



Parent Questionnaire for SEN Results analysis

Total number of questionnaires returned = 7

1. How well do you think your child's needs are supported at Southcote?

- Very well by a great team of people
- Use of sensory aids
- Use of visual aids
- The nurture team have catered really well for my child
- Small group work
- Southcote Saplings for learning x2
- Southcote Saplings for emotional support and general well-being x1
- Continued support and interventions
- My child still needs continuing support
- Sensory circuits

2. What has had the most impact on their learning?

- Visual timetables have given a better understanding of learning and routine
- Visual aids in class
- Practical learning environments
- Raising of my child's confidence
- Being in a caring and nurturing environment
- The staff in Southcote Saplings knowing my child very well
- Small group work and teaching my child at their pace
- Individual staff understanding the impact change has on our child
- Sensory circuits
- Touch typing
- Massage Therapy - an early intervention to relieve stress

3. What has had the most impact on their social and emotional well-being?

- "The staff that have interacted with my child have had the biggest impact on him both socially and emotionally, as they have helped to guide him and teach him to understand his feelings and emotions"
- The additional support given by ELSAs and SEN staff during transition times, stress, etc

- Visual timetables
- An understanding of our child's needs
- Kind and supportive staff not being negative towards our child's struggles and issues
- Speech and Language 1-1 sessions
- Our child being able to help her peers in Southcote Saplings has increased her confidence
- Lots of praise
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4. How do you find out about your child's progress?

- Termly reports
- Daily conversations with teachers/TAs
- Parent viewings
- Check in with the ELSAs
- Talk to Miss Hodges or Miss How
- Email the SENCo
- Annual reviews
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5. How comfortable are you approach the school? *How could we improve this?*

- Regular meetings with his key worker in foundation but it is now harder to see staff unless at an SEN meeting or I approach a TA. Communication lapsed when he joined a new class.
- School are very approachable when I need them
- The ELSAs always make themselves available at the start of the day and time for you if you have any concerns
- Not knowing who is best to ask about things I am unsure - class teacher or SENCo
- I am very comfortable to approach the school if any issues arise

ACTIONS TO FOLLOW

- Regular meetings, above parent viewing evenings with parents of chn with SEN
- Ensure a stronger handover from one class teacher to another at the end of an academic year