

PINS Survey – A Forum Perspective

Introduction

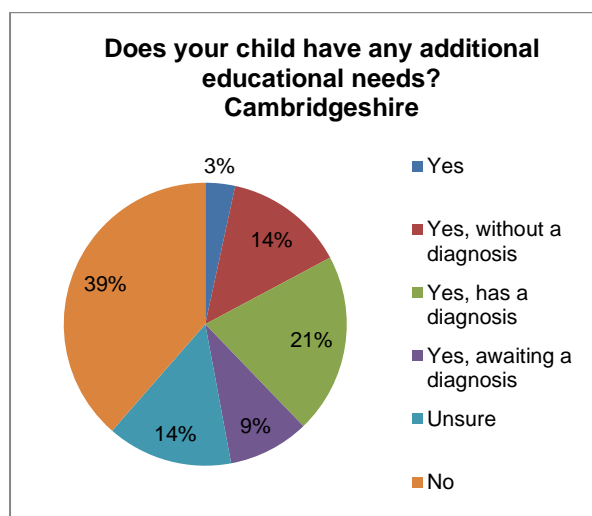
The following brief report is a collaboration between Pinpoint Cambridgeshire and Family Voice Peterborough and is intended to provide a brief Parent Carer Forum (PCF) perspective of the results gleaned from the PINS survey conducted across Cambridgeshire and Peterborough. The survey was conducted Primarily in June/ July 2024 with a mop up exercise in September 2024. The same survey was delivered to all schools selected as part of the overarching PINS project. The survey was completed anonymously by Parents whose children attend the primary settings involved in the project. Parents opted to complete the survey if they wished to do so.

Discussion

Cambridgeshire

24 settings

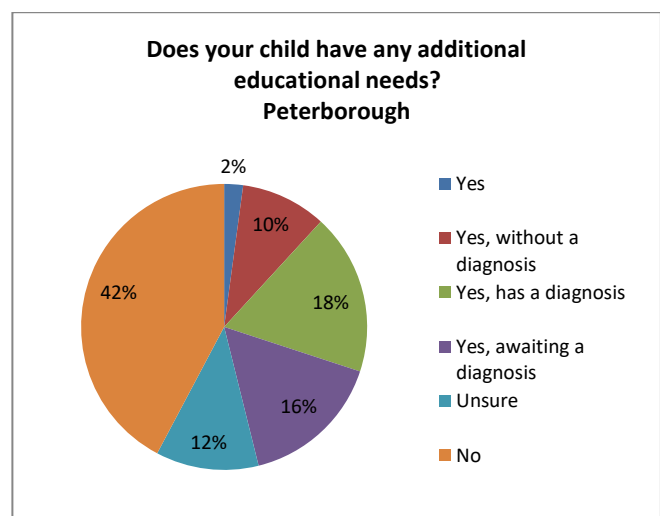
688 usable responses



Peterborough

18 Settings

518 usable responses



It is interesting to note that whilst the response and the number of schools taking part differ by Local Authority Area, there is still broad parity between the responses to this question.

Relationship between schools and families.

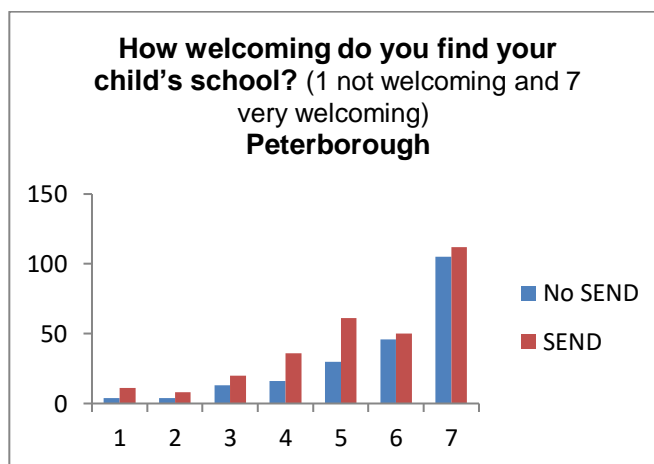
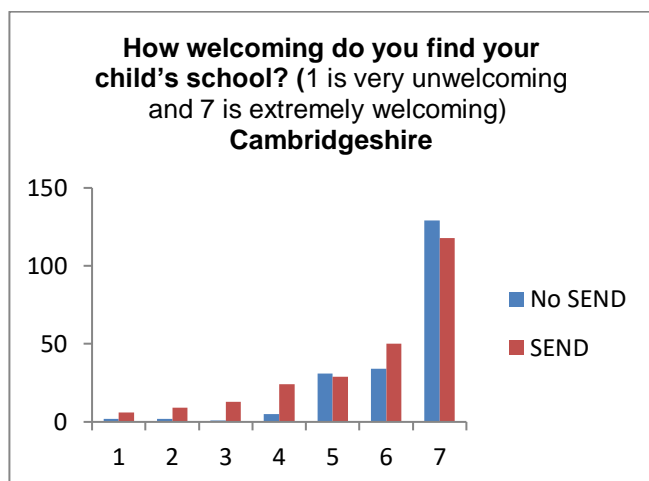
We have taken together the comments about how welcome the school makes you feel, how included you feel, and how effective the school's communication is, as these are all interrelated. Does one factor cause the others? Is it about perception? You can't tell from this summary data whether some schools get better scores than others, but the school-level data confirms this. Some schools create a place where parents feel welcome and included and report that their children feel included. It would be helpful to understand better the cohort of families who think negatively and try to identify patterns—is it around the child's needs (are some needs harder to include than others, for example), personalities of parents and staff, school culture, or parent needs?

Recommendation:

1. Further research is needed to understand why some relationships are negative and then identify possible interventions to prevent reaching a negative stage or to help people who feel negative to feel positive.

How welcoming is your school?

Whilst most parents felt their schools welcomed them, it is worrying that those who felt least welcome were families of children with SEND. This would support the narrative that having a child with SEND can feel isolating. It may also reflect that having a child with SEND can make interactions with school more challenging, mainly where there are issues around behaviour and attendance.

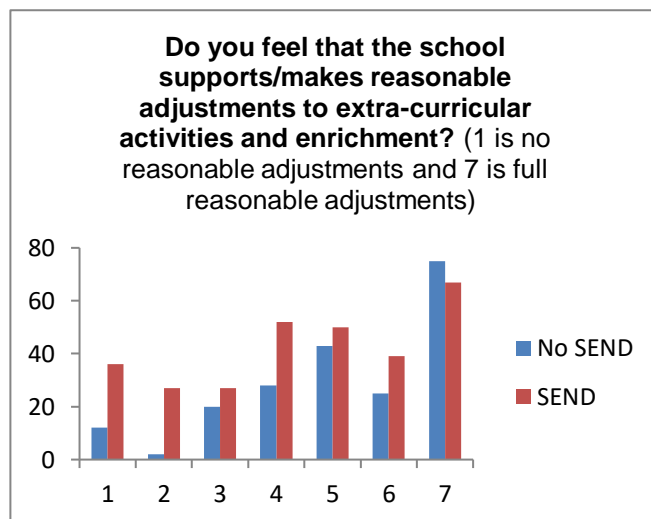
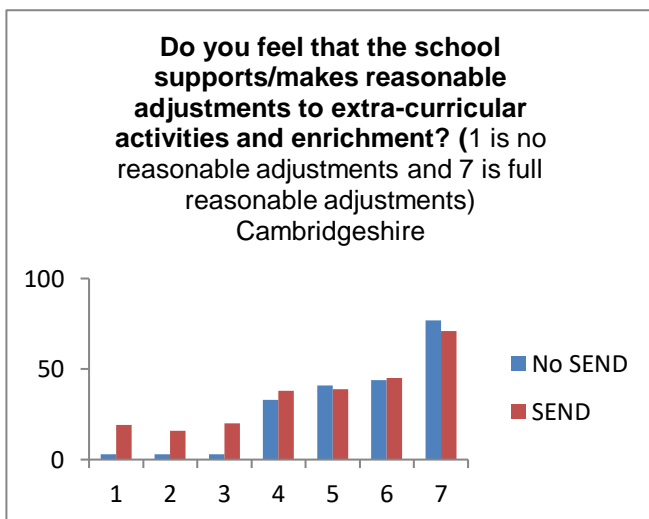
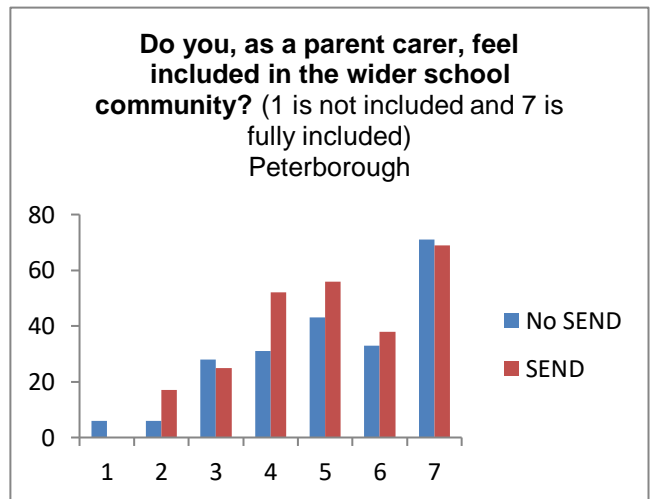
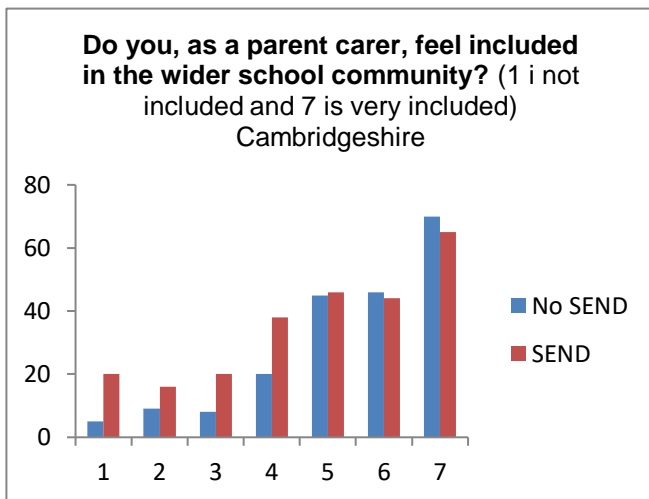
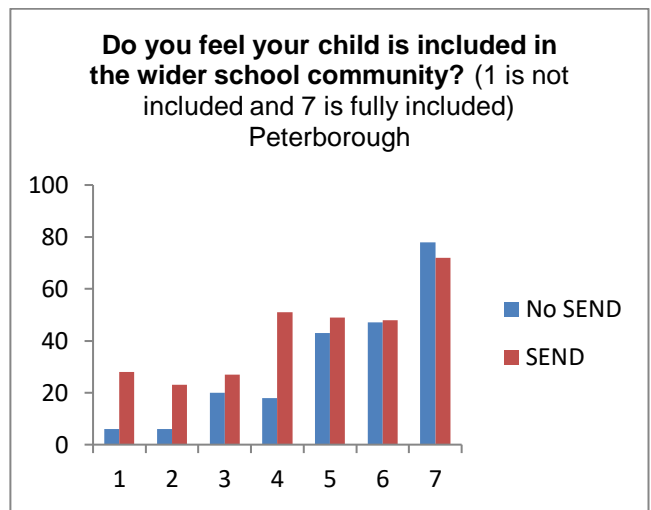
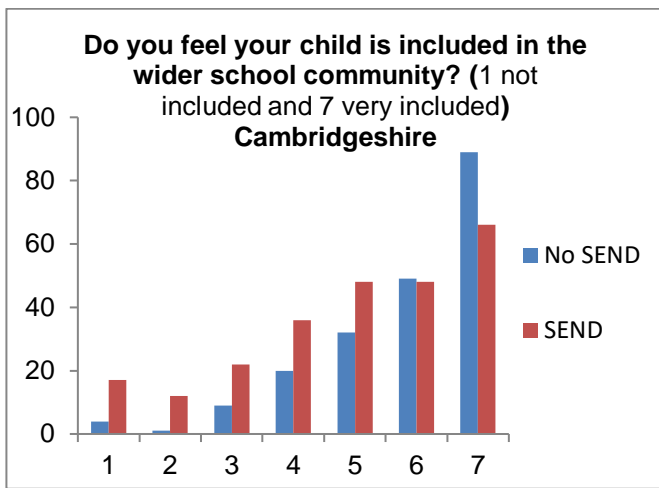


Recommendation:

1. Understand better how some schools create a welcoming culture and help those who score poorly to replicate a welcoming culture through sharing best practice.

Inclusion in the school community – children and families

There is a pattern between how included parent carers feel their children are in the school community and how they think. Most families report their children and are included in the wider school community. However, it is worrying that some are saying they and their children do not feel included in families with children with SEND. There was a similar pattern when parent carers were asked whether they thought the school made reasonable adjustments to include their children with SEND. Parent carers think this was not the case – meaning they felt that adjustments could have been made but the school either chose not to or didn't know they could/should make adjustments.



Recommendation:

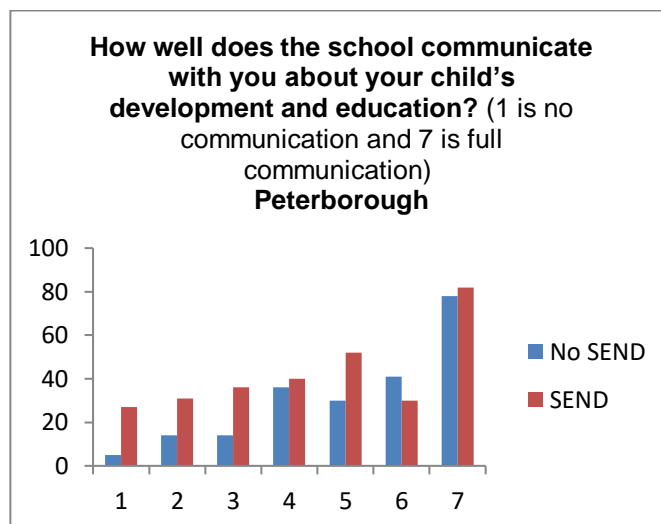
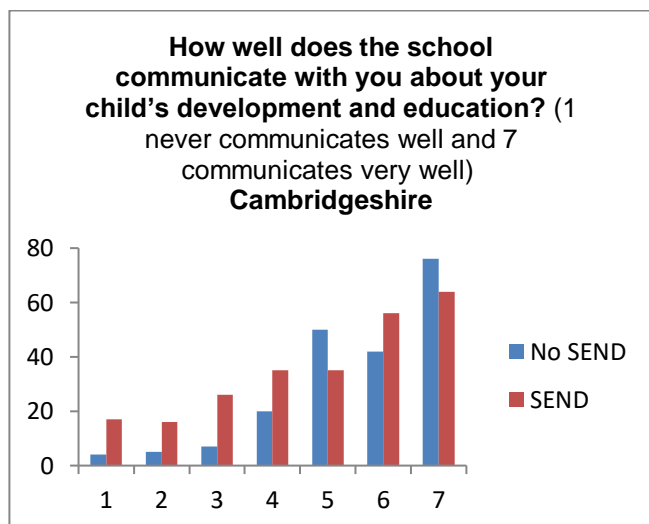
1. Understand why some schools find it easy to make reasonable adjustments and other do not. Use this learning to help all schools make reasonable adjustments.
2. Understand what parent carers mean by a school including their child – what do they look for, wish for and what would good look like? Is this about other children accepting their child, friendships, being included in clubs and activities or something else?

- Understand how parent carers want to feel included – is this the schools including them, other parents or society more broadly?

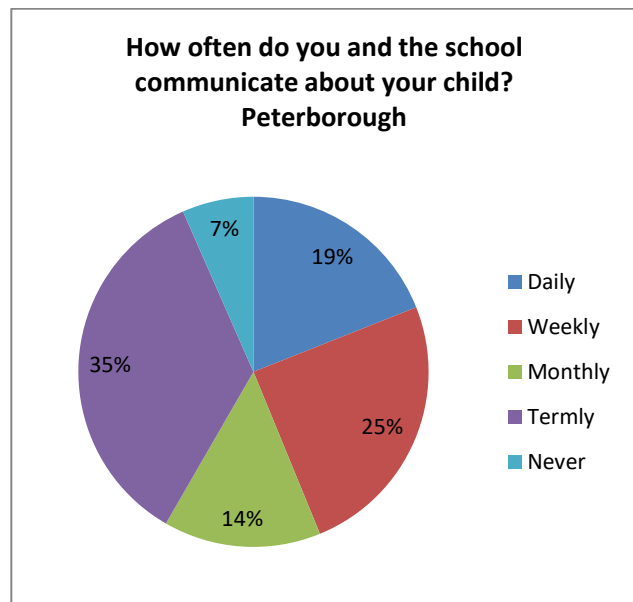
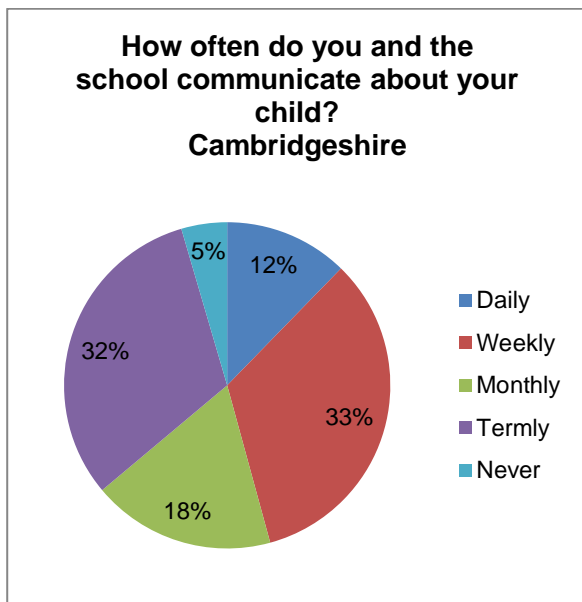
School communication

There appears to be a correlation between how included parent carers feel, how welcome they feel and how effective the communication is. While the majority are positive about how well they think it works, significant numbers again feel it works well, with SEND parent carers showing a substantial disparity in how they perceive communication.

However, the picture shifts when we ask parent carers if they know about their child's needs and surges negatively when we drill down and ask what help is provided to their child, with more saying they don't know. It is particularly concerning that there are families of children with SEND who believe they haven't been told what support their child gets to meet their needs. Is it that they haven't been told or aren't confident they know? It is also concerning when that pattern is continued when parent carers are asked if they feel heard and valued. While many do, a cohort of families remains feeling they are not. A similar cohort is not confident to raise concerns or that the school will listen/act. There are considerable numbers who worry about their children whilst they are in school, with SEND parent carers reporting a higher level of anxiety than those whose children do not have SEND.



The frequency of communication likely plays an essential factor in how confident parent carers feel about their children being safe, their needs being met and feeling included (the child and the parent carer). Just under half appear to have regular communication – daily or weekly. For a family worried about their child, this will likely create a feeling of assurance, and providing feedback isn't relentlessly focusing on negative issues or what the child can't do. Monthly and termly might feel comfortable for those who are confident needs are being met or for those where there are no needs. However, for 5% to say they have no communication is staggering and seems implausible and yet, across all the work the Forum does, this is a consistent pattern. Is this because it doesn't happen, or do they not recognise that it is happening? This needs to be explored and addressed as a priority.



Recommendation:

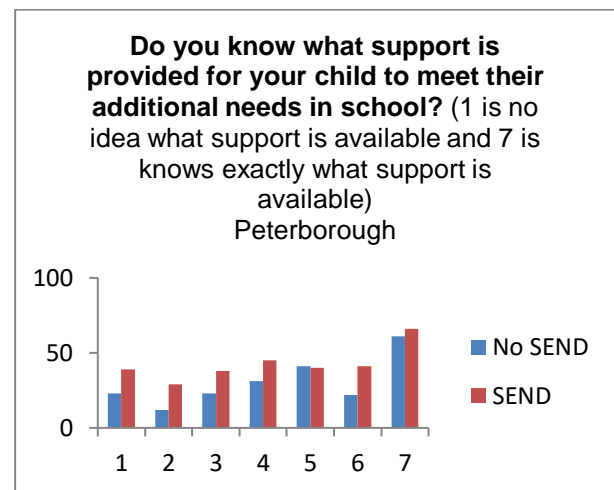
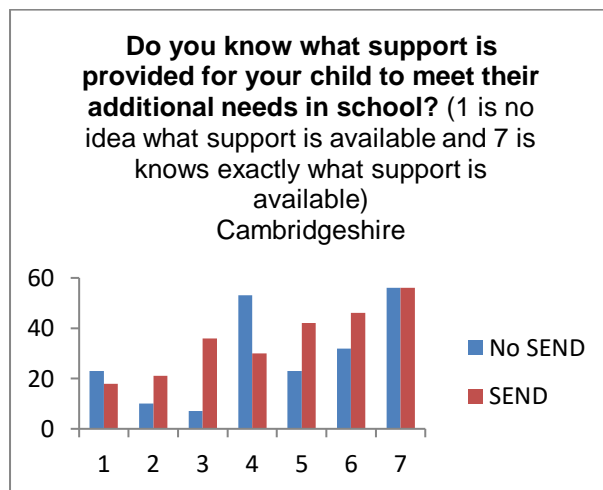
1. Identify the frequency and style of communication parent carers want and need to feel confident.
2. Identify what information gives parent carers confidence.
3. Identify whether that needs to be in-person communication or whether online or written communication is as effective.
4. Better understand the needs of parent carers, some of whom will have their own needs that should be met, too.

Clarity of communication and shared understanding.

This is a section where schools and families often find that one doesn't quite understand the other. What do we mean by support, and what do we tell each other? Some support is simply part of our daily provision in school, given to individuals or groups as and when needed. Some are more formal, where we offer intervention/support programmes—reading catch-up, fine motor control support, practising listening skills, etc. We might not consider this even as SEN support as it's more about broader support that may be provided by the school as and when it's needed without thinking that it is a more pronounced 'special educational need@ - it is more of a short-term 'top up' approach. Whilst we talk about ordinarily available provision providing for those with SEN Support, if the interventions have been a staple part of the school's offer, they are often not thought of as being 'special needs' related and might not be communicated explicitly to families – 'it's just what we do'. This could explain why families say they don't think their child is being supported or don't know what the support is. Schools are often so busy that they forget the parent carer journey – what is 'normal' to the class teacher might be new to the parent carer'. This could explain the gap between what the professional is doing and what the parent carers know about.

We then have what we would now term 'Ordinarily Available Provision', which we would probably think of as being part of SEN Support – for children whose needs are slightly beyond the norm or who are starting a longer SEND journey with needs, all of this will be new to the parent carer. Schools and families sharing detailed information about the support being offered and what we think it will achieve is crucial for parent carer confidence. In many cases, the school may be exasperated by this feedback, but we

have told them, and we do communicate! But where one side does, and the other says it doesn't happen, it may be because of a gap in understanding or clarity in the message. Emotions are a crucial factor, too – a parent carer may be too stressed to hear or too emotional to take everything they are told on board. A bit like we do in the medical world when we go to get test results of severe conditions, someone who can come and listen and support often hears and retains messages differently from the person who the results are about – a parent carer who is emotionally heightened may experience the same thing. If we then add language, comprehension and memory into the mix, it might also explain mismatched communication. This is worth exploring in detail to understand why it's not landing as expected and what we can do to address it.

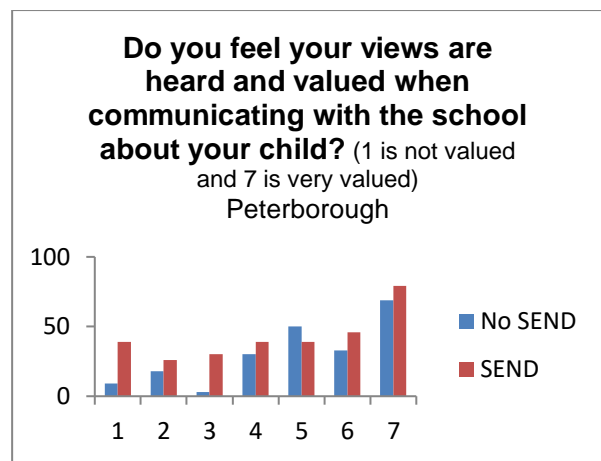
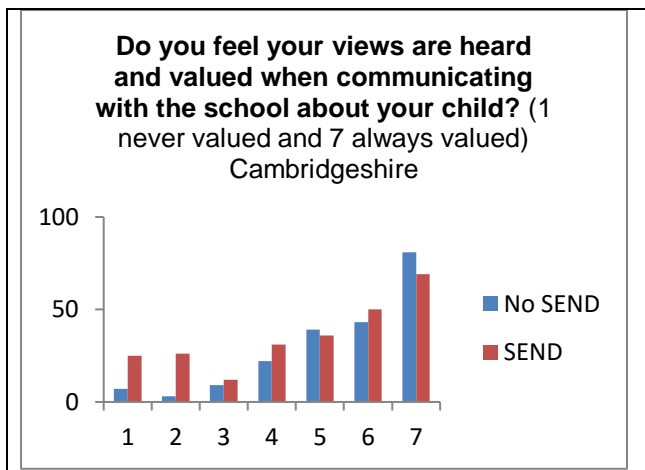


Recommendation:

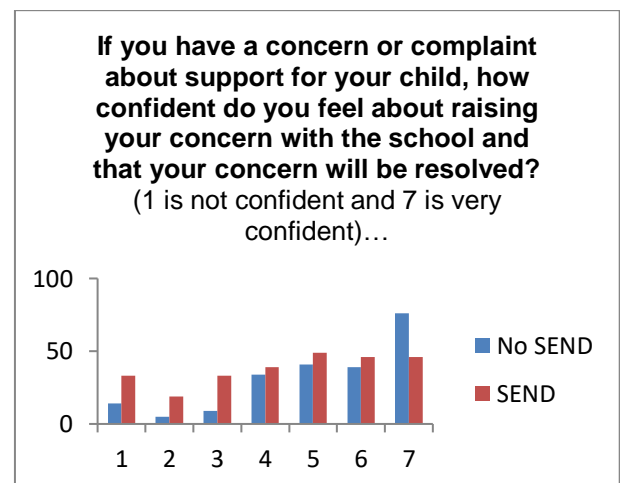
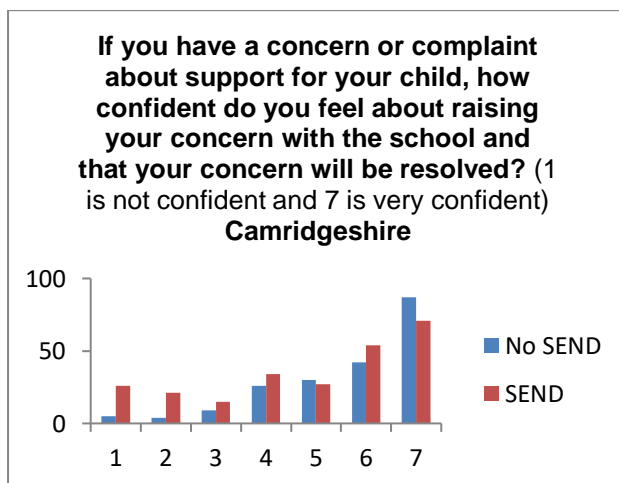
1. Establish what is communicated to and understood by parent carers.
2. Help schools evaluate how effective they are at explaining what is routine to them but may be very unfamiliar to parents and carers.
3. Look for supporting information that would help all parent-carers better understand the types of support schools provide.
4. Help schools to explain their support approaches to their own parent carers – not just once a year at a parent's evening but as and when a child's needs change or the support changes – this might include making better use of online and video content.
5. Better understand whether there are barriers to effective communication that need to be addressed – language, comprehension, style of delivery, etc.
6. Develop easy to use tools and resources that all schools can share to explain OAP and other SEN Support programmes/interventions.

Feeling heard and valued

This is different from being communicated in a single direction – it's our emotional response. To 'feel' heard requires active listening skills, promised actions being delivered, clear and consistent messages on what can and cannot be done, and agreement on this, and trust and confidence in the person who wants to be heard. To feel valued could be different for each person. Still, it may mean that communication needs to make the person involved feel that what they say is valuable and credible and their views are considered valid (if there is a disagreement). They are treated as equal to the person they are communicating with. We see a similar 1/3, 2/3 split in negative versus positive responses.



The confidence that your complaint is heard and acted upon is likely related to how much confidence you have in your relationship with school, the individual relationships, and maybe your past experiences of feeling heard and valued. Personal confidence and empowerment will also be a factor here. Again, we have a 1/3, 2/3 split.

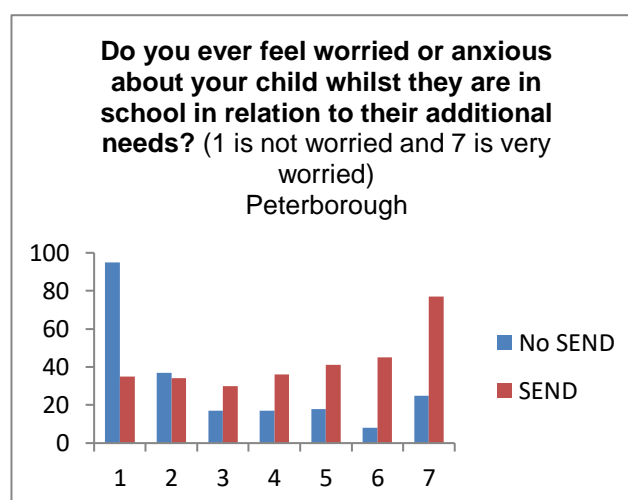
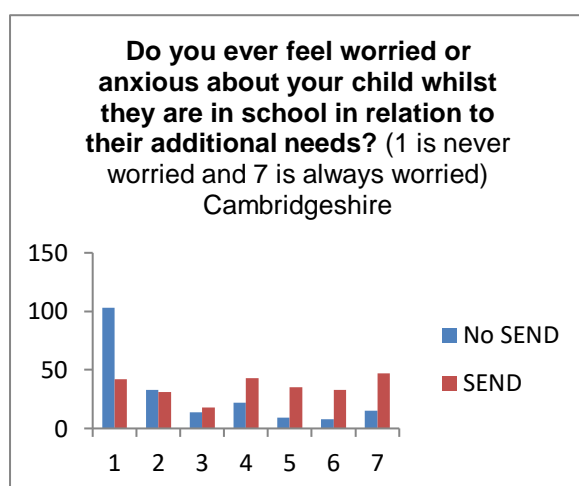


Recommendation:

1. Train and develop school skills to address concerns and complaints whilst maintaining positive relationships.
2. Train parent carers to have the skills and confidence to raise their concerns in a constructive way.

Parental worry and anxiety

This is an interesting question in that it may prompt confirmation that it's how you feel, how you label how you feel. Or implies that you should feel this way. That said, the numbers reporting worry and anxiety are high for those whose children have SEND. The ones who don't have SEND but are reporting worry and anxiety may be because they think they have SEND, but it's not identified/recognised/ diagnosed. It would have been helpful to know more about what issues give rise to these emotions - is it safety/bullying/mental health and well-being, related to academic/developmental achievement, related to feeling included/ having friends, SEND parent carer parent is experiencing their issues in addressing what it may be to be a SEND parent carers – how do I know my child is doing well, can I help do better, and many more possibilities? We also regularly hear parent carers telling us that schools don't see behaviours they see at home – this leads parent carers to feel they are not believed and are not supported. What is clear is that these emotions can be challenging to experience and can be detrimental to parental (and child) mental health and well-being, as well as reducing parental resilience.

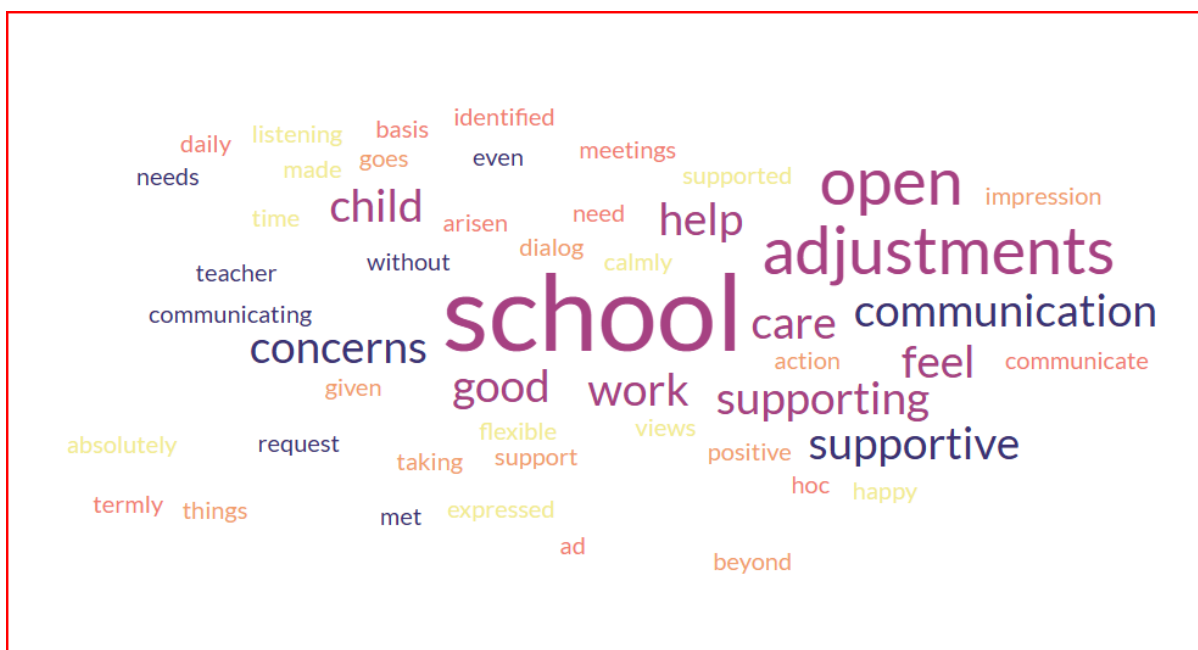


Recommendation:

1. Better understand the root causes of worry and anxiety.
2. Consider whether the root causes of worry and anxiety could be addressed through more effective communication.
3. Consider what more support could be offered to parent carers who experience worry and anxiety, with the aim of increasing their resilience.
4. Help schools to consider how they can offer advice and support to parent carers struggling with behaviours only seen at home.

Positive Views

These reflect positive relationships with individual teachers and where needs are known to be being met – the parent can say what the school/individual has done to help and support their child.



Positive Experiences/ Views Cambridgeshire
Our *** has ASD and ECHP. (School) are fantastic at supporting *** and communicating wit
My *** is in mainstream school but a nurture provision class which is amazing. We could manage without the help and care that is provided
My *** does not have a diagnosed attention deficit but like me, finds it harder than others to focus and is sensitive to noise around ***. Both needs have been met. Teachers have facilitated adjustments directly with my *** without me even having to request any help. Me and the teacher expressed our views at a parents evening about what my *** could need help with and the teacher made adjustments my *** is very happy with. I feel very well supported by my children's teachers.
My child is happy at school, and I work absolutely calmly during this time.
When my *** had an accident and was not able to use *** left hand, the school was very flexible in applying adjustments that would allow my *** to go back to school, including not wearing uniform top and receiving extra help for specific tasks. They were also very good at listening to my concerns and taking action. I realise this is very different from supporting a neurodivergent pupil but it has given me the positive impression that the school is open to dialog and to make things work for children with special needs.
*** goes above and beyond, I am very happy with *** support.
All good
The daily communication is as I am there in the same school so get a daily update in regards to his behaviour that day. We communicate termly regarding his learning and support but have had meetings when the need has arisen on an ad hoc basis.
The school has identified my *** to have issues with emotional regulation and *** obsession on certain colours magnets and routine.
School is excellent, treating my *** really well. I don't think it could be better than that, which makes our choice for school in few years time very difficult
My child is on the SEND register and referrals have been filled in and sent off.

Our *** has very significant additional needs, and we're very lucky to have a great deal of per***al care and attention from *** and ***, doing everything they can to be supportive and nurturing at the school, as well as advocating for us in the wider local authority, NHS and other services.

*** only started 3 weeks ago but school have been very accommodating to *** so far

I believe my *** has ADHD with very *** specific traits and fluctuations in presentation. *** is also convinced of it and has independently informed me of *** coping strategies. Interestingly they have not been as prevalent since changing teachers who *** finds exceptionally stimulating in *** les*** delivery and content.

We have recently moved to this school having had an extremely different and distressing experience at a previous school. We chose it because of the welcoming and inclusive attitude of the staff and the environment has already improved our *** life. These are not the same answers I would have given you three months ago.

School are lovely and open to suggestion and listen to concerns. They use rea***able adjustments to support the students.

My child/children's school is very supportive to them and me. They feel valued and understood. The head teacher and Senco are particularly knowledgeable and understanding with my children . We have open, regular and appropriate communication and I honestly feel that they 'go that extra mile ' to try and meet the needs of my children.

My child was noted to have ADHD behaviour as soon as *** entered reception and the school discussed this with me and have been supporting *** and said they will help be obtain a formal Diagnosis and already support *** learning

My child has ASD and ADHD diagnosis. The Senco team at the school have been nothing short of amazing in getting my child assessed, diagnosed and ensuring he has the funding needed to support *** educational needs. From year 1 to 2 *** spent much of *** school day isolated in a classroom on his own with 1:1 support as *** was not able to cope in mainstream, despite the schools best efforts to include ***. When *** started in year 3 the nurture provision was opened and was a great success for my child who has now progressed back into mainstream provision for year 5. I have always felt *** was supported by *** teachers and teaching assistants within whichever class environment *** has attended. The school have always communicated effectively with myself when there have been challenges to overcome. It has taken a lot of support and perseverance for my child to have now successfully transferred from the nurture provision to mainstream, where *** has exceeded both mine and the teaching and Senco staffs expectations! *** is incredibly bright and is catching up educationally with *** peers. We are all incredibly proud of *** and *** achievements so far! I hear plenty of horror stories from other parents whose children attend different schools who struggle to get the support they and their child needs. For this rea*** I feel extremely fortunate that my child has received the support he has which has enable him to achieve the successes he has so far. This time last year we were looking at the very real possibility that *** would have to attend a SEN school. Whereas now *** attending a mainstream secondary school is a real prospect for ***, if he will continue to have the same level of support and provision he needs at secondary mainstream that *** has already received in primary school. I am currently working with the Senco team at the *** to make this a real possibility for my child. I am very proactive in ensuring that my child has the support and funding he needs and I have never felt I have had to 'battle' with his school to obtain this. They have always been supportive and been extremely helpful with this process. In fact they have informed myself when I have been unsure where to turn. I really feel it has been a team effort all the way to get my child to where *** is today!

My *** has autism. The school have been unbelievably helpful. They are the gold standard example that other schools should follow!

I cannot thank *** school enough for all their help with my *** with extreme global delay!

My *** has SLCN and was seeing a speech therapist weekly for more than a year. *** also has sensory needs, struggles with emotional regulation and potentially has additional neurodiverse needs. As *** is only 6, we have not yet sought a diagnostic assessment, but we and the school are monitoring her needs and may seek a diagnosis in the future.

My child says *** feels very different from other children and feels like *** is a target. The school is aware of *** feelings and are monitoring the situation.

We have found the school, and the senco in particular, to be incredibly supportive of our childs additional needs brought about through his ASD. The communication is excellent, and when they are particularly dysregulated we can communicate this and work together to support them.

Child awaiting formal diagnosis of ADHD but school have already put learning measures in place and have started the process

The school help us to get our diagnosis but even before that they listened and helped us to move through our journey together he now has the help that he needs and is also getting further help because of that help. (school) has gone above and beyond for us.

Positive Views/ Experiences Peterborough

Additional or special education is always good for the students who are slow learner.

I feel ok my child well looked at school

School very inclusive, good communication and support around *** needs. *** is included in everything and reasonable adjustments are always made so *** can participate in everything that *** feels comfortable with.

The school is good for my child

School have been really supportive in putting our child on the pathway to diagnosis. They have always supported our child's needs, regardless of diagnosis. There have been occasions when *** needs weren't being met, but when this was raised it was dealt with quickly and appropriately.

My child is currently receiving speech and language therapy and occupational therapy

The school, especially class teachers have always been very on form and helpful

I am very grateful for the work and support been given to my Autistic Non-Verbal ***

My*** teachers are the kindest and sweetest and completely put *** need first

***school have been absolutely amazing with both my children who are diagnosed with ASD. They communicate with us daily, they go out of their way to make sure both are included as much as possible, that everything is put into place to help them succeed as best as they can. Their sendco and staff are amazing with the children and I honestly can't fault them at all. In fact we couldn't ask for any more support from them

My*** is 1to 1 now and ** time school is limited at 2 hours daily. But *** teacher helped *** improve a lot

They are the best

I reallu appreciate support I get from school, regular informatiom about my *** milestones.

Excellent staff friendly and caring towards children and parents.

I think my child has "high-functioning autism" although never diagnosed or I might be wrong. The school make their best to take these 'particularities' of charater into account and help as much as they can with the things my child struggles with

Mixed / Neutral Experiences or Views Cambridgeshire

Experience with school so far limited mainly to EYFS

Revised timetable since september. No ehcp put in yet.

I like the after school programs but hope they could do different ones like karate, gymnastics

It would be great to have regular check in points throughout the year. Also a parents support group or coffee morning occasionally

I feel the school has let my *** down alot since reception. Yes they referred *** for assessment but other than that the support is hit and miss. It's only this year due to a highly supportive teacher that I've seen my *** enjoy school

We believe our *** has ASD. School have helped us begin the pathway but we are waiting to do the parent course before the next step.

My child receives extra help, but I feel more need to be done to prepare *** for the next few years.

I feel the school have been extremely supportive so far in terms of answering queries and helping us to pursue a diagnosis for our ***. I am aware that the school has recently implemented a new behaviour policy and am keen to know how this has impacted on my ***'s behaviour and how this careers for children with additional needs. I believe the behaviour policy is more fitting universally that the previous one, but would like to know more about how the policy manages children with demand avoidance traits, particularly as PDA profile is not a recognised condition in Cambridgeshire.

adhd assessment in may , pastoral lead is brilliant , the teachers not great with knowledge and help with adhd

My child had a bad start at a previous school and as a result he has struggled academically. He has been receiving extra help and support. Any concerns I raise with the teacher and other members of staff and the issues are addressed.

Would be useful to have a longer parents eve appointment for SEN children - I always feel it flies by before we get a chance to discuss progress, interventions, social interactions, friendships etc

My child is too young to be screened for dyslexia but I feel there are some definite signs there, and I do feel worried I am not doing enough to help her at home!

I have no concerns with my child attending this school.. However, being both working parents it's really very difficult working around the school hours. Breakfast and after school club should be more available

My *** has sensory issues in relation to clothes and sounds. *** has a real engineering mind and is very hands on and practical. *** is not academically underperforming but I wish that *** experiences at school could involve *** skills more. My feeling is that *** is quite talented in this area and it is not something *** gets to excel at in school as it is not something that has much focus. The school have introduced design in to its curriculum this year which is positive but I would like my ***'s skills to be focused on more in other areas of the curriculum.

I am a neuro diverse parent, and I struggle with doing new things/out of the ordinary things, I like to know where I am going and when, what is happening, what follows, how I leave and when. And I find the school do not provide enough details about things they are organising. They state xyz is happening on this day and at this time, but that is normally the some total of the details, they rarely specify where you are to enter/leave the school or any changes in collecting children and often times when you turn up details specified beforehand have been changed and no notice given. They have been getting better at this but it is still not great, like they expect you to know the details already. And as a parent who struggles with this it often means I do not attend activities at the school because I am out of my comfort zone and fear it would lead to a panic attack.

The school has had its issues with staff absence and a change in head teacher. This I feel has impacted my child's year group this past year as well had their early years education. A few things have been resolved and I have seen a big change in our children going into school and wanting to continue learning at home. They have taken parents comments into consideration.

Had 2 years of the school management telling me there was no issues or challenges facing my child. Now we are in the process of getting a ECHP in place as his new class teacher agreed that challenges are definitely there. Issues suggested are reading social cues and interactions, sensory issues, and how they focus and concentrate differently.

***and ***completely understand neurodiversity but I don't think the majority of staff do especially support staff.

***is extremely vague, dismissive, hard to contact and unhelpful. ***is argumentative, defensive, I'll informed, unhelpful and does not do anything to help. *** is over worked and is available to talk to but often doesn't follow through or makes us wait for something far too long. Quite often *** says something which then turns out to be different. ***is very friendly and approachable but has to run everything past ***so we don't really get anywhere with this. *** at reception is lovely but all she can do is pass on my messages.

Questions 6 and 7 are rated at 4 stars but only because my child does not require extra support so I have not needed to know what support is available in or out of school.

Fam History of nero divergence and see it in my ***, latest school reports signal attention and distracted a lot. below average in some aspects. Girls like to mask there symptoms. I fell through the system when in school. My *** not so much but will prob be on scale one way or another.

I suspect that both my ***s (end of year 6 and end of year 1) and myself have ADHD but at this point we have a not sought diagnoses. Both *** are bright and demonstrate good behaviour in school, so no concerns have needed to be raised, other than noting on reports that they make a lot of mistakes and "need to check more carefully". However, they have both struggled with the transition from home to school and vice versa if something has upset them during the day and they have held all their emotions together. With my youngest the teachers have helped to find ways to ease the transition and have been accomodating with allowing her something to fidget with in a non-distracting way. With girls like mine who are behaving as expected at school, I feel it's difficult for the school to provide extra support.

Mixed/ Neutral Views and Experiences Peterborough

Fir the question 6 and 9- the communication happens during the parent evening. The school keeps parent up to date with the info regarding the school but not individual children

I am beginning to feel that one of my *** may be either somewhere on the autistic spectrum or perhaps may have adhd undiagnosed as yet as am only just starting to feel anxious about ***

I'm always worried about *** being at school but that's not due to the school that's me overthinking to much

Struggled with communication about child and *** need to start with, as *** was prioritised over *** (parents split), *** given all control over decisions and given updates but *** not. Once school were aware of issues, been very helpful in making sure *** is aware and included in conversations surrounding the support and needs of child.

While school and the after-school club have been good at supporting ou child, we do feel some changes are made without us being aware, which affect our child. Things would be a lot smoother if we could support at home and manage our child's expectations. There has been issues with the third party after-school sports provider as they often have staff members who don't seem to be trained to work with SEN children. This has meant, our child no longer wants to take part.

My *** has a diagnosis of Global developmental delay and autism. *** has 2 1-1 staff members who are amazing and so supportive of both myself and my ***. Unfortunately I do not feel the same with the senco. *** is terrible at communicating with parents and I don't feel like *** listens to parents concerns and wishes. I have had meeting in the past that I have had to ask for even tho *** knows how much my child can struggle and it feels like *** completely fobs me of downplays my child's needs. The support staff are brilliant at the school. But I would feel the school would be so much better and inclusive if *** was not the senco. I know I'm not the only parent that feels this way.

The need to have more after school club's for the kids and some "trips" for them too. My *** never went anywhere with the school. And because of the after school club I may have to move *** to another school

Could do more days out woth the class.

We do feel that considering our child hasn't got a diagnoses, the school has put help in place and has been listening too us to try to help. On the other hand we also feel, they could be doing more but their hands are tight given our child hasn't got aa diagnoses.

I was concerned to read an email from the school regarding sensory gadgets are not allowed. I found this very ignorant to be honest and quite alarming. Especially as this came from the SENCO representative. Fortunately my child isn't showing any signs that would need additional help as I would have taken that email further.

Day one of my child going to school I said my ***acts differently

I am autistic with ADHD, but I don't have idea the condition about my child.

I have 2, possibly 3 send children at school. One diagnosed with asd awaiting ehcp plan and one awaiting for assessment and 1 that I can see traces of asd.

My child usually doesn't participate in any events because it would be too hard for school to manage without extra people to look after special needs. Would be great to receive more updates through **** or Face to Face.

I feel the school tries the best they can to help but the other services work really slow and give little help usually.

I would like to see the school do more trips for the children

Number 4, I have no idea how much my child is included, it's hard to find out. I just clicked on a star. It doesn't represent my feelings. Numbers 9 & 11 is hit and miss. It depends on who I'm talking to and what the situation is. Number 7, I cannot answer, at this moment in time, there's just been 1 school trip and 1 session of forest school.

More school clubs

I worry about my *** when *** is at school, not because of the school but because I worry about *** all the time.

My child is a bit slow therefore *** needs assistance or time to catch up since it is****first time In an advanced school

I feel the children would benefit from more scjool trips. It would also give them a good feeling for school. My *** often gets upset I feel it would benefit everyone

I know my *** was assessed and will be given extra support in exams, but I have not been notified what *** diagnosis is. I also don't know if *** will be eligible for support moving to secondary school, or if *** will get extra tutoring. I only know about extra support during the SAT exams.

School could do with more outdoor trips, do more science experiments, visit museums and etc.

*** is a great school. As an improvement, I'd really like to have weekly messages from teachers to cover very briefly what was covered last week. Not all children want to talk a lot about what they learnt at school, and parents often don't have a clue. I don't know what phonemes my *** learnt this week, what he learnt at maths, about plants, animals etc. It is therefore impossible to build on that knowledge at home, which is hugely disappointing.

Feel like the support is given however in certain circumstances it could be improved sometimes not resolved

Both teachers for my children are amazing however the school is poor the reception team are very rude and dismissive

Unsure, because I found out at my old age my ADHD and some level of dyslexia. My youngest *** has an autistic diagnosis from our country, but my *** who is attending the assessed school**** doesn't have any diagnosis or suspect of special need at the moment in fact if ****needs it wouldnt surprise me.

I'm always anxious not because of the school but because it's hard for *** and I worry about *** relationships, how***is feeling and how it may impact ***

My *** has not got a diagnosis yet *** social skills and anxiety is extreme and *** bites *** skin on his fingers

Not so positive experiences/ views Cambridgeshire

Bad behaviour is not dealt with well. The whole class is punished for the acts of a few individuals. School is not organised so children don't know what they will be taught that day, or there are last minute changes eg when laptops aren't charged. This spins out those who can't handle change well which impacts the whole class.

My child is autistic and has been let down by his school

Possible dyslexia but despite raising concerns, not yet addressed

It's taking along time to get my *** tested for adhd and I think that's to long and the fact before *** gets any testing I have to do a parent course witch I think is wrong as it's *** not me.

My child is not included or welcome at any extra activities. Trips are similar. Also outside school activities such as swimming. Not enough staff to Support SEN children, funded or unfunded. Parents not welcome to offer support either to assist the situation. Adjustments are made out to be an inconvenience.

I have been waiting 5/6 to get a diagnosis of my *** having possible autism. The school aren't communicating with me with regards to this. I am struggling with my *** on a day to day basis and they aren't supporting me with this. I need a diagnosis to be able to get the support I need.

Unless your child's face fits they don't get any help

My *** left (School) in September but it was the most horrible experience for ***, *** has autism and adhd and was being physically and mentally bullied everyday, I cried most days leaving my *** at school, knowing what *** had to put up with, and the way the solved the bullying for. my *** on the playground was to keep *** in every break and lunch time, I agree to this as the other option was to pick *** up at lunch *** was already 3-4 years behind *** peers so doing this wasn't a option for me, mey *** felt *** was never listened to always felt like *** was lying when trying to explain a situation, I couldn't let *** go on residential trips as felt if they couldn't keep *** safe at school how would they keep *** safe on a residential so this meant he missed out, through my experience with my *** I feel the school really does lack support for children with send needs and bullying is not dealt with, the communication is awful and I felt I was always having to go in a defend my ***, in all honesty the (School) failed my *** and this has shown now *** is in a special needs setting *** doesn't trust teachers as *** says noone ever believes *** so gaining that back really has been a struggle and getting *** to like going to school has been hard aswell.

Not great at being in board with you - their words are "typical Child"

I have two *** attending (School) for number of years, I try and raise my concerns during TAF meetings, I don't feel like I get listed to, I know both my children are struggling, sadly without a diagnosis they won't get the additional help they both need within class, I get pushed a side as they explain things are stretched and focusing on more complex children, I fully understand but don't feel like my children are getting the support they need, neither am I as their ***.

School are just so overrun. My *** is borderline on it there is something wrong but there are so many other children with higher needs. I worry he'll never get the full support he needs.

I don't feel getting enough information about what, support my *** receives to help *** with *** special needs. *** had difficulty with communication and others understand *** so I feel worried every day how the day, went and if *** was supported enough.

I feel the head teacher is just concerned about attendance percentages rather than the quality of teaching. I also feel the teacher needs to communicate more with the parent's.

The weekly news letter is not specific to my child. There is no additional communication beyond parents evening. The school has concerns about my child and has asked senco to observe them but I have recieved no further details about when this will happen. I feel that unless my child causes a problem for the school I will hear nothing until parents evening when 10 minutes is not long enough to discuss potential problems. I can make appointments to discuss my child but I work full time so fitting additional things into my day is difficult. I find the school inflexible about this.

<p>School is better since Head Teacher *** has left. The bullying was terrible!!! I reported ***to the police as she punched her child with her fist in the playground. *** did nothing and said I'm sure it's just a one off!! And the head of governors played it down too! These people should be struck off! The children hated *** The staff are happier The school is happier and more productive with more opportunities of encouragement.</p>
<p>The headteacher does not come across as being educated enough about SEND and this is not good for the staff or students living with a disability.</p>
<p>Concerns raised in the past have not been dealt with. Very poor communication regarding learning and development in EYFS and what they need to be working on</p>
<p>Unfortunately as a parent with 2 children that have additional needs I have never felt that children like mine are treated the same as children that do not have the same difficulty's</p>
<p>School don't meet needs. Ignore child faced away from the class at the back unfair take play times away when that's one thing they need to regulate and keep there brain busy not sat at the back off a class facing the door or coat room.</p>
<p>Year 1 and 2 teacher doesn't get my child or show empathy, or the welfare TA has no idea and should not be in her job</p>
<p>Depends who the complains are raised to if they are dealt with</p>
<p>Eldest child was flagged for potentially being on autism spectrum. This has been going on since September and school is very slow at processing the assessment</p>
<p>Our child has struggled since reception, always being put down as a bad child. We would get taken aside nearly daily through year 2 and yet he only met with the SENCO this school year (year 4). He us behind academicy, he can't hold friendships and struggles to regulate emotions. Yet we are still not getting very far.</p>
<p>This school does not have the appropriate resources to welcome SEN children and their needs. The school is in desperate need of staff that can manage children with additional needs and the challenges they bring. The school does not educate other pupils about why children may not be in class or how they can support their peers. SEN children often face exclusion from school trips and other activities and there is no designated safe space for them to learn and not feel isolated</p>
<p>I suspect ADHD and teachers have mentioned they do too but it has not progressed any further despite me raising the concern a couple of times.</p>
<p>School has shown it is unable to meet the plans and actions set out in EHCP. Monthly meets made by parents in an attempt drive school to deliver its objectives</p>
<p>The focus on conformity and rule abiding behaviour in the school, as well as what appear to be shame-based approaches may be difficult for some children in particular. I have witnessed an insensitivity to neurodiverse needs in favour of maximising majority norming - it may be needed to control the group, but I have found it painful to observe. In addition the focus on academic achievement and ofsted can mean that the needs of the "whole child" is neglected in favour of a focus on things that get measured.</p>
<p>Rarely get responses from school.</p>
<p>It is very hard to get a meeting with the SENCO , unfortunately I have to keep calling and sending Emails to even get a response from the SENCO</p>
<p>I sometimes worry about the safety of my child at school and don't feel he is understood.</p>
<p>2 children with EHCP school very good however I have one child that does not have an EHCP and school do not see what additional support she requires as she does not show her true self at school</p>
<p>The school done the referral as in reception as my child apparently has anxiety about talking to strangers and I had a call from someone who told me he was fine but the school felt he wasn't so I think they started one to one but since moving up years I don't know what support happens if anything</p>
<p>Lunch is little and of bad quality. Nothing changed despite complaints.</p>
<p>It is really hard to know the route we need to take to get a diagnosis or to what is happening within school. Communication is not good.</p>
<p>Asked fir adhd testing was promised it never happened plus emotional support asked for never happened</p>
<p>I have only seen senco once, never got back to me, didn't feel helped. Still don't know if my *** has a learning difficulty or other issues. I'm very disappointed with the senco at hjs school.</p>

School only communicates with 1 parent with PR and excludes other parent with PR due to *** working at the school. *** is never included in any SEND activity to do with child and it's unacceptable given both parents have equal PR. Lessons need to be learned and school educated on PR rights

I have multiple children so think responses would be different for each child. I have based it on one...dont think this is a fair assessment because of this

The contact between me and the school is usually instigated by me. There have been many concerns regarding my child and we haven't always felt 100% supported. We feel that sometimes our *** is segregated as its just the easy option

When trying to acquire a diagnosis for my ***, I have found the school difficult to take the situation seriously even when told by my ***s specialists and GPS the school needs to put requests forward. In fact the schools official response was, "it's alot of paperwork"

It is necessary to push to keep everything staying on track

I suspect my child is on the autism spectrum. I doubt they would ever meet the requirements for an NHS diagnosis.

The school were receptive to some additional needs of my ***. But the communication regarding this changed for the second half of the year and we didn't receive many updates unless we asked them. We have limited time to talk to the teachers at pick up or drop off.

Not so positive views/ experiences Peterborough

Senco is not approachable, she lies on social stories to my child will not follow the CDC guidelines of getting my child and EHCP stating that they don't have any calls for concern, but if I as Parent were to start it, they would help support me. they do not communicate back to you when you go to them face-to-face with enquiries you're blocked the only people they seem to help those that are in council houses and have children with behaviour needs those children with autism who have social emotional issues they do not want to help you. Due to previous working with family voices I know I'm entitled to 4 meetings a year with the same. I've had to fight and fight for this every single year. They still believe this day that two of the meetings they classified as parents evening when I know that is wrong information

I expected to be aware of a SEND plan informing how they will meet his additional needs. He only started on 4th September though. When I contact the school office they often say I'll be contacted but rarely do.

Don't feel Sen needs are met at all my *** is a flight risk as per on her report from paediatricians however no care plan/echo has been put into place as the smell doesn't think *** has anything wrong with ***!! Major issue

I wish school would communicate better and keep the parents involved with the education of their children. I have more than one child attending the school and I am not sure how is *** doing not just education but behaviour as well we only get 5 minutes parents meeting which is on the timer it's horrible when we have to quickly fit in everything in the five minutes

I don't think the school taking parents concerns seriously.

I have had 8 children go through the school with the last 3 still attending. Out of the 8 5 have additional needs. I don't feel the 2 out of 3 whom have additional needs that are there still attending have had the support needed or I have been listened to things have not progressed and it has had a massive impact on my child's educa As *** is a very bright ***.

Since the new headmistress ***has started, you no longer have any communication, bullies are getting away with it and you're not informed when your child is beaten during school hours

School spent communicate with parents regarding children, brush of child feelings, generally don't feel supported or heard

Rang the school up about my child's behaviour outside of school asked to speak to senco teacher but got told my child has trouble with school work etc not behaviour issues they said they would looking into thing and get back to me and never did so I felt like I was alone and have not long come of of anti depression medicine.

Communication is poor from school to parents

I have requested a SEN assessment by the school but have been told my child is low priority and the SENCO only works part time. The school seems to have a high number of children with SEN

so why not a full time specialist?

I feel like i am being judged when raising an issue or when i am asking a question and i will do whatever i can to protect and look after my child and his concerns but i feel like an inconvenience.

there is a SEND child in my childs class who hits children my child included from september till date given the number of teachers to children in the class they are still unable to prevent this, my child was also kicked in the stomach on two occasions by an older child who also has special needs and therefore i feel this school is ill equipped to deal with children that have SEND

School support is very poor , recently I had an issue with my *** it took Three meetings and several phone calls for a simple class move very disappointing

There has been a LOT of change for my child at school with additional needs with very little notice or transition period. Teacher, one to one TA and SENCo all changed at the end of last term with very little notice. My child's behaviour has changed at school with the change and I feel it could of been handled much better with more notice.

Poor safeguarding policy regarding communication when children are ill at school - lack of care

School never has any trips. Only been some to religious churches. Many other educational places that could be visited but school doesn't put anything in place. Also never get given any home work.

Senco's decided that they would assess my *** for dyslexia knowing for well she's not qualified to make the diagnosis and wasted a year after I had the extra information appointment for my child's diagnosis and then got a feedback that I don't agree my child has but definitely would have changed if he had been diagnosed with dyslexia previous year

Teachers are rude. Don't follow up after parent raised concerns

My *** is very helpful and also shy ***, must of the time when *** comes from school complaining and crying about school kids that chasing *** annoying and repeating to *** teacher and *** doesn't care at all, I talked to *** teacher and *** said she'll sort the problem but nothing has changed since, today my *** came home crying and said the kids pushed ***

After school activities has limited spaces,is not fair on other kids. If you can't do for all kids - don't do at all...

My child does have a book at my request that SALT writes in several times a week but other than that it's only parents evening that gives me any indication of how my child is doing other than that I no idea how he is doing in any of his subjects at school or his behavior at school or anything and he is not able the communicate this to me.

My child has dyslexia. I do not like the term disability associated with this sometimes. As it's a learning difference. Schools are not prepared to change their teaching methods to accommodate, like testing SATs testing, testing a dyslexic on everything that is challenging. I understand this is not schools decisions,but I feel in this day and age the education system needs an overhaul and should look at teaching more practical life skills, including looking after your mental health, managing expectations and less tests and pressure to cram so much work in at such a pace

No homework, obvious focus on the 'clever' kids in class, thereby making other kids feel like they are not clever, the clever kids are given more advantage eg they are on football teams while others had to join the queue etc

My child needs are not met and *** has no extra support at all and they do not understand my child needs at all

Lack of communication at times with the school.

I feel as a single working parent, the school communication between teachers is very appalling. Leaving your child most day in the care of some teachers who we hear are rude,less sympathetic about certain issues makes me very anxious and not comfortable at all. They are only young snd shouldn't feel stressed about going to school because of this.

Not enough trips and after school clubs

Lake of contact not following up we are forever chasing up for information

Not enough funding for these tests that need doing

Just moved two of my elder children to another school due to the ongoing issues within ***. Complaints made but no resolution. Currently in appeal process for youngest *** to be transferred to castor primary also

I don't think school is doing enough to support their children studies, I have asked to set some homeworks at home, but my lil one never received any. They say they have ***to do, but nothing else, I don't know what *** is doing at school, so unable to support at home. I try asking my lil one but *** doesn't say much. Compared to what my other child did at that age *** is really behind. I have communicated this once with class teacher, *** said they don't have enough resources to support children one by one. But I think it could be better with the resources they now have.

*** had additional support due to his glue ear and hearing problems

I raised my concerns about my child development but they just don't do nothing . No haw time teacher busy than it's half term and than year finished and next year all start agen . It's ridiculous and year by year same answer and my child always on school report on red and attend school regular . School just don't care

The bully's never get permission

I feel my child has some mental health issues and a form of autism. But *** masks very well in school and when I speak to them about my concerns I feel they are brushed off and ignored rather than helped.

I requested that my *** be given extra psychological support, but I still have not received any answer from the school.

Don't feel like the school is inclusive to all children. Feels like the school don't listens to my concerns and worry. Doesn't followe through with words or letters. Attendance office is very rude, when children told me things been told children are lying. Don't get much feed back about my child's education or feel involved. Awaiting a meeting that child's teacher said which has been 2 months waiting for now. School needs massive changes. If home education was an option for my child I would but unfortunately unable to provide this for my child. Feel bullying is a big thing at this school

I'd be embarrassed to be the schools Senco with regards to how many children must be failing due to their negligence. Funding is always used as an excuse and awful communication. The school should be embarrassed.

I have been concerned about my child for a long time, the school are aware of my concerns and will occasionally talk to me but because it is not as evident at school as it is at home I just feel like they don't care.

I don't like it when they stop in school activities which help my child without telling me. It would be nice to know so I can prepare my child to the upcoming change.

My child is being bullied and *** don't want to go in school the anti bullying policy needs to be stricter

I have a year 8 child with ADHD that ***failed to identify and a year 3 child that we have raised concerns about but they've been unheard.

***has no time in her week for families. We need more sencos.

Good child that are in there only little world just get left alone as there not causing problems in the class room Iv been waiting for help since year 4 and still waiting in year 6

Answers 5 and 8: We often receive communication from school by SMS and email, but it's general information, not specifically about our children. I think the school should communicate more often about our children's development and education. We have just a few parent consultations per year, and we need to receive feedback to properly support their development at home. Answers 9 and 11: About relationships' issues between kids, the school takes part only after several complaints. Meanwhile, some kids continue being truly rude.

Communication is poor from the school when it comes to specifics. They send out a weekly news letter which is generic. I find email responses are few and far between from the school, but occasionally they will respond in per*** at the school gates. Reception staff don't come across as welcoming and often leave you waiting without acknowledgement despite seeing you.

We are suspecting discalcula and we mentioned to the teacher that we suspect that our *** have it and we would like her to be tested. We never heard from SEND - despite the fact that we emailed and msged with teacher. It is a year when we trying to get SEND attention for the testing.

Hello I'm unsure what my child suffers with. Most definitely one i would say is 99% ADHD + DYSLEXIA, Also separation disorder, alsorts of problems. *** is a very shy very no confidence. *** has been through alot of trauma when living with mother. Now living with me *** is doing better alot better however still wellllll behind in *** education

I don't feel like any of my question or suggestions about my child are every listened to and I dont feel my *** is supported at all he is diagnosed autism and awaiting adhd diagnosis

The school is underfunded and as a result staff are not trained adequately to deal with the increasing number of pupils with additional needs. Lack of 1:1 support limits my child's opportunity to succeed due to differences in learning styles and I worry about their wellbeing each and every day

My child has physical health issues that the school doesn't help with at all.

My child has problems with reading and learning English. With no special education and no free time, I find it difficult to help him

no continuation in support in child needs, extremely minimim or no communication about progress of child

My *** has separation anxiety and learns very differently to other children and seems like the school won't understand that and categorises every child in the same box which is wrong everyone is different and have different little twerks to themselves and the school should accommodate these to every child regardless of how many children their may be.

The school does not engage with parents at all

Although my *** got diagnosed with language disorder speech delay social skills delay high angsiaty the school don't seem to do anything and each year I'm having to explain to *** new teacher as no info is passed on and plan in place properly for ***

The school is not helpful in the slightest. Almost a year ago i made contact with them as the drs believe that my *** has adhd and the school had to make the referral. Well the school havent made any attempt to even start a refferal let alone try to contact me even though this has been chased up!!

I feel, due to lack of staff, my child's targets from their echp is not being done despite being told that it would be now they have cut most of the children's 1-1's support across the school. Not just my child being affected by this. Lack and late communication can also be a concern, also receiving emails (first aid) that aren't related to my child.

More sendco support officers are needed. The leadership team are rarely around or available