

## Partnership Planning Template

- This template may help parents/carers and school staff to work together. You can tick a box or write down extra ideas.
- The first column lists what has worked well.
- The second column lists what has been challenging.
- The third column lists what could help

What has worked for you?	What has been challenging?	What could help?
<input type="checkbox"/> Regular face-to-face catch-ups	<input type="checkbox"/> Ongoing written communication between home and school	<input type="checkbox"/> Having a regular time to meet
<input type="checkbox"/> Regular written feedback, i.e. communication book, reports	<input type="checkbox"/> Sharing of goals and concerns	<input type="checkbox"/> Ongoing written communication between home and school
<input type="checkbox"/> Regular text messages	<input type="checkbox"/> Finding a time for parents and schools to speak	<input type="checkbox"/> Having an advocate or support person at the meetings
<input type="checkbox"/> Regular emails	<input type="checkbox"/> Understanding what is important to talk about	<input type="checkbox"/> Sharing how things are going at home or at school
<input type="checkbox"/> Regular video conferencing	<input type="checkbox"/> Feeling heard	<input type="checkbox"/> Sharing key things that may impact on home or school
<input type="checkbox"/> Recorded meetings, i.e. audio, video	<input type="checkbox"/> Communication, i.e. expressing myself	<input type="checkbox"/> Voice of the young person being included
<input type="checkbox"/> Meetings with an advocate	<input type="checkbox"/> Listening for extended periods of time	<input type="checkbox"/> List of goals
<input type="checkbox"/> Group meetings with an advocate	<input type="checkbox"/> Environment, i.e. fluorescent lighting, noise levels	<input type="checkbox"/> Different meeting environment
<input type="checkbox"/> _____	<input type="checkbox"/> Negative experiences in the past	<input type="checkbox"/> Visual support for ideas shared in meetings
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> Use of and access to interpreters
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____

## Next step planning

What is your current priority? (examples here)

What is the student's priority? (example here)

What do you plan to do next?

Who or what could help you?

When will you start?