

Checklist – questions to help you think about how you support equal opportunities and diversity

- Do parents who do not use English as their first language get information about their children's learning and about opportunities to get involved? (This includes parents who are deaf and use Sign Language as well as people who use other spoken languages.)
- Are parents who have a disability aware of support they can receive to get to the school and to other events such as consultation meetings?
- Do parents and teachers have access to aids and equipment, or to services such as translators, which will help them to communicate with each other?
- 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?
- Is there encouragement and practical help for fathers to be involved?
- Is the school environment welcoming for dads?
- 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 the events to involve families, so that each child is there with their family?
- Are there arrangements in place to make it easy for parents living in each part of the school catchment area to be involved?
- Does the school keep parents of children and young people who are temporarily absent from the school informed of school activities?

Children's circumstances

- Are the parents of children with additional support needs encouraged to take part in the same range of activities as other parents?
- Are children who are cared for encouraged to identify the people who are taking on parenting roles for them and who they want to see being involved?

These materials were adapted from "Parents as Partners in their Children's Learning" produced by The Scottish Government, Crown Copyright 2006. Website: <http://www.scotland.gov.uk/Publications/2006/09/07091311>