

1. Executive Summary

Purpose of the Survey:

To gather parent feedback on the quality and effectiveness of SEND provision. The questionnaire was sent to parents of pupils on the SEND register and to parents of pupils who had received support from the school regarding SEND but not on the SEND register.

Key Findings:

- ✓ 86% of parents are satisfied with SEND provision.
- ✓ 86% of parents have an awareness and understanding of Eastfield's SEND policy.
- ✓ 86% of parents are happy with communication & partnership.
- ✓ 72% of parents are happy with identification, support & provision

Overall Conclusion:

100% of SEND pupil's parents have an awareness of SEND policy and are happy with all areas of communication and identification.

Overall, 86% of parents surveyed are happy with the schools SEND provision. The 14% accounts for one parent of a pupil who is not on the SEND register.

Some parents without children identified as SEND have expressed concerns about parallel identification processes in school, perceiving this as a lack of support. Offering parent workshops and information events could help address these concerns, provide guidance, and strengthen understanding of SEND both at home and in school.

Support and further promote understanding of SEND in the home and at school further.

2. Methodology

Target Audience:

Parents of children receiving SEND support and parents of children who have communicated concerns regarding SEND at home.

Number of Responses:

7 (2 on the SEND register)

Data Collection Method:

Microsoft Forms survey.

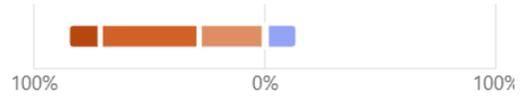
3. Results

Satisfaction with SEND Provision:

19. Overall Satisfaction & Priorities

● Strongly Agree ● Agree ● Neutral ● Disagree ● Strongly disagree ● Not Sure

Overall, I am satisfied with the school's SEND provision.



Communication with School:

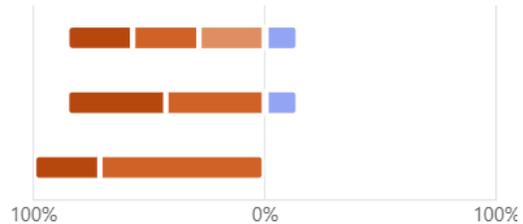
6. Communication & Partnership

● Strongly Agree ● Agree ● Neutral ● Disagree ● Strongly Disagree ● Not Sure

The school communicates regularly and clearly about my child's needs and progress.

I feel listened to and my views are acted upon in meetings and reviews.

I know who to contact (e.g., class teacher/SENCO) and they respond in a timely manner.



Identification, Support & Provision:

8. Identification, Support & Provision

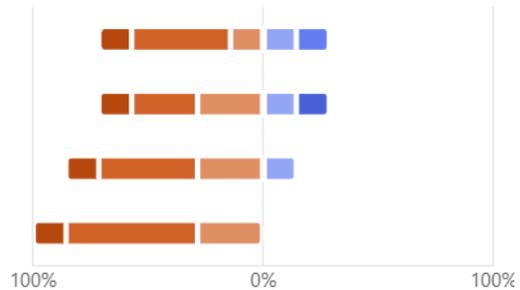
● Strongly Agree ● Agree ● Neutral ● Disagree ● Strongly Disagree ● Neutral

My child's needs are identified accurately and reviewed regularly.

Targets on my child's Graduated Approach are SMART (specific, measurable, achievable, relevant, time-bound).

Classroom adaptations and reasonable adjustments help my child access learning.

Additional interventions (e.g., speech and language, sensory circuits, in class interventions) are appropriate and well-delivered.



Implications for SEND Provision

1. Home-School Strategy Gap:

Parents who are struggling with behaviours at home and perceive them as SEND feel less supported and are unclear about the school's SEND approach.

Implication: The current model does not consistently translate school strategies into practical, accessible guidance for home use. Without clear, parent-friendly resources, families may struggle to apply consistent approaches beyond the classroom.

2. Communication as a Core Strength to Leverage:

Parents praise timely call-backs, meetings, and teacher updates (e.g., progress updates and daily methods).

Implication: Existing communication channels are effective and trusted. There is an opportunity to use these channels more intentionally to share behaviour support strategies, explain the SEND approach, and signpost resources—especially for families seeking help at home.

3. Understanding Gap Among Non-SEND Parents:

Some non-SEND parents view parallel identification processes as a lack of support, indicating confusion about how identification works and why it's necessary.

Implication: Misunderstandings about SEND processes risk perceived inequity and may limit inclusive engagement. Clear, accessible explanations of identification, thresholds, and graduated support are needed for all parents—not just those with children on SEND registers.

4. Risk of Perceived Inequality Across the Community:

If non-SEND families feel unsupported, this can create tension around resource allocation and inclusivity.

Implication: Provision needs visible, inclusive messaging and universal access points (e.g., open workshops) so all families understand the purpose and benefits of SEND practice across the school community.

5. Recommendations:

Action Points:

- **Parent Behaviour Toolkit on website**
- Sleep - [Bedtime Routine - Compass](#)
- Behaviour management - [Managing children's behaviour | Compass](#)
- Continence - [Continence - Compass](#)
- Emotion Coaching Guide - [Microsoft Word - Parent EC BrochureGeneric.docx](#)
- Positive Parenting - [Positive parenting](#)
- Eastfield Services directory
- **Universal access policy for workshops:**
Make workshops open to all parents, with session descriptions indicating relevance (e.g., useful for anxiety, attention, routines).
- **SEND Coffee Mornings**

- Introduce termly coffee mornings in partnership with the local SEND Parent Carer Forum. These sessions will provide an informal space for parents to share concerns, access impartial advice, and receive up-to-date information on SEND processes and support.
- **Maintain SEND communication**
- Termly meetings to remain and open-door policy with all staff.