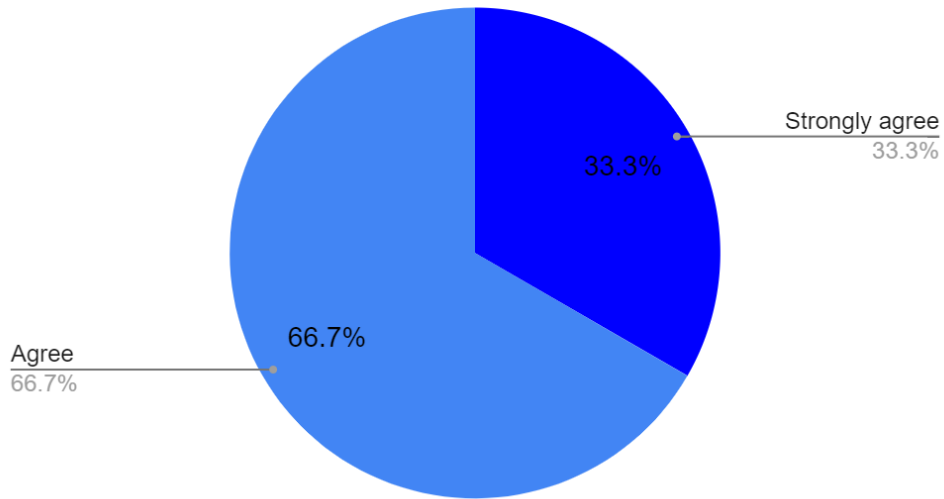




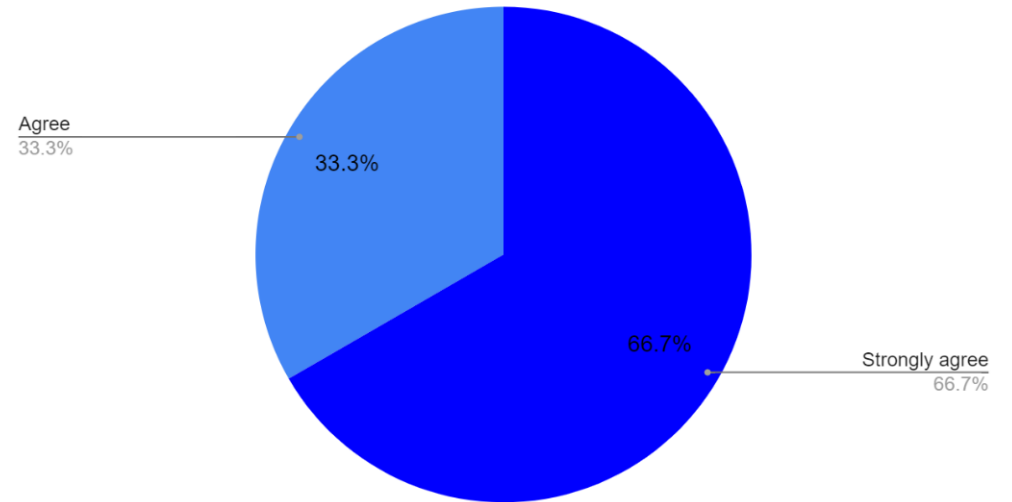
Autumn 2021

SEND Parent/Carer Questionnaire

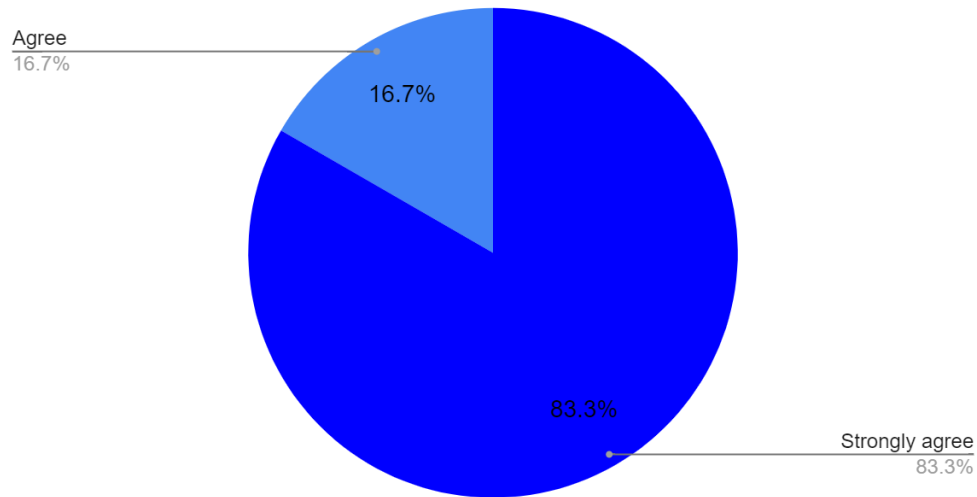
Q1 My child feels happy in school



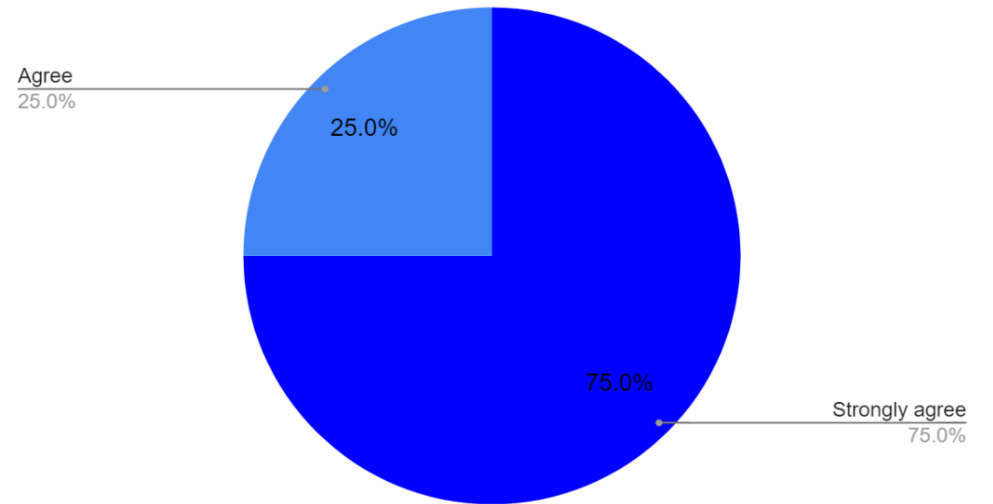
Q2 I have recieved a copy of my child's IEP and the targets and strategies in this are clear and appropriate for my child's needs.



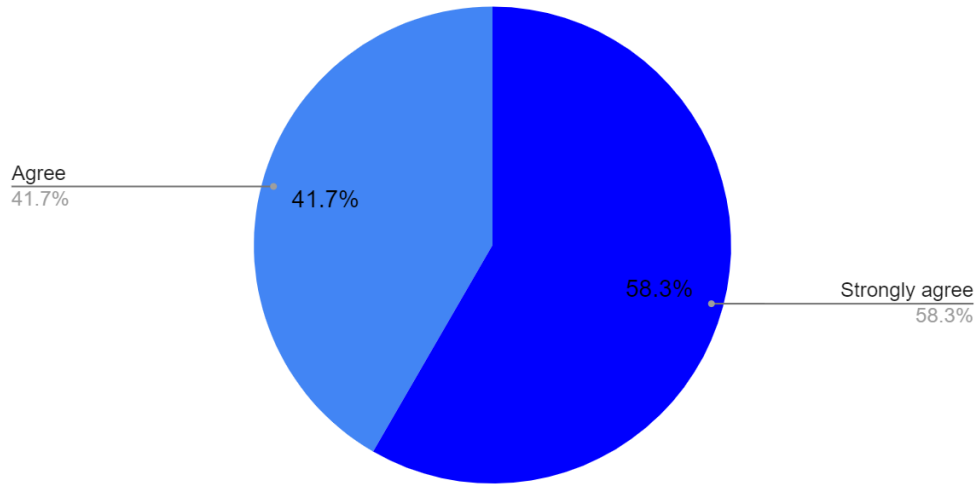
Q3 I have been offered the opportunity to share/comment on my child's IEP with class teachers.



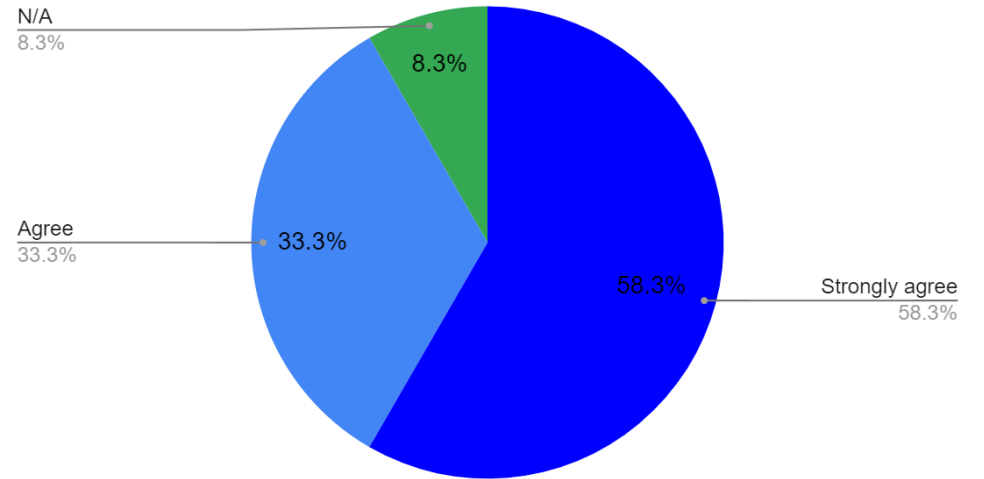
Q4 I have confidence in the support my child recieves.



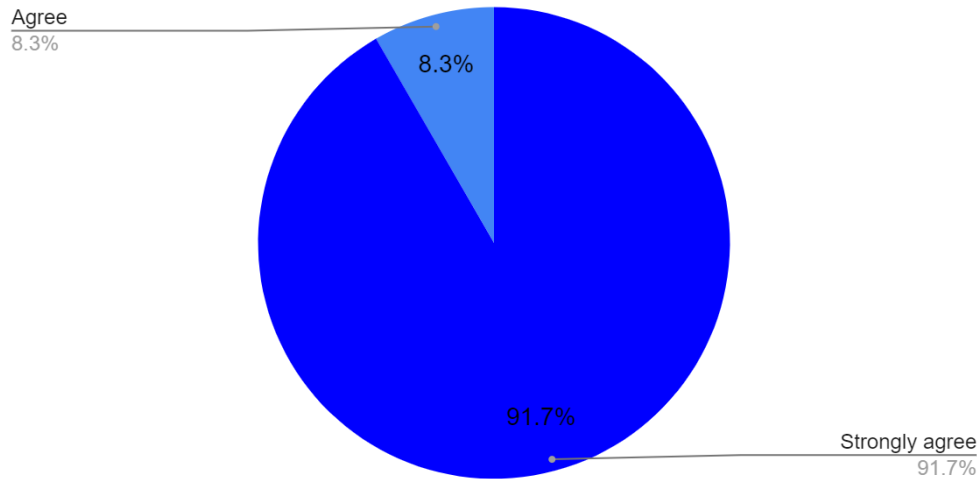
Q5 I have spoken to my child's teacher about their progress this year so far and feel part of reviewing my child's progress.



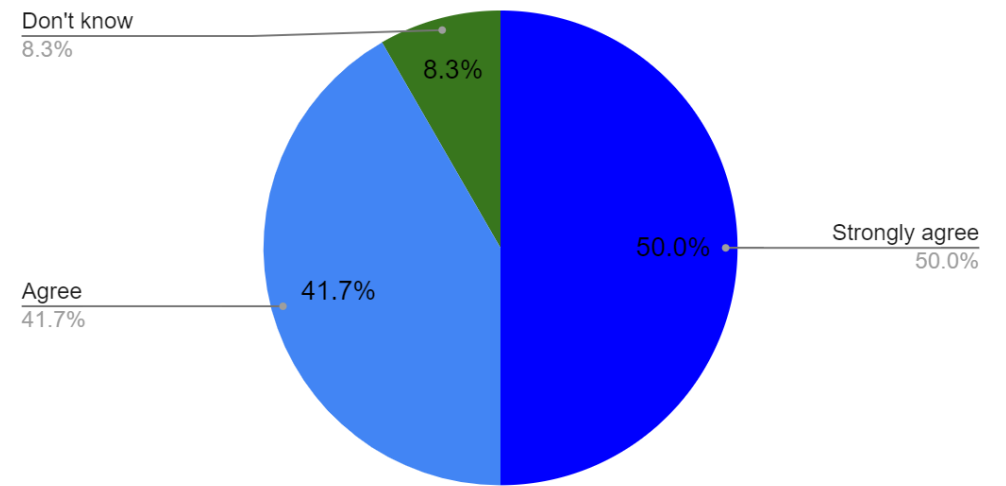
Q6 I feel the staff at YFPS give suggestions of ways to support my child at home when asked.



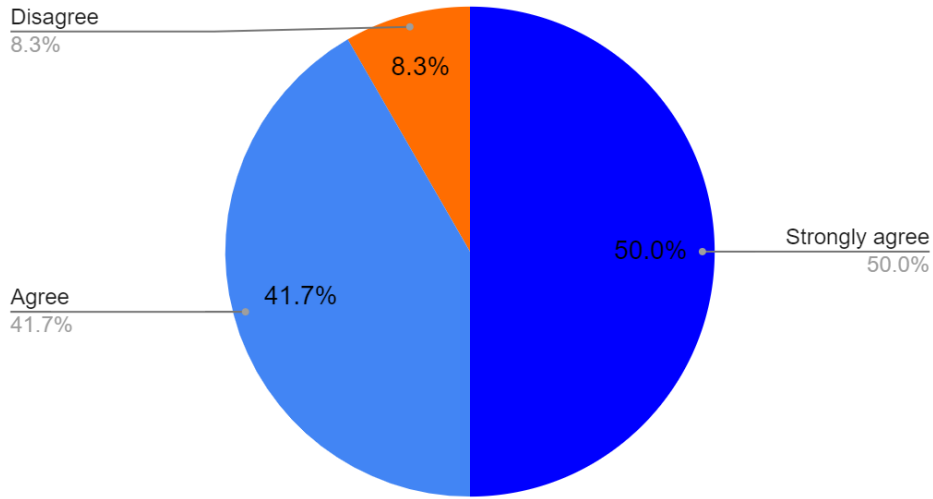
Q7 I am able to approach staff (face to face/email/Dojo) about questions or concerns regarding my child.



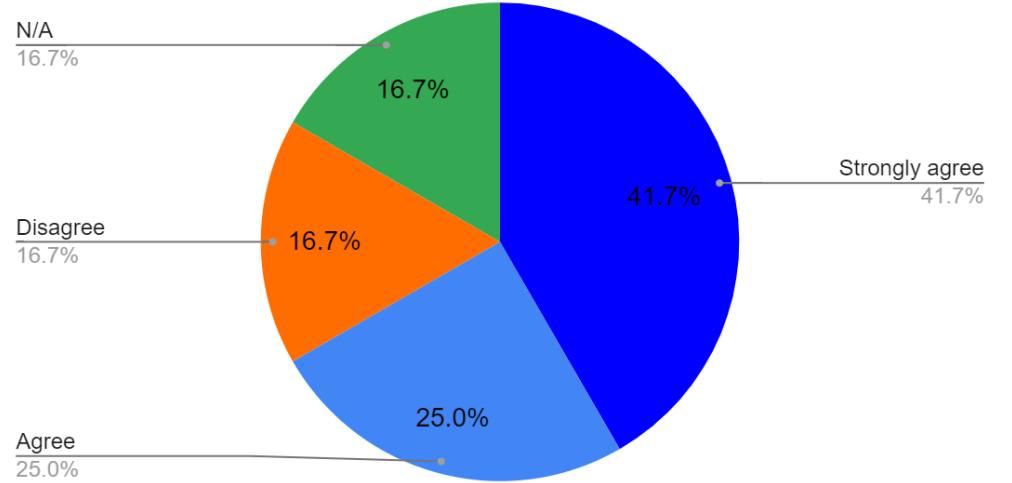
Q8 My child can access extra-curricular activities and visits.



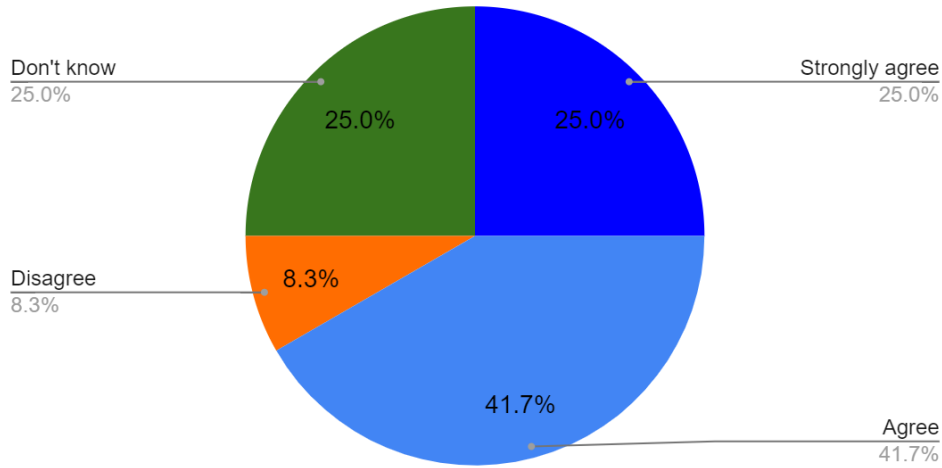
Q9 Homework is set at an appropriate level for my child.



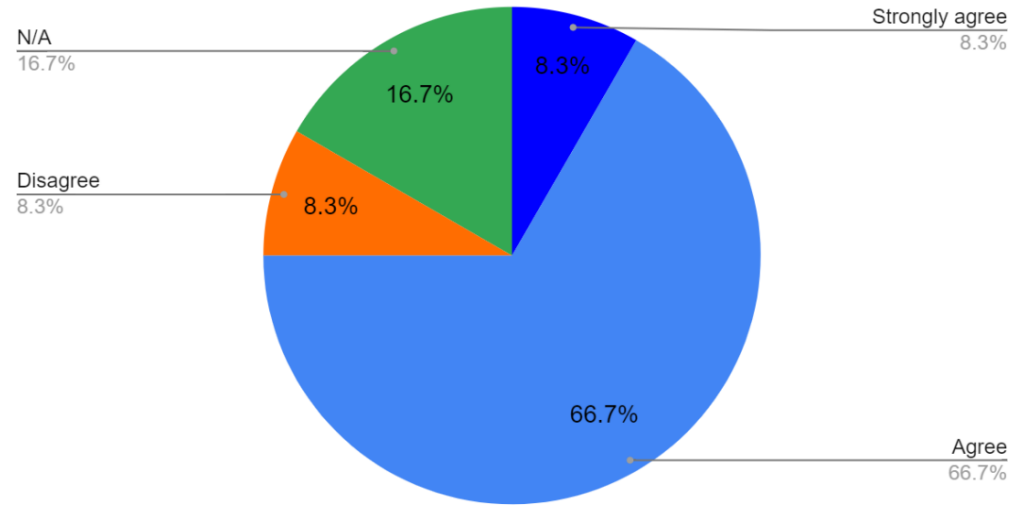
Q10 I know where to find the school's SEN policy and SEN information report.



Q11 The school's policy on SEND is clear and I have access to a copy if needed.



Q12 My child was supported well during remote learning in lockdown.



What has had a positive impact on your child's learning and/or social, emotional and mental health need?

- "Zoom meetings during lockdown was a massive plus. X being a keyworker child and still able to go into school classroom enable more attention on a one to one basis."
- "Home learning materials (flash cards for phonics) together with tasks set via Class Dojo,"
- "Support from teachers and TAM meetings. The continued help and support via Dojo and messages. Understanding my child more as an individual and not as an age range."
- "Just to say thank you for continued support and help to guide my child."
- "The support my child gets is fantastic, all involved with my child really understand his way and rate of working. Thank you to everyone that has been there for my child and accepted them for who they are from two very happy parents."
- "My child enjoys the Dojo point incentive."
- "Teacher support."

- “My child has had a supportive TA in every year group. Teachers are kind and nurturing and have clearly understood my child’s needs. Thank you to everyone. You have all been fantastic and supportive.”
- “Having a class teacher who is child centred and is sensitive and caring to my child’s individual needs. We have strategies and targets for my child which are appropriate and meet her needs which is great.”
- “Small group work rather than the pressure of 1:1 support. RWI scheme- my child is having more success so is a little more motivated to read at home which is great for the whole family. The fact that homework is TTRockstars, Numbots, Edshed & reading: we can do a little bit every night rather than the stress of completing worksheets that cause stress at the weekend.”
- “My child thrives off positive rewards/discussions. This year my child seems excited to come to school.”
- “My child has been given extra help and support from teachers to help her get to a level which is good for her. The support given is certainly having an impact on her learning journey. Thank you for all the extra support given.”

Suggestions:

- “I would like some more time to allow my child to adapt to changes in school and at home.”
- “There is an issue when there is a supply teacher. A supply teachers is not aware of the IEP and lesson methods can undermine the IEP and knock confidence in learning. All supply teachers need to have access to IEPs and teach accordingly.”

Action Points

- Overall, the results from the 12 responses were positive. Share what is working well with staff particularly the positive comments about support.
- Make sure that the SEN policy and SEN information report (which can be located in the SEND area of the school website and a paper copy can be requested from the office) are signposted on class dojo & Headteacher blog so that parents know where to access them. SENCo & assistant SENCo to request a sample of staff and parent/carer volunteers to review the policy and SEND information report during the Spring term.
- Remind staff that homework and homelearning tasks need to be reviewed regularly to ensure that tasks are appropriate for the individual needs of the SEND children in their class.
- Continue to share IEPs with parents 3 times a year and offer the opportunity to comment on these and discuss progress.
- Make sure that one page profiles and IEP target cards are visible within the classroom so that any adult working within the class is aware of them. Remind teachers to alert supply teachers about these and ask support staff/another member of staff to relate key information to supply teachers.