

**SEND and parent partnership meeting summary: 13.02.24**

Mr Parker open the discussion by reiterating to parents that whilst there are many, many challenges in school, and we cannot always provide everything that the parents (and school) may want for the children, we still do expect all parents to be the strongest of advocates for the children, and to always ask questions and challenge school on what we can do to support them.

Play times were discussed and whether the children should ever miss their break. Mr Parker said that teachers should have a degree of autonomy over this, considering both children’s behaviour and whether they have finished work, as there is little alternative other than taking it home if it isn’t completed/or effort put in for a ‘valid’ reason. A parent asked a question of whether there could be communication here via a quick email, as there may be an explanation for why a child may be a little dysregulated. This is something Mr Parker said would be quite difficult to manage, but that parents should let teachers know if there is anything that is bothering a child in the morning or that there is anything different which will have affected the way they are feeling. All agreed that children need their playtimes, but also that we should have high expectations for behaviour, and that the decision should be in the hands of the teacher.

It was asked if homework deadlines could be put on Seesaw and that teachers can give reminders to children at the end of the day regarding anything relevant, particularly for neuro diverse children, and especially those with ADHD, a quick reminder to check in their bags, etc, would be of use.

It was mentioned how when there are different days in school, can the children and parents be notified as early as possible so that they can be prepared for any differences. Mr Parker said that this should always be the case.

Quiet spaces in school were discussed and whether the children are aware of where they can go. Mr Parker said that this is often based on an individual basis and that specific children should know where they can go. A parent added that sometimes children will know where to go for a quiet space, but they might not want to talk to anybody, and that teachers’ inclination is always to ask a question, ‘Are you okay?’. Sometimes the children just want to be left alone without being ‘interrogated’.

The Neurodiversity in Schools project (PINS) through the Trafford parents forum was discussed and this is something Mr Parker said he would look at.

A SEND listening event, led by Andrew, Western MP, on Friday 28th February was mentioned.

A number of parents are going to attend with the purpose of highlighting means of and questions on tackling the SEND crisis.

Parents asked if school had any questions they would like them to put forwards.

Mr Parker closed the meeting by thanking parents for their continued support and challenge.