

Family Feedback Form Outcomes

Focus: Special Educational Needs Support at Chesswood July 2023

Thank you!

74 families (40% 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 would you rate the support your child has received at Chesswood?

Average number 4.54

Overall, how much would you recommend Chesswood to parents of other children on the SEND register, based on your experience?

Average number 4.47

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.

Mr Facey, Mr Himsforth and Miss Main have become *'s safe reference when he feels overwhelmed. Even if he may not verbalise this at school, he does at home and this gives him comfort when he is struggling. Some of the changes Miss Hayles implemented in class have been helpful (e.g. able to step outside if required).

*has severe dyslexia, Chesswood fully supports *'s needs. *is developing many useful ways of learning that suit *and is now able to progress. *is able to write with confidence and read books which I thought she would never be able to do without help. When * first started Chesswood she was ashamed of her learning difficulties which made her shy and unable to ask for help! *now understands she just has to learn in different ways and has the confidence to ask for help.

The pastoral support has given * the confidence to attend school, building a trusting relationship with him that helps him feel heard and understood. Being in the high support class has improved his confidence in learning and allowed him to experience success and achievement. Support has been given to him to improve his social skills and make better choices in the area.

Despite being quiet around new adults, Chesswood have been very supportive in ensuring *feels comfortable and confident at school. Her teacher, Miss Bagnall, has been a great support. When *has struggled with distractions from classmates sitting on her table for example. Miss Bagnall will sensitively move *to a seat where she feels more comfortable and able to focus.

Chesswood recognised and accepted early on that despite *not having a diagnosis, he has traits of some SEN issues and he is an emotional, sensory and sensitive boy. At his previous school they didn't really accept him as he is, he was moved class every year (as everyone was) and they kept trying to suggest things to help him, that was 'not' him, such as footie team etc. Chesswood have supported him throughout his time and this support and the stability of his classes has meant he has developed the friendships he so badly needed and has been given the time and patience to develop emotionally and academically. He's grown in leaps and bounds. School isn't easy for him or a naturally comfortable place for him to be, like a lot of kids, but Chesswood has made it easier and helped him to settle with each year. All his teachers have seen the real *, the cheeky sweet boy underneath some, at times, tricky behaviours and lack of concentration. *is also so aware of needs, of his and others around him. This normalises things and gives him tolerance and understanding. Things aren't hidden such as autism/adhd, and this is hugely positive

*has gone from being part time and not being able to be in the classroom for more than 5 minutes at a time, to being in the classroom full time and taking part in the curriculum which is not something he has been able to do since he first started school. The team have skilfully worked with him using a bottom-up approach that essentially mirrors the repair of brain development (see Neurosequential Model of Therapeutics). They started by making sure his body could feel safe at school whilst at the same time making sure he felt relationally safe with all members of the team. This took the whole of year three and whilst many schools might have rushed this, Chesswood didn't which meant developmental repair occurred meaning he could move into the learning part of his brain in year 4. The changes have been phenomenal and although *still requires his support, the fact that he is happily and safely managing the school environment and is accessing learning is huge. Special mention to his 1:1 whose skill in her approach with Noah has meant he has been able to experience so many achievements this year.

Incredible support from Miss. Wedberg involving strategies for *to build up his self-esteem, belief and independence. This has then been put in place back in the classroom with Mrs. Johnson putting a lot of time into building a positive relationship with him and recognising what does/doesn't work.
<i>*has been extremely well supported throughout her time at Chesswood. The teachers have gone above and beyond to support *in class. They have helped her progress academically and have supported her so much emotionally. We are so grateful for all of the support *has had and feel so proud of how far *has come, thanks to all of the support that has been put in place for her. Thank you.</i>
The support my son has received daily from day one has made him calm happy ready to learn also made a huge difference on his behaviour at home
All of the support from Chesswood has been fantastic. They have worked tirelessly to understand and support our child's particular needs. Communication between us as parents, the SENCo, teachers and 1:1 is brilliant, and we are kept well informed. Our child has many challenges, but Chesswood creates a situation where our child is happy to go to school and has a great relationship with all of his key adults.
All *'s support has been amazing, moving *to Chesswood was the best decision we made after a poor start from his previous school. *has enjoyed his time at Chesswood and we would say that academically, socially and emotionally everything has improved, he had a great relationship with all his support network and a big thank you from all *'s family.
<i>*has had support academically, socially and emotionally. Without this support *'s journey through Chesswood would have been very different. We are grateful to the Teachers, Teaching assistants, the amazing SENCO (Mrs Radcliffe) and the supportive Head Teacher (Mr Jolly).</i>
<i>*'s progress through her 4 years at Chesswood has been nothing short of remarkable. This is to give full credit to the sensitive, realistic, flexible and grounded approach to fully supporting her SEN needs (which have developed and changed as she has grown through the school). As a parent I have felt very secure in the team's understanding of her as a whole person, and this approach has allowed her to strengthen her weaknesses, identify her flashpoints, begin to implement her own strategies, and celebrate and crystallise her unique strengths. The progress she has made in the last four years, means that I have full confidence in her preparedness to enter a secondary setting, which is something that honestly felt like an impossibility 3 years ago. I believe that through the SEN and pastoral support she's received during her time at Chesswood, she has developed a tool kit of her own, emotionally, socially and academically, which will allow her to thrive in the next stage of her education and into adolescence and young adulthood.</i>
<i>My son has a 1:1 in the morning and the afternoons and also support during lunch times. There has been endless support in regards to all of the help with getting the help from outside agencies to enable *to get an EHCP and a diagnosis. My son would not be able to attend school without all this additional support from Chesswood.</i>
<i>*joined Chesswood in year 4 after leaving * a nearby Primary School, she asked us if she could leave as she kept being shouted at, punished and being called lazy for not completing her work there. We saw her struggles and difference in capabilities against her twin during lockdown and agreed after approaching her current school and hitting a brick wall for help that she could look at other schools. Her and her twin ended up both moving as they loved the feel of Chesswood and the opportunities available there for them. At this time a large number of children left that school, and all came to Chesswood. Within 3 days of being at Chesswood her teacher came and told me about *and her dyslexia. There was a document given to me detailing *'s strengths and weaknesses and a plan for how *would be helped. She changed so much, and her happiness improved, she was introduced to a colour overlay for reading, iPad support for completing her work and group work with TA support for spellings, etc all things that helped her immensely. As we were approaching year 6 we were offered a place in a high support class and the Head Teacher took the time to discuss with me the class and any questions I had and we as a family decided that this was the best place for her to be. This class has been everything *needed for her last year in Primary School she says she can just be herself and she doesn't feel different in there. The support she has received has been invaluable and she was supported from saying she would never sit her SATs to taking them and being proud of herself and her scores. She was given daily support for her reading that saw her score go from 73 to 103! Her confidence around reading now is something I never thought I would see. I cannot thank Chesswood for this enough, I have a confident, happy child leaving this term.</i>
<i>Any time, I have a question or problem, there is always someone I can ask for help. I do not think that without school's support especially when we escaped domestic violence situation, we would be able to recover as quickly as we did.</i>
Mrs Butler is *'s support and without her input I think things would be so much more different for *but she supports him daily.
We feel included and very much part of an aligned process and network of support for *. The Inclusion team is superb and has an obvious focus on helping *develop the skills and mindset needed to thrive in secondary school and beyond. Ness and Becky have communicated brilliantly and kept us in the loop at all times, even out of hours. We are very grateful!
<i>I have felt deeply supported, especially by Sally Harvey... Including phone conversations giving me helpful advice. I have also received help regarding school refusal. Communication around helping *as she transitions to high school have been hugely valuable. I've had help with filling in diagnosis forms. I have also had good email communication regarding different issues with *. I am also hugely grateful for support during lockdown/pandemic.</i>

Yes, always a phone call or email away nothing is ever to much trouble parents and teachers working together for what's best for the child
The SEND team have been a great support. They have kept me informed about *'s progress and also made suggestions about how to approach the SEN team at the next school. This has been a great help. The pastoral team have been amazing, Miss Harvey in particular is incredible especially during COVID and talked to the kids explaining things very well.
Chesswood have provided amazing support and energy to allow *the space to develop and learn despite his disruptive and oppositional nature. He genuinely loves school. His 1:1 has been instrumental in *'s success and ability to access learning over the last year, being so closely paired with him, patient and understanding. She is so important to *.
<i>Great support with keeping in touch and regular SEND meetings</i>
The support has been great, and I feel comfortable sharing any issues.
The whole team from SENDCo to 1:1 TA are all amazing and go above and beyond for our child.
From a family viewpoint, as a parent I feel absolute confidence in the Chesswood team. I have always felt fully supported, and included. The regular reviews, and ease of contact and communication means that we have always felt very much part of the Chesswood community.
Yes, it is very supportive having Ness to answer any concerns and support referrals to the right department. Having Ms Eldred as a teaching assistant supporting *regularly has made a very positive impact. Having Mr Facey checking in on *also shows additional support emotionally. I think it's very good to have a feedback phone call or email which is what these 3 teachers provide
I have worked very closely with Chesswood in regards to this and I truly believe that everyone goes above and beyond to try and help families such as my own. I don't know where I would be without the support I have received.
<i>Working together between home and school has been such an important factor for both home and school life. The support from one particular member of staff I will be forever grateful for. She helped my child and us as a family. She helped to keep communication consistent with everyone involved</i>
*'s self esteem has been very low at times and she has received so much pastoral support. She has received so much time, help, compassion and kindness from all staff that have worked with her. Leaving the school, she is definitely so much more confident and able to communicate her worries and accept help more easily. She has an amazing team in her year 6 class who have helped her with her emotional support, growing her confidence, friendship issues, etc. She has been able to be honest and never felt judged by them and being with peers who in her words "are like her" has made her feel like this too. I myself have felt very supported and there has always been someone available to answer questions, listen to my worries, even had me cry on them a few times! They have helped me complete referral forms when I have been confused. I've had termly reviews for *with a member of the SEN team and her teacher the information is always clear and I have felt regularly updated and informed about her progress. Before *received her SATs results the Deputy Head took the time to spend with *to talk to her about not comparing herself to others and she came home saying that had discussed about running a race with a bag of bricks on your bag against someone who is not. This really helped her to understand why her scores were never going to be up there against her twins and others and I really think this made her proud of her results and take what could have been a highly emotional time all in her stride. At this time the Head also spent time with her talking about his time at school and she was able to relate to him as he in *'s eyes seemed to be like her. It also made her see her time in education from a new perspective for her future prospects. *has also struggled around transitioning to Secondary School and transition day didn't end well. The team helped her to think about what was worrying her and put it into questions and arranged an additional visit for her with a member of staff to visit their SEN team, she returned feeling more confident and prepared to go and less worried. I know that this may be a rocky time but feel confident that everything that can be has been communicated and put in place by Chesswood. We will miss Chesswood and are very sad to be leaving.
The help *received as enabled her to settle and fully engage in school and has gone from morning meltdowns to wanting to be there and missing it when she is on holiday!
<i>*'s progress at Chesswood has been amazing. His reading has come on so well. It used to frustrate him massively but now can't wait to read at night.</i>
*receives extreme amount of support from the school including both emotional and academic support. Without combining those two, my son would not be able to progress in school environment let alone meet all age related expectations. It is really hard to even give an example, as school made so many adjustments to accommodate my son's needs. The most important for me is the fact, that my son feels safe in the school environment and is able to develop social skills which is always an issue with autistic children. He is being encouraged continuously to improve his knowledge. The fact, that school expresses their belief in *'s capabilities made a huge impact on him and allows him to overcome obstacles. My son is fully aware of the help he and another child at his class receives although it is difficult for him to vocalise it.