



Tiffield Academy Family Engagement Statement

At Tiffield, we believe that positive partnerships between home and school are fundamental to achieving the best possible outcomes for our pupils. Families know their children best, and we value their expertise and knowledge. We are committed to building trusting, respectful and collaborative relationships that support every child to thrive and become kind, curious and ambitious individuals.

We recognise that every family is different and that families may engage with school in different ways and at different times. We strive to ensure our communication, support and opportunities for involvement are accessible, flexible and responsive to individual circumstances and preferences. As always, we welcome feedback to provide the best experience possible for our children and their families.

Communication with Families

We are committed to maintaining open, positive and transparent communication with families.

We communicate through a range of channels, which may include:

- School website – this is our main source of information for families
- Evidence for Learning
- Telephone calls
- Emails
- Letters and newsletters
- Family meetings and Annual Review meetings
- Informal conversations where appropriate

We understand that we need to provide different types of communication for alternative communicators and our younger children. Updates will be more frequent and via Evidence for Learning, to ensure that families feel connected with their child's day and receive the information they need.

We will ensure that families know who to contact regarding different aspects of their child's education and wellbeing. In most cases, the class teacher will be the first point of contact, with support from members of the wider school team where necessary.

We aim to:

- Respond to non-urgent communications within three working days wherever possible
- Acknowledge urgent concerns on the same working day where feasible
- Communicate regularly about successes and achievements, not only concerns
- Provide clear, respectful and professional communication at all times
- Listen to and value family perspectives

We recognise that families have different communication preferences and needs. Where appropriate, we will make reasonable adjustments to ensure communication is accessible, including providing information in alternative formats, adapting methods of communication or offering additional support. We recognise that family circumstances and arrangements vary. Where appropriate, we will ensure communication reaches all relevant family members and ask families to let us know about any specific communication requirements.

Communication should always be a two-way process, where families feel informed, heard and respected.

Children's Learning and Progress

Families play a vital role in supporting their child's learning, development and wellbeing.

We will:

- Share information about progress, achievements and next steps regularly
- Hold family meetings twice a year and an Annual Review once a year
- Celebrate successes and share these with families
- Share examples of learning through Evidence for Learning
- Provide learning opportunities for our children to access at home, where appropriate

We recognise that families hold unique knowledge about their child's strengths, interests, communication styles and support needs. We will actively seek and value this information when planning and reviewing provision. By positioning our families as the expert on their child, we can involve families meaningfully in decisions around their child's support. It is crucial that a family's knowledge informs our practice in school.

We will support families to continue learning and development at home by:

- Sharing practical strategies that can be used in everyday life

- Providing guidance around communication, interdependence and life skills
- Signposting families to relevant services, resources and support where appropriate
- Offering workshops, information sessions or resources when possible

Family Voice and Feedback

We are committed to listening to families and using their feedback to improve our provision.

We gather family views through a range of formal and informal opportunities, including:

- Surveys and questionnaires
- Parent forums and consultation events
- Annual review processes
- Meetings and discussions with staff
- Feedback gathered through everyday interactions

We recognise that some families may find it more difficult to engage with traditional consultation methods. We will therefore seek a variety of ways to gather feedback and proactively reach out to families who may otherwise be underrepresented.

Most importantly, we will communicate the impact of family feedback by:

- Sharing themes from consultation activities
- Explaining actions taken in response to suggestions and concerns
- Providing updates on progress against identified priorities
- Being transparent where suggestions cannot be implemented and explaining why

We want families to know that their views are valued and make a difference.

We want to promote connections between our families and understand that our school community covers a large geographical area. We make opportunities for families to get together by hosting school events.

Transition and Induction

Transitions can be significant for both pupils and families. We are committed to ensuring they are carefully planned and appropriately supported.

When a child joins Tiffield, we will:

- Work closely with families and previous settings
- Gather information to understand the child's needs, strengths and interests so that our initial Support Plan can be a useful tool in the early days of transition into school
- Offer opportunities for a visit and familiarisation with the school site
- Provide a transition document with key information and photos to support the process for families and children
- Develop individual transition arrangements where needed

As pupils move between classes, key stages and pathways, we will:

- Share information about upcoming changes in advance
- Provide opportunities for pupils and families to meet new staff
- Use personalised transition resources where appropriate
- Plan additional support for pupils who may find change particularly challenging

As pupils prepare for adulthood and eventually leave Tiffield, we will:

- Work in partnership with families and receiving provisions or services
- Support person-centred transition planning
- Help families understand available options and next steps
- Ensure preparation begins early enough to support informed decision making

We recognise that transition experiences vary significantly between pupils and families, and our approach will always be tailored to individual needs.

Building Positive Relationships

Positive relationships are at the heart of everything we do.

We aim to create a culture that is:

- Welcoming and inclusive
- Respectful and compassionate
- Open and approachable
- Built on trust and shared understanding

We recognise families as experts on their children and value the knowledge they bring. Staff will work collaboratively with families, recognising that strong partnerships support better outcomes for pupils.

We are committed to communicating proactively, sharing successes and celebrating achievements regularly, rather than contacting families only when concerns arise.

When difficulties occur, we will:

- Seek to understand all perspectives
- Address concerns respectfully and promptly
- Focus on collaborative problem-solving
- Keep the child's wellbeing and best interests at the centre of discussions

Together, we can provide the consistency and support that pupils need to succeed. We will always want to work together with families and welcome feedback and the opportunity to do this.

Involvement in Academy Life

We welcome and encourage family involvement in the life of the academy.

Opportunities may include:

- School events and celebrations
- Workshops and information sessions
- Performances and exhibitions
- Parent forums
- Fundraising or community activities
- Family learning opportunities

We recognise that families engage in different ways for many reasons, including work commitments, caring responsibilities, health needs, communication differences and past experiences.

Participation in school life may therefore look different for each family. We will seek to reduce barriers by:

- Offering a variety of opportunities
- Providing information in advance where possible
- Considering accessible formats and venues

- Exploring virtual participation opportunities when appropriate

We value all forms of engagement and understand that attendance at events is only one way families may contribute to their child's educational journey.

We do have Academy Parent Ambassador (APA) roles. APAs oversee our work to engage with the whole family community. It is an excellent opportunity to become more involved in our school and shape the way we communicate with our family community. If a family member is interested in this (you must have a child in our school), or you would like to get in touch with one of our APAs, please contact admin@tiffieldacademy.org.

Reviewing this Statement

This Family Engagement Statement will be reviewed every year, or sooner if required.

The review process will include:

- Feedback from families
- Feedback from pupils, where appropriate
- Feedback from staff and Academy Parent Ambassadors
- Consideration of emerging needs and best practice

Any changes resulting from the review will be shared with families, alongside information about how feedback has helped shape the updated statement.

Through ongoing reflection and collaboration, we will continue to strengthen our partnership with families and ensure that every pupil receives the support they need to flourish.

Approved by: Emma Butler

Date: September 2026

Review Date: September 2027