

SEND Review - Parental Questionnaire May 2025

Thank you so much for your questionnaire responds. Miss Pugh (SENDCO) and myself have looked through these in detail and would like to respond to them (below):



| You said (6 responses) | We do/ We will do |
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| Headline Data <ul style="list-style-type: none"> 100% agreed that the school was welcoming 50% felt included in the wider community, 33% were neutral, 17% disagreed 67% felt their child was included in the wider community, 33% were neutral | <ul style="list-style-type: none"> Parents feel that they are not as included in the wider community as they wish but they feel that their child is included. We are quite a distance from support groups in south Shropshire but there are groups in Shrewsbury which are advertised on the newsletter. Obviously, this adds an additional barrier of time and transport. <p>Next step: HT will report this back to Shropshire SEND team and see if more can be done to support parents locally.</p> |
| <ul style="list-style-type: none"> 67% agree that the school communicates well about my child's development and education, 17% answered neutrally and 17% disagree | <ul style="list-style-type: none"> Parents receive termly data reports and 2 parents evening per year. The school website has information about the school curriculum and the SEND page is particularly useful. The school uses Class dojo as a communication tool so that parents can message both SENDCO and HT at any time. Provision maps are sent out to parents termly - these are written with class teachers and SENCO, working with the child is appropriate. HT and SENCO are on the gate in the mornings and evenings HT and SENCO are available to meet with parents and carers to discuss any concerns. PACC were invited into school to help the school to continue to improve. |
| <ul style="list-style-type: none"> 67% say that the school supports/makes reasonable adjustments to ensure my child can access extra-curricular activities and enrichment e.g. trips, special events, visitors into school. 33% were neutral | <ul style="list-style-type: none"> A number of parents strongly agreed that the opportunities for enrichment were a strength of the school. |

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| <ul style="list-style-type: none"> 67% says that their views are heard and valued when communicating with the school about my child. 33% were neutral. | <ul style="list-style-type: none"> PACC said that the comments of parents were very positive and constructive when looking for ways in which to further improve. |
| <ul style="list-style-type: none"> 50% sometimes feel worried or anxious about my child whilst they are in school in relation to their additional needs. 50% disagree. | <ul style="list-style-type: none"> As always, if you have any worries or concerns. <p>Next step - please speak to the school if you are anxious or worried about your child when they are in school. We will try our best to support you and signpost you for additional support if appropriate. Sometimes a phone call home or a photo on dojo to reassure you is all that is needed.</p> |
| <ul style="list-style-type: none"> 67% felt their views are heard and valued when communicating with the school about my child. 33% were neutral. | <ul style="list-style-type: none"> That's great that parents feel that they are listened to and their views are valued. |
| <ul style="list-style-type: none"> How often do you and the school communicate about your child (including but not limited to telephone, email, face to face, school apps) : <ul style="list-style-type: none"> 17% - daily 50% - weekly 33% - termly | <ul style="list-style-type: none"> This may depend on the needs of the child and how much communication is needed. |
| Additional comments: | |
| <ul style="list-style-type: none"> Very little updates on progress. School reports don't explain progress well and it's hard to see or know how much my child has progressed or not. | <ul style="list-style-type: none"> Thank you for your comment. The reports show current and past data. The grading is not a rising scale so it can be hard to see how a child has progressed (i.e. they aren't graded a 8, then 11, then 17). The grades are on a flat scale. So if your child is WT (working towards) and remains on WT, they have made the expected progress. If they move from WT to OT (on track) they have made more than expected progress. If they move from WT to B (Below), they have made less than expected progress. Pupils on the register for SEND may be working outside of their cohort, so they might be a Year 6 working at 4WT (Working towards for a Year 4 child). For older children, test papers are sent home after assessment so that parents can see where mistakes were made. <p>Next step: The school has heat maps for phonics and times tables. The times tables are sent home termly, but phonics are not always sent home so I will make sure that these are shared at parents evening too.</p> |

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| | Next step: All test papers to be sent home after being marked/analysed so that parents can see where gaps are. |
| <ul style="list-style-type: none"> Daily communication is available if felt necessary to contact at any time . | <ul style="list-style-type: none"> I agree - class dojo is very good. |
| <ul style="list-style-type: none"> XXXXXX joined year 6 in September 2024. XXXXX was made to feel welcome from the beginning. Mrs Little is very approachable and supportive towards both XXXXX and us as a family. | <ul style="list-style-type: none"> That's lovely to hear that they are so happy at school. 😊 |