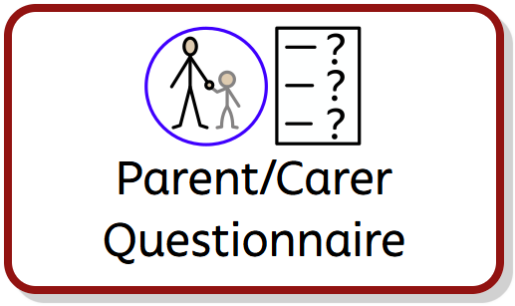
Harmondsworth Primary School

Learning Together



Dear Parents/Carers,

Thank you for taking the time to share your feedback on the Parent/Carer Questionnaire on Inclusion & Special Educational Needs and/or Disabilities (SEND).

We value the views of parents/carers and recognise the importance of working in partnership to support children with SEND. We review all feedback received and use it to reflect on our practice and identify areas for further development. Whilst some aspects of SEND provision are determined by statutory guidance, funding arrangements and available resources, we are always keen to explore ways to improve the experiences of pupils and their families. 50% completed Questionnaires were returned. The results are enclosed.

We have provided brief responses to the points made for questions 12 and 13.

Based on the results of the Questionnaire, we will:

- Aim to maintain all of the many positives that parents/carers commented upon in the Survey. It is clear that you value the inclusive culture and SEND support in place for your child/ren.
- Continue to develop staff knowledge and understanding of SEND within our school through ongoing professional training to consistently meet pupil's individual needs effectively.
- Review opportunities and consider how existing spaces and resources can further support pupils' wellbeing and self-regulation.
- Further strengthen communication and engagement with families and pupils, exploring a range of methods to gather views, share information and ensure that the voices of children and parents continue to inform SEND provision.
- Continue to promote our whole-school culture of inclusion, increasing opportunities for pupils to understand, accept and appreciate neurodiversity and additional needs, in line with our duties under the Equality Act 2010.

Many thanks,

M. Mohs

Miss Miriam Mohammadi

SENDCo and Assistant Headteacher

Questionnaire							
		Strongly Agree	**Agree**	**Strongly Disagree**	**Disagree**	**Don't know**	**Strongly Agree and Agree Combined**
1	When I have concerns, the school responds quickly and effectively.	40%	60%	0	0	0	**100%**
2	I know who the school's Special Educational Needs Co-ordinator (SENDCo) is and how to contact them.	70%	30%	0	0	0	**100%**
3	The SENDCo is approachable and supports my child's learning in school.	60%	40%	0	0	0	**100%**
4	The school has a good understanding of my child's needs.	40%	40%	0	20%	0	**80%**
5	I know what support is in place to help my child make progress.	40%	60%	0	0	0	**100%**
6	My child is included in all extra-curricular opportunities, trips and clubs.	60%	40%	0	0	0	**100%**
7	I receive a copy of my child's learning plan and/or school report.	60%	20%	0	10%	10%	**80%**
8	The school involves me as fully as possible in decisions.	40%	60%	0	0	0	**100%**
9	The school values the views, wishes and feelings of my child.	50%	40%	0	10%	0	**90%**
10	The school values **my** views, wishes and feelings.	50%	50%	0	0	0	**100%**

11. What are our greatest strengths around Inclusion and SEND?
Understanding my child needs You are all amazing, really helpfully and understanding to parents and students. Fast acting when support is needed Miss Mohammadi is amazing Communication The school's greatest strength is the secure and supportive environment it provides. As a parent, I have complete confidence and reassurance that X is in safe, capable hands. The proactive communication and dedication of Miss Mohammadi and the SEND support team create an inclusive atmosphere that makes a tremendous difference to our family. Always very helpful and understanding. I always feel well supported Listening and taking on bord advice

12. What could we improve?	
Please note that these are all individual points, from individual parents/carers/families. We have added a brief response from the school.	
Parent/Carer Responses	**Response from School**
Additional staff to enable more movement breaks and quiet time Class teachers having a better understanding on pupils with additional needs Nothing I can think of We are very happy with the current support and do not have any changes to suggest. More sensory areas for opportunities to regulate and enjoy Listening to children and not jumping to conclusions	Whilst staffing levels must be managed within available funding and resources, we continually review how best to deploy staff to meet pupils' needs. We will continue to explore opportunities to provide flexible regulation breaks, ensuring reasonable adjustments are considered for individual pupils as part of the graduated approach. We are committed to ongoing professional development for staff and regularly provide SEND training, coaching and guidance to increase understanding of a range of needs. We will continue to review our learning environments and consider how sensory-friendly spaces and resources can be developed further within the constraints of our available space and budget. The views, wishes and feelings of children and young people are a fundamental principle of the Children and Families Act 2014 and the SEND Code of Practice, as a school, we are committed to ensuring that pupils are listened to and involved in decisions that affect them. We will continue to promote reflective practice amongst staff and ensure that pupil's, families and professionals perspectives are considered when making decisions about support and provision.

13. What are the 3 most important issues around Inclusion and SEND that you feel we should address next year?	
Please note that these are all individual points, from individual parents/carers/families. We have added a brief response from the school.	
Parent/Carer Responses	**Response from School**
No issues Lack of available staff to cover the class if additional support is needed. Ensuring all staff members (including cover staff) involved with the child is fully aware of needs and triggers. Time spent in class to help all pupils better understand and accept SEND SEND only meetings, parent group meetings, events for send children which includes the whole school, fundraising for children, workshops for send children and for whole school to learn about send children and needs. Work appropriate for children with needs, more one to one lessons with send children only as a small class Nothing I can think of N/A - I am very happy with the current approach. Probably not particularly helpful but I can't actually think of anything, sorry. But it must mean you're doing a great job!	We recognise the value of consistent support and the importance of all staff understanding pupils' individual needs. The SEND Code of Practice emphasises the importance of a whole-school approach to SEND, with all staff sharing responsibility for inclusion and pupil outcomes. We will continue to review staffing deployment and opportunities to share key pupil information appropriately. Throughout the year, the school has offered SEND parent coffee mornings/meet-ups at different times to maximise accessibility and has shared presentation materials with all families to ensure information remains available to those unable to attend. We recognise, however, that families may have different preferences for engagement and we will continue to explore alternative ways to gather views and share information. In line with the SEND Code of Practice and the Equality Act 2010, we will continue to promote understanding of SEND and ensure that pupils receive support and adaptations that are appropriate to their individual needs through a graduated approach. Decisions regarding one-to-one support and specialist provision are made on an individual basis, taking account of pupil need, professional advice and available resources.