
Schools Directory Development

Report detailing
parent participation

Parent Representatives

Schools Directory Report

Introduction

One of the most important decisions a parent makes for their child in their early years is which educational setting is best suited to meeting their needs. This becomes even more pertinent when the child has Special Educational Needs or Disabilities; the parent then has to navigate the information for SEN provision in addition to choosing a school which fits the needs of the child as an individual and their family.

Education is the first line of diagnosis, support and management for young people with SEN; they will see their teaching staff far more frequently than they will meet with health or social care staff. Schools can also provide access to a number of external professionals to support children in their setting, including speech and language therapists, occupational therapists and educational psychologists. In Peterborough alone there are over 80 different educational settings, each one with its own individual policies and procedures, with individual SEN information reports and differing structures; having to gather and dissect information on such a large scale is near on impossible and impractical for parents. It is because of this that we, as a forum, are developing a Schools Directory; containing all of the information that parents have told us they would like in a format that is accessible and easy to read.

Development

In order to create a template to take to consultation we ran a poll on Facebook across two different platforms: the Family Voice SEND Participation group and the Peterborough Women's Association. 23 individuals from a range of ethnicities and ages responded, we cannot guarantee that they are all parent carers as membership of Peterborough Women's Association comes without stipulation, but all respondents identify as interested parties.

Schools Directory: When looking for a school for your child what information would benefit you in making your decision and what would you consider it helpful to know?

RESPONSES	NUMBER OF RESPONSES FOR CHOICE SEND	NUMBER OF RESPONSES FOR CHOICE PWA	TOTAL NUMBER OF RESPONDENTS
What special needs are catered for?	3	12	23
Ofsted Grading	2	10	
Teaching staff to pupil ratio	1	7	
After school clubs and sports	2	6	

Before and After school provision for working parents	2	5	
Frequency of Parents Evenings	0	5	
What is the Bullying Policy	1	5	
Number of Pupils per class	5	5	
Opinions of other parents on the setting	1	4	
Disabled access	1	4	
Lunchtime supervision ratio	0	4	
Specific sports provisions eg swimming	0	4	
Frequency of SENCO meetings	2	4	
Class trips and accessibility	0	3	
Holiday club provision	1	3	
Language Provision	0	2	
Subsidisation of activities for parents on low incomes	0	2	
School day session timings	1	2	
Lunch Provision	0	2	
% of pupils on SEN register	1	1	
Specialist TA training on SEND	5	1	
Staff turnover rate	1	1	
Transgender Considerations	0	0	

Fig. 1 Table of responses to Schools Poll

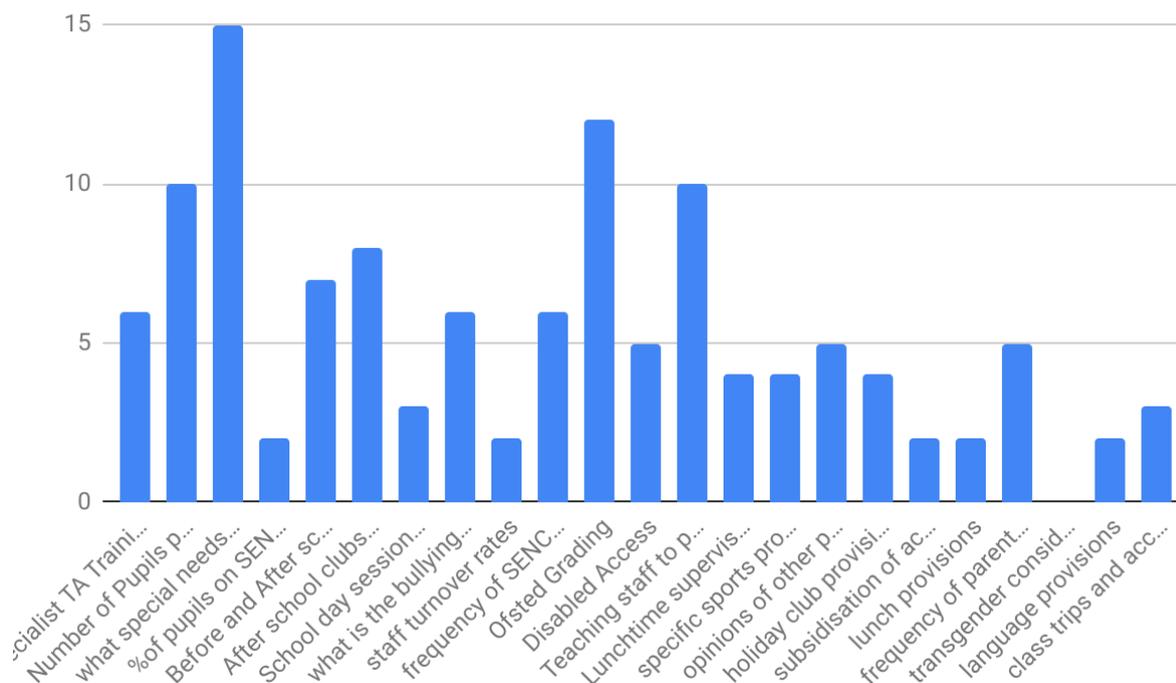


Fig.2 Total Poll Responses

Following on from gathering the poll, a template and draft was created which was then circulated to three members of the Peterborough Aiming High Group; all parent carers of children with SEND of school age. Initial feedback was overwhelmingly positive, with parents declaring that they had personally found it impossible to gather all of the information needed to make an informed decision on a school placement; that they had no idea how to find out which external professionals a school could provide links to, and if they had had access to a directory when choosing their children's school the stress of the process would have been greatly reduced. The draft circulated is as follows:

LIME ACADEMY ABBOTSMEADE

<p>School Details: Kingsley Road Peterborough PE1 5JS 01733 566847</p> <p>School day: 8.40 - 3.30 Ages: 4 - 11</p>	<p>SENCO Details: Heidi Smith heidi.smith@limeacademyabbotsmede.london 01733 566847 National SENCO Qualification Completed.</p>
<p>Ofsted Rating: As this is a newly registered academy it does not yet have an Ofsted rating.</p>	<p>Before and After school provision Currently none available</p>
<p>Class sizing and teaching provision: Up to 30 pupils per class, with an average of two classes per year group. All classes have one teacher with a TA split over the year group. 1:1 or small group TA support provided as</p>	<p>Sport Provision: After school clubs run 3 days per week according to year group and change termly.</p>

<p>required. Parents Evenings are held twice per year.</p>	
<p>SEND Provided for: Communication and Interaction (ASD, Speech and Language Difficulties etc.) Cognition and Learning (Moderate, severe or profound learning disabilities etc.) Social, Emotional and Mental Health issues Physical and Sensory Difficulties</p>	<p>Disabled Access: Abbotsmeade is a fully inclusive, wheelchair accessible site, with disabled ramps and accessible toilets and classrooms. They do not have hoist facilities.</p>
<p>Frequency of SENCO Meetings</p> <p>Approximately every six weeks</p>	<p>Current Specialist TA Training</p> <p>SENCO has national SENCO accreditation</p>
<p>How does the school approach teaching of pupils with SEND</p> <p>By:</p> <ul style="list-style-type: none"> • Using a wide variety of teaching approaches, including guiding learning through demonstration; providing visual support material • Providing a stimulating, rich and interactive classroom environment • Using our Effective Marking Policy to make sure that children know how to improve their work • Providing additional adult support from well trained and well supervised Teaching Assistants • Programmes of support/interventions are evaluated regularly to ensure progress is made by children using them 	<p>How does the school assess and review progress</p> <p>Progress is recorded as part of monitoring and assessment practices. Child observations and profile books are used in the foundation stage. Progress in English and Maths is tracked termly during Key Stages 1&2. Reports on progress are passed to the senior management team who implement a differentiated curriculum according to need.</p>
<p>Methods used to communicate with parents:</p> <p>Abbotsmeade communicate via telephone, email and face to face conversations with parents. They also utilise Home - School communication books. They use Home Visits for all pupils entering the Foundation stage. Parents/carers are encouraged to approach school staff to discuss their child's progress, seek information and advice and are given the space to express concerns and complaints Abbotsmead has links with Parent Partnerships to support communication with parents/carers.</p>	<p>How the school involves pupils:</p> <p>Talking to children during and after lessons to understand their experience of the learning Inviting children to Annual Review meetings Inviting pupil voice through an Effective Marking programme</p>
<p>External Professionals Support available through the school</p>	<p>Bullying Policy</p> <p>Abbotsmeade practice an ethos of "harm no</p>

<ul style="list-style-type: none"> ● Educational Psychology Service ● Autism Outreach Team ● Attention Deficit Hyperactivity Disorder Outreach Team ● Pupil Referral Service ● Early Help Assessment ● Children's Social Care ● SENDIASS (Parent Partnership) ● Community Paediatricians ● Neurodevelopmental Service ● Physiotherapy Service ● Occupational Therapy ● Speech and Language Therapy ● School Nursing Team <p>Independent/Private services available</p>	<p>others.”</p> <p>Pupils are taught:</p> <ul style="list-style-type: none"> • That all bullying, of any sort, is unacceptable. • How to seek support if they feel they are being bullied. • What to do if they think another pupil may be being bullied <p>These messages are taught via assemblies by staff, PSHE lessons, E-Safety lessons, Anti-Bullying Weeks, NSPCC assemblies and workshops.</p> <p>The school utilises a buddy system whereby older pupils look out for their younger peers at break and lunch times.</p> <p>All classrooms have a worry box where pupils can note their concerns without having to go to the teacher.</p> <p>The school council regularly meets to discuss how improvements can be made with an opportunity for pupils to raise concerns.</p>
<p>Recreational Time Staffing Ratios</p>	<p>Parental Feedback</p>

Fig 3 Schools Directory Draft

Next Steps

Following on from the initial consultation, Family Voice will now circulate the draft document for wider consultation. We plan to run a series of focus groups during school coffee mornings, to capture a wide range of parental opinions and feedback before the draft is extended to include all of Peterborough's schools.