

Considerations Regarding Diversity

- Is the school aware of any particular difficulties a parent may have in participating in school activities (e.g. through disability, access or language difficulties) Does the school make arrangements to provide appropriate support?
- Are parents asked, when their child enrolls, if there is anything that would help them get involved, e.g. translation, interpretation, childcare to attend events, transport?
- Do parents, who do not use English as their first language, get information about their children's learning and about opportunities to get involved in their language?
- Is the school accessible for parents with a disability?
- Are there welcome and/or information posters, possibly in all the languages represented in the school?
- Do parents who find it difficult to come to the school on their own know that they can bring a friend or relative who may be able to support them?
- Are there arrangements in place for parents who have other daytime responsibilities to keep in touch with the school?
- Are both mothers and fathers encouraged to be involved in every aspect of parental involvement?
- Is there practical support to help parents – mothers or fathers – who are living on their own with the children to be involved?
- Do parents know that their partner or a relative can represent them in situations where the involvement is specific to their role as the child's parent?
- Do all partners of all parents feel they are welcome to get involved as volunteers at the school, and be part of events to involve families, so that each child is there with

their family?

- Where parents have separated is information about the students or events sent to both parents?
- Are the parents of children with additional support needs encouraged to take part in the same range of activities as the parents of other children?
- Are parents of students with additional needs and/or from other cultures represented on the Parent Teacher Association or equivalent?
- Does the school consult and communicate with parents, social workers, foster and relative carers and others?
- Do the arrangements for parents' evenings include relative carers, foster carers and residential staff? Are invitations and communications handled sensitively?
- Are children who are looked after encouraged to identify the people who are taking on parenting roles for them and who they want to see being involved?