



# WARWICKSHIRE

## PARENT CARER VOICE

### PINS Parent Engagement Session

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| <b>School</b> | St Nicholas C of E Primary School | <b>Date</b> | 4 <sup>th</sup> February 2025 |
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| <b>Area</b>                                | <b>Discussion points</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>Support Information</b>                 | I explained the project to new parents joining the session and discussed our 3 padlets (digital clipboard) for parents to access a wide variety of information on Neurodiversity and support networks. These have been sent to the Senco to share via regular communication methods to parents.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Current successful practice</b>         | <p>Senco availability at the start and end of the day, meeting parents and supporting children with transition.</p> <p>Assistant Senco: support provided for pupils' learning and emotional needs.</p> <p>Soft starts, breakfast/snack times, support with transition into school/class</p> <p>Support sessions for pupils and parents from Heather Ramsay specialist Teacher/inclusion advisor.</p> <p>Higher needs swimming group, forest school, thrive etc supporting pupil's confidence and self-esteem</p> <p>Support for Parents: SEND Coffee Mornings and What's App parent group</p> <p>Parents are able to share experiences, ideas, strategies, advice as well as providing support for one another and reducing feelings of isolation.</p> <p>The SEND coffee mornings are recognised by the parents as a safe space and an opportunity for their voice to be acknowledged and to work in partnership with the SEND team.</p> <p>Parents recognise and appreciate the flexibility, reasonable adjustments and support provided by school/Senco to meet individual pupil needs especially at times of dysregulation, emotional distress, upset or high anxiety</p> |
| <b>Meeting pupils' needs Interventions</b> | <p><b>Parents are still happy and confident that:</b></p> <p>School is providing interventions, resources and support, such as fidgets/sensory resources, which are tailored to meet specific individual needs.</p> <p>Staff provide systems which are individualised and comfortable for pupils to inform others when they require a movement break, the toilet, a drink etc. These include visual clues or individual signs agreed between the pupil and staff.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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| <p><b>Sensory suggestion</b></p>                                                              | <p>Interventions – small, targeted group work: reading, writing, Nessy, EPATT, balance ability, moves programme etc are working well and they can see progress being made.</p> <p>Social stories are available for individual children as and when required</p> <p>A suggestion of a Sensory Trail for pupils to explore/ complete either inside or outside of school would support Pupil's sensory regulation needs.</p> <p>The Senco fed back that she has already been in discussions with two other Schools to explore creating a Sensory Trial and will keep parents updated on progress.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Meeting pupils' needs</b></p> <p><b>Unstructured times of the day for ND pupils</b></p> | <p>There were discussions again today regarding pupils managing unstructured times especially lunchtimes.</p> <p>Parents had concerns regarding the vulnerability of some of the younger children, with additional needs, at lunchtimes mixing with older pupils regarding physicality, feeling overwhelmed and the use of inappropriate language.</p> <p>The Senco discussed the use of the Opal Play Scheme which has made a difference to children's play at lunchtimes which is managed by an Opal Play Leader and reassured parents that the younger and older pupils tended to play in different areas of the playground.</p> <p>A suggestion was put forward to explore the possibility of providing clubs/quiet activities at lunchtimes.</p> <p>The Senco is happy to discuss and explore different options, seeking advice from other schools who are using lunch club activities but needs to ensure that it is something that can be accessible to all, manageable and has continuity.</p> <p>There would also be staffing and additional financial implications to consider in order to provide a range of lunchtime clubs.</p> |
| <p><b>Pupil Voice</b></p>                                                                     | <p><b>Parents are still happy and confident that:</b></p> <p>Quiet Zones are accessible, within the classroom, throughout school, and have been designed with pupil input which demonstrates how the pupil voice is valued within school.</p> <p>Safe and secure environments with trusted adults have enabled pupils to find and share their voice: " I can be my Autistic self at school", " I can be myself"</p> <p>Pupil voice included at review meetings and other opportunities.</p> <p>The Senco and SEND Governor will be meeting with pupils this week to gather their views and thoughts about Inclusion.</p> <p>The 'This is Me Profile' builds upon the current one-page profile. It collates professional, pupil and parents voice which is then shared with all staff working with individual children.</p> <p>School and parents could consider collating some of the Pupil voices throughout school to share in school policies, SEND information report, SEND page on the website etc</p>                                                                                                                                  |



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|                                                                                                                                                                                                                                                                                                                                                               | <p>WPCV are currently collating parental views, across Warwickshire, through the Pins Parent meetings and the WPCV Facebook through our feedback Friday sessions.</p> <p>Children/parents would like clear guidance with regards pen licence and if a child is granted it one year, then should the next teacher be allowed to remove it?</p> <p>Reasonable adjustments are put in place to accommodate special times of the year, which are less predictable/unstructured for ND pupils such as end of year events, special celebration times (Christmas/Easter) etc</p>                                                                                                                                                                                                                                                                                                                                        |
| <p><b>Transition</b></p> <p>To explore and discuss with Senco Transition systems and how to support ND pupils with transitions from: Class – Class, Key Stage-Key Stage, Primary to High School</p> <p>The Senco had discussed transitions at a previous SEND Parents' Meeting and identified this as a need to explore and develop throughout this year.</p> | <p>School is going to have professional videos taken to promote the school and part of this work will include transition videos which can be used to support the SEND pupils during the summer term.</p> <p>To explore and discuss at further meetings what information Parents feel would be useful both to them and their child in preparation for transition to their next class or Key Stage.</p> <p>To explore and discuss the idea of having SEND Parent Champions or representatives within school.</p> <p>This role could include attending the new Reception Parents' meeting in the summer term to provide information/ support as well as making links with any SEND parents who join the school throughout the year.</p> <p>WPCV is exploring how to best support parents in Warwickshire with Transition from KS2 to KS3 settings: Information meetings, workshops, advice from specialists etc</p> |
| <p><b>Parents would like further information regarding:</b></p> <p>Processes and systems regarding Diagnosis<br/>EHCP process<br/>Sensory Processing Difficulties<br/>DLA and other support available for SEND families</p>                                                                                                                                   | <p>There is a wide range of information on the SEND page on the school website including the 3 WPCV padlets: Neurodiversity, support groups and SEND activities.</p> <p>The Senco shared with parents the school SEN information Report which has a wealth of information on systems, processes, professional services, advice, website links etc</p> <p>Parents have been asked to feedback to the Senco their views on the SEN information report and if there is anything they feel could be added which would be valuable to other parents.</p> <p>Support for SEND families such as DLA, Water fund, Carers support, Early Help etc could be explored at subsequent meetings in the future.</p>                                                                                                                                                                                                             |