. Many schools have their ow
Twitter and Instagram pages; however, it can be difficult, if not impossible, to ens
parents and carers of the school have the capacity to comment on the school's or
using social media in this way can open the setting up to criticism from a variety o
and it must be closely monitored and regulated by a member of school staff who
these social media outlets, and in line with the school or setting's social media po
also make it difficult to ask a question which the parent or carer may deem to be

Many schools have texting features available, but these are
generally for the school to provide information to parents and
carers, rather than for parents and carers to be able to share
information with the school or setting. There are, however, a
number of services which schools can subscribe to in order to
facilitate a two-way communication process between home and
school; one example of these services is Class Dojo, which
allows parents to securely message school staff (usually the
class teacher) and for the staff member to respond. This app is also another way
messages and newsletters with parents. Furthermore, many school websites off
accessed by parents and carers (as opposed to the general public) and often offe
part of their package. Some websites also offer the facility for pupils to message
are worried about something or have a query about their homework. Again, sch
monitor pupil, staff and parent activity on such platforms carefully and in line wi
usually some sort of **whistle-blowing** feature, which means that children can ma
is using the site or messaging service inappropriately.

Whistle-blo
sort of butto
messaging s
in schools. T
the student
issue such a
inappropriat

Using parent/carer questionnaires

Collecting parents' and carers' opinions on a variety of different topics and issues is an important way of ensuring the needs of all children and families are met; this can be done through the use of questionnaires or surveys. Providing a way for parents and carers to give their views anonymously is more likely to encourage them to respond, but will also ensure that they do so honestly. Parents should be reminded that they should approach schools straight away if they have any urgent issues which need addressing, rather than waiting for a questionnaire to be sent out.
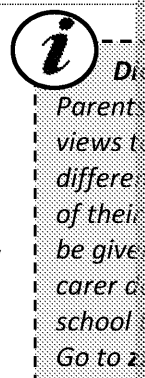
There are a number of ways in which settings can give parents a questionnaire to complete:

- Firstly, there is the standard paper questionnaire which can be given out to each child to take home with them at the end of the day. Parents would send their responses into school via their child as they would any other correspondence; as already mentioned, parents and carers should be allowed to remain anonymous if they wish.
- Secondly, some school website facilitators also offer the facility to issue questionnaires and surveys through their platforms; they may also offer tools to help to process the responses once they have been collected.
- Finally, websites such as SurveyMonkey offer the ability to host free, or relatively cheap, surveys and questionnaires for schools and other settings; the link for these surveys can be easily sent to parents through the school's texting or messaging service.

With all these options it would be helpful if the setting still sent out a brief letter how to access the survey and what the purpose of it is.

Using regular telephone or email contact
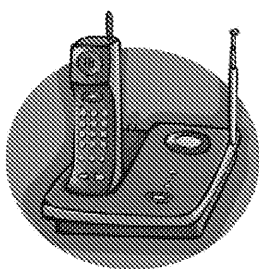
It is important to remember that not all parents and care and access support from setting staff during normal scho have already mentioned, some parents work shifts and/o after-school clubs to provide wrap-around care for their c parents and carers may need special consideration and a staff about their child or to receive any information disse

As already mentioned, there are a number of messaging services and platforms, parents and setting staff to engage in two-way conversations about children. It means at their disposal to ensure that parents or carers are able to keep in regul feel that their views are being heard. This may mean staff keeping in regular tel parents and carers.

Childminders: childminders are paid to take care of children in their own home children, they are often responsible for dropping them off at school and collect has ended. Childminders have to be registered with the local authority.


Ensuring the building is accessible

As we know, parents, staff, visitors and children may have special educational ne
may mean that they may struggle to physically access the building unless specific
them. In basic terms this may mean the provision of an accessible toilet or whee
are not things which staff can necessarily influence; however, it is important to t
can be put into place by staff to ensure that everyone is able to access the settin
have the same access to support and help from staff and receive the same infor

> *Case study*
> *Hanisha's dad is deaf and is the parent who has*
> *the most contact with school as mum works full-time.*
> *There are a number of adjustments which the school can*
> *make in order to ensure that Hanisha's dad accesses all the*
> *information he needs and to enable him to access parents'*
> *evening and to be able to express his views to classroom*
> *staff. The school should provide a sign-language translator*
> *for any parents' evenings and/or important parents'*
> *meetings. This sign-language translator would be paid for*
> *by the school and hired from the appropriate local service.*
> *Hanisha's dad should also be provided with detailed*
> *written information where possible.*
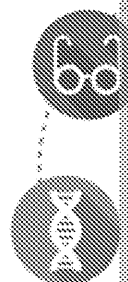
Organising open days/evenings
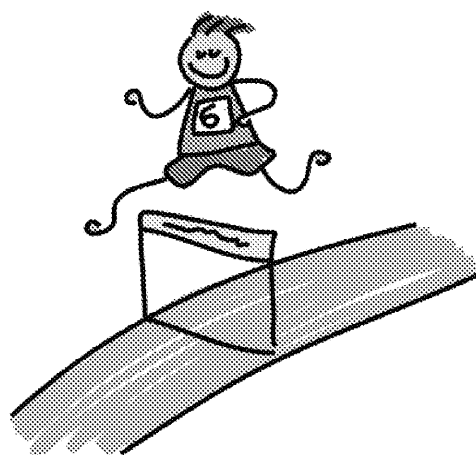
As already discussed, parents and carer
welcome in the setting and that they c
whenever they have a problem or ques
parents and carers feel more comfortal
them to get to know staff better, is thre
days and/or evenings. These events co
of allowing parents and carers to get to
thoroughly, or they could be for charita
Regular school events, such as concerts
way of encouraging reluctant parents in
these sorts of events to parents, it shou
and carers are welcome to attend. Wh
to speak to as many parents and carers
particularly during open evenings and d

Using translators or child advocates

Speaking English as an additional language (EAL) can be a real
barrier to children and parents being able to fully access a setting
and all it has to offer. If a parent or carer speaks very little English
they may struggle to communicate with setting staff, and staff will
struggle to communicate with families in return. Furthermore,
although children tend to pick up new languages quickly, starting
a new school or setting where no one speaks your language will
be very overwhelming at first.

There are a number of things which can be done to help both EAL children and t...
familiar enough with the language to be able to communicate at an appropriate...
are able to hire translators to work with children in the classroom to help them t...
place. Translators can also be asked to be present at meetings between staff an...
that everyone is able to present their views effectively; they could also help to tr...
messages to be sent home to parents and carers. However, it is important to re...
will often come at the expense of the school or setting and some schools and set...
children with EAL. Therefore, it would be impossible to have a translator presen...
or setting for 100 per cent of the time. It is essential that setting staff find other...
their parents and carers if a translator is not available.

> **Applied activity**
> Create a leaflet for staff to read which is full of ideas
> to support EAL children in the classroom. You may
> need to do some further research using the Internet
> to help with this task. Ask another student to look at
> your leaflet for you. What do they think?
> Are the ideas easy to follow and relatively simple
> to implement?

> **(i) Did you kno...**
> A child advocate...
> make their wishe...
> be appointed an...
> foster care or if t...
> social services – ...
> family. See **zzed.**...
> more informatio...

Offering home visits
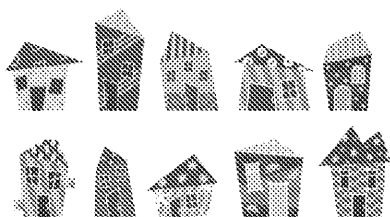
Staff in early year settings often choose to off...
their child starts attending the school or settin...
potential benefits for the child, family and set...
often feel more comfortable in their own env...
to communicate freely in their own home. A...
or carers who do not have their own transpor...
challenging and/or intimidating.

Furthermore, it can be useful for setting staff to have a context for the child and...
understand the child and their particular stage of development. Staff may be ab...
family, including siblings, and this will, again, help them to understand the child...
staff member has visited their home and this may help them to start to form rel...

There are, however, a number of things to remember when considering carrying...
- A staff member must never visit a family's home on their own – it is far safe...
  staff even if you feel that you know the family well.
- Not everyone has access to the same standard of living and you may be sho...
  experience in a family's home. However, it is important not to let your feeli...
- Remember to always be respectful when entering someone else's home. B...
  have different cultural expectations and it may be wise to do some researc...
  under these circumstances.
- Remember to report any concerns which arise from home visits to a more s...
  designated safeguarding lead (DSL), depending on the setting's policies.

Making use of technology to establish and main$
with parents/carers including an exchange of in$

Teachers can use technology in a number of ways to establish and maintain com$
carers, facilitating an effective exchange of information. Some ways this can be $

- **Parent/carer communication platforms / apps** – These can be used to shar$ messages and share updates on students' progress.
- **Emails** – Email systems can be used to regularly share information, such as $ updates and student feedback. These can be archived for future use.
- **Online portfolios** – Digital folders could be set up to share students' work w$
- **Virtual meetings** – Face-to-face meetings via video conferencing tools, such$ can be used to share detailed information and address concerns or question$
- **Online surveys and feedback forms** – As mentioned earlier, online platform$ used to generate surveys.
- **Social media and blogs** – Private online groups on social media can be used$ parents/carers.
- **Online calendars** – Online calendars can be used to share important dates, $

Technology is great for sharing information with parents, but it is important to m$ students' details. Schools should always follow the individual school guidelines a$ and consent.

5.3 Revision questions

1. Explain why a parent's own experiences of school may be a barrier to formi$ partnership with them.

2. Define the role of the key person/worker. What does their job entail?

3. (a) Explain how a home communication diary or journal could be useful w$ parents or carers.

   (b) Name **one** drawback of using this method of communication with pare$

4. When might it be appropriate to use a child advocate in the setting or scho$

While setting staff can try to do all they can to support children and families, there
signpost parents and carers to other reliable sources of help. This may be because
all they can to try to help the family or because the problem which the family is fa
expertise of the setting staff; for example, if the family has a legal problem. It is in
support which is available to families may vary depending on where in the country

Charities	There are various different charities which offer suppo Internet search will lead to the most appropriate char families in the area in which you work.
The NHS	The National Health Service (NHS) can offer a range of related to both physical and mental health.
Healthcare centres	Healthcare centres can offer a range of services for bo exact services offered will depend on the size of the p
Community centres	Community centres can offer a variety of different ser including parent and baby groups and playgroups. Ag will depend on the individual community centre and t
Citizens' Advice	Citizens' Advice offers a range of free advice on a varie housing, benefits, health, immigration and legal probl See **www.citizensadvice.org.uk** for more information.
School nurses	The school nurses often have regular contact with sch of health advice for school staff about the children in t
Social services / Children's services	Social services are public services that are there to su disadvantaged people. Family social workers act as gu independent support) to families through challenging children from harm and take necessary action to keep welfare.
Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS)	This service, offered locally, offers free, impartial and and support for parents and carers of children with sp disabilities (SEND). All local authorities have a legal re Find your local SENDIASS: **https://councilfordisabledchildren.org.uk/what-we-c advice-and-support-services-network/find-your-local**

Research activity
Conduct some research into the support services available for children and fam
are based. Create a poster advertising some of these services in a way which w
and to let them know what help is available to them.

5.4 Revision Questions

1. Where could you look to find reliable sources of information about the support available to children and families in a given area?

2. Name **four** sources of potential support which could be signposted to parents.

3. Explain when it would be appropriate to signpost parents and carers to others outside the setting.

Chapter 5.1: The advantages of working with parents, carers and wider f and young people

1. **Award 1 mark each up to a maximum of 4 marks. Accept other appropriat**
   - Home–school agreements (1)
   - Newsletters and other letters (1)
   - Text messages (1)
   - School website (1)
   - Meetings (either one-to-one or group) (1)
   - Social media (1)
   - Phone calls (1)
   - Notice boards (1)

2. **Award up to 2 marks for naming and describing any two categories of tran naming one example of each of the transition types. Accept other approp**
   - **Physical transitions** happen when a child or young person's physical lo changes. Examples of physical transition include:
     - Moving home
     - Moving school
     - Moving class and/or year group
   - **Emotional transitions** happen when the child or young person experie emotionally. Examples of emotional transition include:
     - Bereavement
     - Parental separation or divorce
     - Being taken into care
   - **Physiological transitions** happen when the body undergoes physical ar Examples of physiological transition include:
     - Puberty
     - Starting or changing medication
   - **Intellectual transitions** happen when the child or young person experie such as starting a new school. Examples of intellectual transitions inclu
     - Starting a new school, college or university
     - Moving classes and/or key stage
     - Starting a new job

3. **Award up to 2 marks for each valid strategy given with an explanation. Ac responses. [4 marks]**
   - **Strong relationships** (1) – While this isn't a strategy as such, forming st or young person means that they are more likely to come to you for co are distressed about changes in their life (1). They are also more likely worrying them (1).
   - **Transition booklets** (1) – Transition booklets contain information abou is moving to (1). They might include photographs of the new classroon working with them (1).
   - **Visits** (1) – Giving the child or young person the opportunity to visit the the best ways of allaying their fears about what to expect (1). A series the child or young person a real taste of what to expect (1).
   - **Providing information** (1) – Sharing as much information as possible w about what to expect is one of the best ways of preparing them for the include sharing a transition booklet with the child or, for younger child lots of photographs with them (1).

4. (a) **Award up to 2 marks for each valid strategy and explanation given. A**
   responses. [4 marks]
   - **Talking to her** (1) – Children learn language skills by listening to ad
     given lots of opportunities to talk themselves (1). The children wit
     come from homes where importance is placed on speaking and lis
   - **Play** (1) – Babies and young children learn best through the mediu
     can help her by having age-appropriate toys in the home (1) and b
     with her (1). Play works best when it is accompanied by lots of op
   - **Reading** (1) – It is important that children are read to from an earl
     develop their speaking and listening skills (1). Once a child starts t
     and carers can support this by regularly listening to the child read
   - **Supporting homework** (1) – Gemma's parents can help her to com
     projects she is set by school (1). They should support her with its
     homework for her (1).

   (b) **Award up to 2 marks for each suggestion given. Accept other approp**
   - You could support her by starting to develop a trusting relationshi
   - She should be encouraged to articulate her fears and you should l
   - Try to pair her up with a buddy in class and on the playground so t
   - In class, you could play games which are designed to promote self
     children to get to know each other (1).

5. **Award up to 2 marks for each appropriate answer given along with an app**
   Accept other appropriate responses. [6 marks]
   - Creating strong working relationships with parents and carers based or
     ensure that everyone is working towards the best possible outcomes fo
     This will help to ensure that the child's health and well-being are taken
   - Open communication with parents and carers will also ensure that eve
     expected of them (1) and misunderstandings are less likely to occur (1)
   - When the parent or carer has a strong relationship with the staff in the
     to impart important information regarding the child (1) and to ask que
     concerning them (1).

1. **Answer B** Two parents raising a child or children. **[1 mark]**

2. **Award up to 2 marks for an appropriate explanation of what a blended fa**
    responses. [2 marks]
    - A blended family is where one or both adults in the family have children
    - The adults may have gone on to have children together (1).
    - Not all the children (if any) from previous relationships will necessarily
      all of the time (1).

3. **Award up to 2 marks for each given parenting style with an appropriate e**
    appropriate responses. [4 marks]
    - **Authoritarian** (1): With this type of parent there is an expectation that
      follow the given rules without question (1). Parents and carers of this t
      the rules are in place or why they must be adhered to (1).
    - **Permissive** (1): In this type of household there are very few rules or bo
      young person (1). There are also few, if any, expectations of the child c
    - **Authoritative** (1): Parents and carers in this type of household set clea
      for children and young people (1). The children and young people in th
      taught how to become independent (1).
    - **Instinctive** (1): Parents and carers in this type of household generally p
      they were parented and are heavily influenced by this (1).The adults al
      when making parenting decisions (1).
    - **Uninvolved** (1): This type of parent or carer is not responsive to the chi
      needs (1); this can often lead to neglect of the child or young person (1
    - **Helicopter** (1): This type of parent or carer insists on being involved in
      lives (1). This can often feel overpowering for the child or young perso

4. **Award up 2 marks for an appropriate explanation of the term 'inclusion' and**
    of the importance of inclusion in education setting. Accept other appropriat
    - Inclusion means meeting the needs of all children in the setting (1), reg
      culture or background (1). Inclusion may involve thinking about childre
      and disabilities (1).
    - Effective inclusion ensures that every child is able to access learning wh
      of development (1) and takes into account their background and exper

5. **Award up to 2 marks for an explanation of developmental delay which cor**
    points. Accept other appropriate responses. [2 marks]
    Developmental delay occurs when a child fails to achieve certain developme
    appropriate time frame (1). These milestones include language skills, thinkin
    skills (1). Where significant delays occur we need to consider whether the ch
    developmental delay (1).

**Chapter 5.3: Understand the possible barriers to effective partnerships w[...]
families and how to overcome them**

1. **Award up to 4 marks for an explanation as to why a parent's own experie[...]
    barrier to forming an effective partnership with them. Accept other appro[...]**
    - For some parents and carers, schools and other educational settings ha[...]
    - They may not have enjoyed their own school experience (1).
    - Or it may have been traumatic for them (1).
    - For these reasons they may not wish to enter the school building (1).
    - Parents and carers may struggle to trust setting staff (1).
    - They will often be unwilling to engage in conversation with staff (1).
    - Extra efforts will need to be made to form trusting relationships with th[...]

2. **Award up to 4 marks for an appropriate definition of a key worker/perso[...]
    this job role entails. Accept other appropriate responses. [4 marks]**
    - The Statutory Guidance for the Early Years Foundation Stage (EYFS) req[...]
      allocated a key person or worker (1).
    - This person will have a particular responsibility for a group of named ch[...]
    - They will be responsible for recording their progress (1) and liaising wit[...]
      this progress (1).
    - When working with children and young people older than five, there is[...]
      and this role is likely to fall to the class teacher (1), who has the ultimat[...]
      in their class (1).
    - However, it is important that all staff learn to communicate effectively[...]

3. (a) **Award up to 2 marks for an explanation of how a home/school comm[...]
    a useful tool for communicating with parents. Accept other appropria[...]**
    - It is an easy way of instigating a two-way communication process[...]
    - It doesn't rely on parents and staff meeting face to face (1).
    - It can be a good method to use for parents who have heavy work c[...]
    - It shows children and young people that there is consistency of thou[...]
    - It can be a good way of ensuring nothing is forgotten as most sign[...]
      diary by parents and staff (1).

    (b) **Award 1 mark for naming a suitable drawback to using this method o[...]
    Accept other appropriate responses. [1 mark]**
    - Parents might need guidance when using this method (1) as they n[...]
      negative with what they write down (1) or might be tempted to w[...]
      happened at home which aren't really necessary (1).
    - Staff and/or parents may struggle to find the time to keep the con[...]

4. **Award up to 2 marks for any one of the following explanations of when it[...]
    child advocate in an educational setting. Accept other appropriate respon[...]**
    - A child advocate may be used when it is important that a child's wishe[...]
      they are struggling to communicate these (1).
    - If the local authority is involved with the family in any way they may ap[...]
      example, if the child is taken into foster care (1).

**Chapter 5.4: Understand where to find a range of reliable resources to s
wider families**

1. **Award 1 mark for an appropriate response which indicates where informa
   community to support children and families. Accept other appropriate re**
   - The easiest place to search for appropriate support services would be
   - Information could also be sought from community centres (1) or health
     could ask for advice from other professionals such as the school nurses

2. **Award up to 4 marks for naming four sources of potential support for par
   appropriate responses. [4 marks]**
   - Citizens' Advice (1)
   - The NHS (1)
   - Community centres (1)
   - Healthcare centres (1)
   - School nurses (1)
   - Charities (1)
   - Social services / Children's services (1)
   - SENDIASS (1)

3. **Award up to 2 marks for an appropriate explanation of when it would be
   and carers to other forms of help and advice. Accept other appropriate re**
   It is appropriate to signpost parents and carers to other forms of help and a
   already done all they can to help (1) and/or the problem is outside the expe
   staff (1); for example, if the family have a legal problem (1).