



SEND Parent Questionnaire

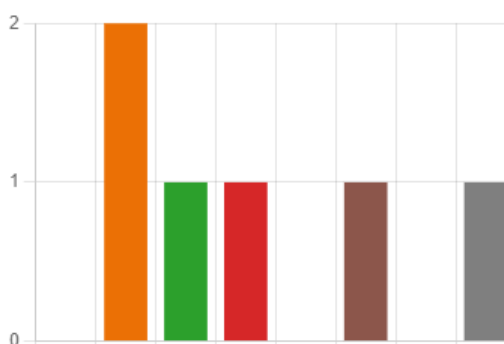
July 2022

At the end of the summer term 2022, we felt it was important to gather parental views on our SEN provision and communication. Our SEND Parent Questionnaire was sent out to the parents of the 19 pupils on our SEN Register. Out of these, 6 sent a response.

1. Please indicate which of the following additional needs apply to your child. For medical conditions, please only tick if you have a confirmed diagnosis. (0 point)
0% of respondents (0 of 6) answered this question correctly.

[More Details](#)

- ☒ Achieving below expected level ... 0 ✓
- ☐ Dyslexia 2
- ☐ Autistic Spectrum Condition (AS... 1
- ☐ Attention Deficit Hyperactivity D... 1
- ☐ Emotionally-Based School Avoid... 0
- ☐ Anxiety or social difficulties 1
- ☐ Speech and Language 0
- ☐ Other 1



2. If you answered 'other', please give details.

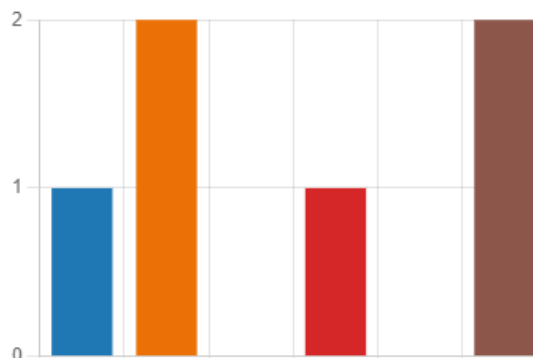
2 Responses

ID ↑	Name	Responses
1	anonymous	dyspraxia
2	anonymous	Also Dyslexia and achieving below expected levels

3. Please tick the support that has been put in place for your child this year. (0 point)

[More Details](#)

- ☐ 1:1 SEN support from a designa... 1
- ☐ Individual or small group suppo... 2
- ☐ Therapeutic Thinking or Socially... 0
- ☐ ELSA 1
- ☐ Use of IT e.g. touch-typing, Nessy 0
- ☐ Other 2



4. If you answered 'other', please give details.

2 Responses

ID ↑	Name	Responses
1	anonymous	nessy was being introduced
2	anonymous	Small group support and use of IT

5. How would you rate the support given to your child this year? (0 point)

[More Details](#)

● Excellent	3
● Good	2
● Fair	1
● Poor	0



Additional Comments:

Miss Langston had spotted signs of dyslexia and recommended we get *** tested and this has enabled her to put things in place

Always been very happy with the support, not only from the academic side, but also the emotional care and support he has received. Mrs Rose was an excellent match for his personality, and feels like part of the family. And has class teachers have been excellent in adapting his timetable and curriculum.

I cannot fault the support our child receives. Ever since diagnosis, the school has been really supportive and made adjustments that both help our child to learn using a style that aids her effectively but that she still feels included with her class mates.

We feel our child would benefit from 1:1 SEN designated support to keep him on track and provide less disturbances to his learning. He does have class support which is great but 1:1 would be better placed for his needs.

7. How would you rate the communication you have received from the school regarding support for your child and their additional needs.

[More Details](#)

● Excellent	2
● Good	3
● Fair	0
● Poor	1



Additional Comments:

More frequent reviews, communication on a regular basis would have been helpful, shared language amongst staff that was fair and kind

Notes passed after school can sometimes have an adverse effect on our child's emotions, particularly if it relates to something that happened a while ago, we find it brings it back to the now and causes effect to home life. Since raising this things have improved but I wondered if maybe a parent/teacher note book could be used to provide notes between school and home particularly if incidents need to be raised. Also just to hear when our child has had a good, positive day - it doesn't always have to be bad news we hear about :)

9. Please add your child's own views in the box below so we can understand the impact that any support has had on the children themselves.

*** has loved the afterschool small group tuition in the summer term.

*** says is happy likes that he has his own garden at school!

Really finds Nessy useful and having worksheets printed out to work from.

I like Mrs Newsome and the ELSA room, I go there when I have worries but wish I could go there more than just on a Monday.

Is there anything else you would like to add?

Thank you

It might be useful for staff to attend training for specific SEN areas such as Autism, sensory issues etc,

Miss Langston is a fantastic support, we feel our child is given the best help possible.

I visited another primary school a few weeks back and noticed they had an outside safe secure space that worried or nervous child can go to to calm themselves but in full view of staff. I met another child with additional needs who was sat in an ELSA type room and he had a 'picture wall' of things that make him happy, like his dog, pictures of his family...our child would really benefit from something like this as he struggles to balance his emotions.

School Response:

1. All very positive bar one parent
2. Staff have had training on autism and on using the 5 point scale.
3. This term we have had training for all staff on using PDA strategies and, as a response to our growing number of pupils with autism, identified TAS will be having training on Building Bricks (lego therapy), Homunculus (CPD programme for pupils with autism who find it hard to explain emotions) and Team Teach Level 1 (de-escalation strategies).
4. We don't have a safe, enclosed outdoor area to use as a safe space but we do have the ELSA room which several children make use of. Others prefer to sit in the library for a short time to regulate their emotions before rejoining the class.
5. Many of our pupils with autism have a treasure box in school filled with things which make them happy. Staff have shown a real willingness to try many suggested 'therapies' to support emotional regulation.
6. 1:1 support is expensive and generally given to those pupils with EHCPs which come with additional funding. Some pupils have been given 1:1 support at key times of the day when needed. Otherwise support tends to be small group.

The Local Authority has decided to carry out a SEND Review in Autumn 2022 so all our parents of pupils with SEND will be sent this too. We will be given the outcomes in due course.