



## Child Questionnaire for SEN Results analysis

Total number of children = 22

### **1. Who helps you in class?**

Buddy:4%

Adults:82%

Buddy & Teachers:14%

### **2. Do you feel you have enough help? If not, what extra help would you like?**

Yes:68%

No:32%- suggestions were-a cushion on chair, teacher sitting next to them, help FRED talking, extra explanations, adults to dictate how to spell words, help getting dressed.

### **3. What do you do if you are stuck?**

Ask a buddy:14%

Ask an adult:50%

Put hand up:22%

Buddy & Teacher:9%

Think it through myself:5%

### **4. What/ who helps you if you are worried, frightened or angry?**

Adult:49%

Adult & Buddy:14%

Talking:5%

Nothing/No-one:9%

Calming Resources:9%

Buddy:9%

Dad:5%

**5. What else would help you in class with your learning?**

Following instructions

Sitting away from people who distract me

Taking off my shoes

Listening to music

Diamond rules

Longer input

A buddy

Timetable sheets

Me behaving and not being told off

Vocabulary words

Voice recorder

Special pencil

Pencil grip

Quiet

Letter mats

Friends

Word mats/frequency words

Concentration toy

**Is there anything else you would like to say about the help and support you receive at Southcote?**

Playing board games with my friends at lunchtime

More help

Times tables help

Magpie book helps me

I get lots of help

It's good

More help for my talking and maths

I don't get enough attention in class

More help with FRED talking and counting

I'm happy with the help I get

## ACTIONS TO FOLLOW

- Discuss with teachers positioning of children away from others who distract- survey children to find who they find distracts them
- Letter mats for fine motor skills children
- Vocab mats for a maths, Literacy or theme unit for SEN children
- High frequency word list for each year group widely viewed by children.
- More voice recorders
- Pencil grip and special pencils for FMS children trialled
- Ensuring having a buddy they seek when they need help
- To ensure children understand what they have got to do after an input-buddy system, repeating back to teacher or TA
- To ensure children are using 4Bs- brain, buddy, book, boss