Albrighton Primary School

SEND Interviews with Parents – 3.2.26

Strengths *(identified by parent in attendance)*	**Areas for improvement** *(issues raised by parents)* School's response is shown in red
• Staff listen and do understand the needs of SEND children and their families • The Horizon Hub is working very effectively • Children who were "failing" at previous schools are now making exceptional progress • Within the Hub, communication is excellent • Staff and parents agree on the action that needs to be taken • Excellent support for children moving on to secondary school • School always gives time to listen to parental concerns • Current SENDCo team is excellent and very approachable • Good communication with class teachers and senior leadership team • Identification of children's needs is good • Senior leadership team working/supporting children with SEND at lunchtimes	• Communication, particularly face-to-face meetings, is not as frequent or as effective as it used to be. Parents can make an appointment with SENDCo at any point if they wish – it is open for parents to do this. Parents are also welcome to come in and speak to staff before or after school. • School does not take up the offer of training and support of outside providers suggested to parents. Staff are trained in many different areas of SEND and trauma. At times individual staff take on CPD that supports an individual child when necessary. We will begin to share this in newsletters to celebrate how skilled our staff are. • Psychological reports not acted upon quickly enough. We are struggling to get the Educational Psychologist that we have paid for to make the visits (due to their workload) within Shropshire. We have secured the services of a private Educational Psychologist that has been recommended to us from September 2026. • SEND children do not receive incentive awards as "non-SEND" children. We try to be fair as possible. We check dojos as SLT to check they are being given fairly. We have attendance week coming up and all children with at least 98% attendance that week receive a certificate. At the end of the year, there will be a reward for all children with over 98% attendance. • End of day communication is weak leading to parents not understanding issues that may have occurred during the day We can only communicate with parents if we need to at the end of the day. Issues will be passed on. We can't complete daily communication books as there are too many SEND children to make this possible. Teachers need to be teaching right up to the end of the day. • There is a perception that children in Horizon receive more attention and receive more support and attention than those that are in "mainstream." They do receive more support as the children have the highest level of SEND needs. Staff are employed to work in the hub. The SEND HUB is an additional resource available to the school, which benefits the school as a whole – it is

	separately funded and does not take funding away from main-school. Having the hub is an advantage to the main school as it is ensuring that we are increasing our SEN knowledge and giving us the opportunity to have some specialist training which benefits all SEN children. • The number of clubs that SEND children could attend has been reduced. Children can attend all our after-school clubs. We listen to pupil voice and will change clubs as we can. We are open to looking at increasing our club offer if children or parents would like to make a request. • Information about individual children does not seem to be passed on to teachers at the beginning of the new school year. Paperwork is passed on before the end of the year. Teachers have transition meetings with staff as well as meeting their new class before the end of the academic year. Staff need time to assimilate the information and get to know the children and build positive relationships. • Parents not aware of the quality and quantity of training received by all staff See above • Lunchtime and after school club staff need more specific information about children with special needs to help them make more informed judgements. We do offer training for staff. Our SENDco Mr Green will give more support on this as we feel we can do more on this.

- **Suggested Ways Forward**
- Re-introduction of Parents' Forum [Café] – with some discussion as to whether it is useful for a member of staff to be present. Absolutely- we are very happy to facilitate. We found that we had none or very few parents come to our last few meetings. Mr Green will be starting SEN surgery every week – Wednesday mornings to begin with and there is no need to book.
- The introduction of a system which allows improved communication of both negative and positive behaviour/learning that has taken place each day. This could be through the use of a "Communication Book. See above
- Time -tabled meetings to be held half/full termly – This already happens for children with an EHCP termly with SENDCo but there are too many children on school support for this to be done by the SENDCo. Any parent who wants to make an appointment is welcome, termly or at any time.
- Knowledge of the types of training that staff have undertaken – See above
- School to invite trainers, who have supported families, into school – There would be a high cost to school for this. Recently we put on a mental health/wellbeing session for parents and only a few parents took part. We will continue to look at this.
- Re-introduction of a SEND parents' evening – see above
- Possibility of a specific incentive rewards system for SEND children – see above
- Improved links between school and local SEND groups – groups aren't so local and we understand that we signpost to groups and then they get cancelled etc. We want this to improve too so we will continue to push for this with the local authority and local support groups. Please let us know of any groups/support.

We are going to be advertising for a new parent governor, and we will be requesting that they have SEND experience ideally as a parent to help to continually look at how we can improve our offer for children with SEND.