

**Our Vision:** *"To make learning utterly irresistible for all pupils and staff at Binfield C.E. Primary School".*



**Parental SEND survey**  
**Academic Year 2017 – 2018,**  
Survey conducted February 2018

During the Spring Term, a survey was given to all parents whose children were on the SEND register. Parents were asked to respond directly whilst they were waiting for their child's provision map meeting, although some parents took the survey away and then returned it through the week to the school office. Physical copies were presented to parents as I wanted to try and encourage a higher rate of feedback than last year (20% response rate in 2017). This has been a success, with a 63% response rate from our SEND parents in this year's survey.

**Next steps from 2016 - 2017:**

1. Increase the uptake of Parental SEND questionnaire through comparison with the General School Survey. This was the first year of a directed survey for SEND parents, so the idea is new to both this setting and our group of parents.  
Response rate this year was 63%. With the support of admin staff and using the provision map meetings to best advantage meant that the majority of our SEND parents responded to our school SEND questionnaire this year.
2. Focus on the progress achieved by SEND pupils within their termly meetings to ensure that parents **are** aware of the progress their children are making as well as their continuing areas of need. Already renamed to SEND Pupil Progress Meetings through a Provision Map system rather than an IEP, but continue this dialogue so that focus continues to shift.  
Dialogue focused on the positives of our SEND, either in regards to their progress or achievements. The discussions were either in relation to their learning or their behaviour depending on their area of need(s). The positive responses in relation to the support offered by the school (95%, good or excellent) also suggests that parents feel that their children are making progress from their own unique starting points.
3. Encourage positive discussions from teachers to support them in highlighting to parents any progress their child has made. Ensure this is also in place during touch base opportunities.  
Ongoing in house CPD and professional discussions for teaching staff in relation to SEND needs to support understanding and knowledge, so that feedback to parents is handled positively and sensitively. Modelled by SENDCo through more joint meetings with class teachers and parents (where appropriate).
4. Outside of the parental feedback, continue to focus on the teaching and learning of SEND pupils so that a higher percentage of parents feel that their child is making progress within school (either in learning or socially) and so that progress has several measures, including utilising DOL to best effect.  
Progress wasn't specifically requested through this year's survey: however, parents gave positive feedback in regards to targets and support offered by the school (95% of parents rating support as good or excellent). Additional tracking through ELSA support work and NumbersCount measures to support progress in those newer areas of support within school. SAT tracking shows the improvement of SEND results across the year - progress either in relation to closing the gap on the 100 or diminishing their progress score.
5. Continue to have a presence on the playground and at Parent's Evening so that all parents feel that they can approach the SENDCo and/or Behavioural and Emotional Support LSA.  
Response to knowing who the SENDCo is and the question about the approachability of staff were both very high. Both the SENDCo and ELSA have been approached on the playground by parents with children both with and without SEND. Presence on the playground will continue both before and after school so that we are visible to all parents.

Additionally the school FSA and SENDCo have had a joint presence at the summer Parent's Evening, which seemed to encourage some parents to approach them.

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*"To be true to ourselves, each other and the world."*

## Results from 2017 - 2018 survey

The responses from the SEND parents who completed the survey were very positive and any comments made were constructive. Year 4 teachers were specifically mentioned as individual teachers within the school who made provision for their SEND positive through their personal knowledge of the children or through their understanding of the children's behaviours and what was driving them. Parents felt especially secure with those teachers working with their children, adding comments to their positive survey rating.

Question	Yes	No	Not sure	
Do you know who the SENDCo is at Binfield School?	100%			
Do you know who the FSA is at Binfield School?	90%	5%	5%	
Question	Not Approachable	A little Approachable	Quite Approachable	Very Approachable
How approachable do you feel the staff are?			20%	80%
Question	Less than adequate	Adequate	Good	Excellent
How would you describe the level of support your child/ren receive/s in relation to their additional needs?		5%	60%	35%
Question	Not confident	A little confident	Confident	Very Confident
How confident do you feel that you have been given sufficient communication about your child?		14%	40%	46%
Question	Yes	No	Not sure	
Were you offered the opportunity to share in your children's class targets with the SENDCo and class teacher?	95%		5%	
Question	Not confident	A little confident	Confident	Very confident
How confident are you in understanding these targets?		10%	40%	50%
Question	Yes	No	Not sure/Not applicable	
Do you feel you have information on how they are progressing in these?	80%		20%	
Do you feel that staff have given you suggestions for how to help your child at home?	85%	10%	5%	

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Do you feel that you have been supported by the SENDCo?	100%			
Do you feel that you have been supported by the school FSA?	70%		30% (N/A)	
<b>Question</b>				
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Not relevant</b>	
Were you able to access further support after meeting with the SENDCo?	50%	5%	45%	N/R – parents did not require another service outside of school support services.
Were you able to access further support after meeting with the FSA?	45%		55%	

Through the survey there were several opportunities for parents to comment should they so wish. One parent responded with concern about the equity of SEND understanding across all staff: *'The support from the SENDCo, FSA and Miss Hughes is fantastic. The wider understanding of ADHD across the school could do with improving.'*

One of the actions this year has been to further CPD through accessing specialist training through external support services such as the Berkshire Sensory Consortium and ASSC (Autism Support Service). Already we have undertaken training around sight impairment with the Sensory Consortium, and specialists are coming into school in regard to ASD and Hearing before the end of this academic year.

Two parents' comments related to the targets from the Provision Maps, with one parent being unsure as to how pushed the children were to reach them and felt that they were not then addressed again: *'I feel that targets are given and not always pushed. It may be that they are, but there is not communication to say'.*

One action will be to ask teachers to refer to the targets in their Parents' Evenings meetings so that targets and progress ties into the updates from class. The SENDCo is always available for Parent's Evenings, so referring back to targets in any stand alone meetings would be of benefit as well.

#### **Next steps from 2017 – 2018 survey:**

1. Increasing specialist CPD to up-level baseline understanding of SEND needs for **all** staff, using both in-house and external trainers.  
*In progress, external support agencies have been invited into school to run training for either all staff or the relevant support staff, with as many of our staff attending as possible.*
2. Ask teachers to reference SEND targets on Parents' Evenings so parents see the interconnectedness between SEN provision and classroom practice.  
*Next SEND CPD is at the end of the Spring Term, so this aspect will be mentioned before the Parents' Evening in March to see if this comment appears in next year's survey. This will be reinforced within the next Provision Map sessions so that teachers try to interlink conversations including SEND targets and additional provision.*
3. Ensure that an even higher percentage of parents feel that they do have sufficient communication about their SEND child (currently 86% of SEND parents feel they do).  
*Support teachers in the communication to parents and ensure that SEND continues to remain high on their priority.*

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