

Family Feedback Form Outcomes

Focus: SEN Provision and Communication.

Thank you!

62 families (35% of families who have children on the SEN register) responded which is a great level of response.

Using the scale of 1 (unsatisfied) – 5 (highly satisfied) we are pleased to report back a high level of satisfaction in the two key areas questioned:

- How satisfied are you with the support your child receives?
Average number 4.35
- How satisfied are you with communication from the school about your child's needs?
Average number 4.25

These are really positive outcomes in both areas.

We are particularly delighted that so many of you took time to write personalised comments about your experiences. We have anonymised the comments and shared a selection below.

If you had a concern or query, the SENCo will be in touch with you before half term.

I have seen an intrinsic positive spirit in my child as a result of full support from all excellent staff at Chesswood. I would like to say Thank you for this magnificent support.

I would like to take this opportunity to say that the school take a very proactive approach to my daughters SEN needs and this has been wholly impressive and reassuring. I have been so very impressed with the communication and interventions she has received. I have found Ness Radcliffe to be approachable and informative and supportive. I would also like to say thank you to the amazing work Miss Ham has done with my daughter who I feel supports her immensely and has been fundamental in making school a happy place for her.

Just love the fact everyone takes in to account his worries and will make sure he is comfortable; it is really helping him to blossom.

*The quality and speed of the communication.
The non-shaming, non-judgemental attitude of the team.
The whole of the child's world is considered, not just the time that is spent at school.
The child's future is considered as well as the present.
The child's past is respected and its impact on the present is understood.
It really feels like there is a team around my child - it's not just words.*

The school treat my child as an individual and listen to what the child and parents have to say. Parents always welcome to come and discuss concerns and use that knowledge when providing support.

Ellis McConnell goes above and beyond what any teacher is qualified to do. She not only make sure that * has the relevant support in place, but she genuinely cares about his progress and his achievements too. I do not feel that * is a number.

Mrs Hamilton has been an awesome supporter of * and strongly encouraged him every step of the way. Mrs Hamilton has found countless ways to support * in his leaning journey.

** feels confident and happy to attend school every day. Her teacher and support staff are understanding of her quietness and anticipate situations that she might find difficult.*

There is a really insightful and bespoke attitude to ensuring our child succeeds. The communication is good, and you get the sense that the team are working effectively together.

Communication from class teacher and SEN team is excellent - and all concerned show genuine care and a common desire to see her achieve all she is capable of. As a result * is happy, settled and thriving.

I'm absolutely delighted with the support and help * is receiving. She only started in sept of 2021 and her needs were recognised very fast and support offered.

I like that the support she receives is individual around her. Her talents are celebrated, and I feel the teachers care about her wellbeing.

Communication is good. Support is adaptive as my child seems to be ever changing and what works needs changes and constant adjustment

He has a love of learning and is always happy to go to school. The before school booster sessions were brilliant as well. Special thanks, too, to Miss Read who has just been incredible all the way through.

The personalised support he is given. The flexibility the team around are happy to employ. The focus on making him feel safe and happy. The taking on board of trauma informed, rather than behavioural, approaches.

Great communication and relationship with myself and *'s pastoral support worker Elaine Butler, and SENDCO Ness Radcliffe also teacher Catherine Laybourne. Email communication works well as well as being accommodating with in person meetings when needed.

Ness, the wider SEN team and David Harney have put a lot of effort in getting to know and understand *. They have been very responsive, supportive and creative in their work with * and us, and have provided excellent guidance and advice.

I feel we have made significant progress for * in just a few short months and a really effective and balanced support package is in place whilst also expecting * to take responsibility for his own behaviours.

Feedback has been timely and thoughtful and we have always felt part of the decision-making process. Throughout everyone has been determined to celebrate neurodiversity not pathologise *'s behaviours or differences which has been critical for *'s sense of belonging and security in the school environment. David Harney's approach is to encourage and engage, to harness his 'free thinking' approach to the world and not attempt to close it down and we cannot thank him enough for his sensitivity and ambition for * in the learning process.

We can honestly say we have been blown away by our experience with all involved!

He is now able to recognise his achievements - not always able to cope with sharing them- but is not so insistent that he is 'rubbish at school'.

We are very thankful to Miss. McConnell for recognising *'s need for extra support, both academically and pastorally, and ensuring it has been acted upon and put in place.

Since starting Chesswood I feel my son has really come along especially with his reading. He has always struggled with reading and writing as he has dyslexia, but listening to him read now he has come so far.

Very good monitoring and support of *'s needs while remaining inclusive and encouraging.

I love the fact that * doesn't actually realise that she is receiving support, she is never made to feel any different to her peers and we are so grateful for that as I know, psychologically, this can be detrimental and a barrier to learning.

I am so impressed with the support both my daughter and myself have received since * has started at Chesswood. The school support from her Teachers, Pastoral care and SENCO team has been outstanding.

I would like to thank Mrs Butler for her continued pastoral care and the support that she has given *. Great communication. The staff are very knowledgeable and have explained the quite daunting processes of CAHMS referrals that the GPs and other HPs don't seem to understand or willing to explain. Including helping me find out what other support may be available for us externally and through the school. The school have really been the only ones to provide my daughter with any real support and guidance during this time and it has been invaluable.

The school has exceeded my expectations and I feel that *, despite all her issues is able to access her education and enjoy her time at school.

I've been really impressed with the support * has received, it's transformed her school experience! She loves going to school now. The things that worked particularly well are the extra support in the class at the start of the day in order so she could settle in better. Also allowing her to opt out of spelling /reading in front of the class, meant she could progress at her own pace.

He feels secure and is extremely engaged by the extra support he receives. He really gives it his all in school. He loves the routine, structure, boundaries and clear expectations. He also knows that the adults are there for him and that if he has a problem they will help to sort it out. He is genuinely happy and presents his true self at school.

*** has responded well to additional pastoral support such as morning calm club and being able to access supported play. He particularly values the opportunity to speak to Sharon Main and gain extra 'Lego time'.**

All of the staff understand my child's needs well and go out of their way to make accommodations and find creative ways to manage his behaviour and allow him to get the most from school.

That the class teacher in Year 5 and Year 4 really understood *. That the areas he finds hard are addressed with 1-2-1 support and additional, more specific, activities but he is also encouraged to be as independent as possible. That he currently feels included, a member of the class, despite his additional learning support. Ness Radcliffe is a very supportive SENDCO and gives us the confidence that this is the right school for * and that he is receiving the necessary support and she also offers guidance to us as parents. Chesswood is an extremely inclusive school, other parents outside of the school have heard this and our opinion is reinforced when I hear how poorly other schools have let down SEN families.