

How do Practitioners create Partnerships with Parents of Children with Special Educational Needs and Disabilities (SEND)?

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Abstract:

The aim of this study was to demonstrate the different methods that practitioners use to create partnerships with parents of children with SEND. This study used a qualitative questionnaire design which was sent to practitioners who currently work with eight years old and below. The results demonstrate that practitioners use one or two methods to develop a partnership such as meeting, home visits, phone calls. The literature demonstrates that communication is the way forward to create a partnership, however does not show how they do this and the results demonstrate multiple methods of how partnerships are created. However these results can not prove whether practitioners have the same partnerships with parents of children with SEND compared with other parents. As partnerships with parents has recently been developed and have come into practice, this study is new and there is so much more to learn about this that can help children with SEND.

Introduction:

This study is to show how practitioners create partnerships with parents of children with Special Educational Needs and Disabilities. This assignment will look at literature about partnerships with parents and practitioners, looking at the effects of partnerships on the children, their parents and practitioners. The end goal is to show how practitioners and parents can be beneficial for children with SEND and why partnerships are important for the practitioners and parent's knowledge, skills and attitudes

Methodology:

The key method used was an online questionnaire to practitioners in the London, Oxford and Wiltshire area. The researcher used a qualitative questionnaire design. The question involved closed and open-ended questions for practitioners with eight years old and below



Results:

The results shows the eighteen practitioners would use one/two of the methods mentioned:

- Meetings
- Home visits
- Phone calls.

The main idea seen through the practitioners was the need for communication which is essential to create the partnerships, whether it is through the multiple methods above. These results can not prove whether practitioners have the same partnerships with parents of children without SEND

Discussion and Conclusion:

The partnerships are created by communications between parents and practitioners this is confirmed by the results and the literature in Chapter Two.

The research shows that there are multiple methods used to create a partnership but it is not clear whether teachers work differently with parents of non-SEND compared to other parents as the majority of teachers only met parents termly. Every children and their parents are unique and no two are the same but researching this is beneficial to the children and the practitioners as it can contribute to the knowledge and their attitudes towards the parents.



References

GOV.UK. (n.d.). *Department for Education*. [online] Available at: <https://www.gov.uk/government/organisations/department-for-education> [Accessed 16 Mar. 2019].