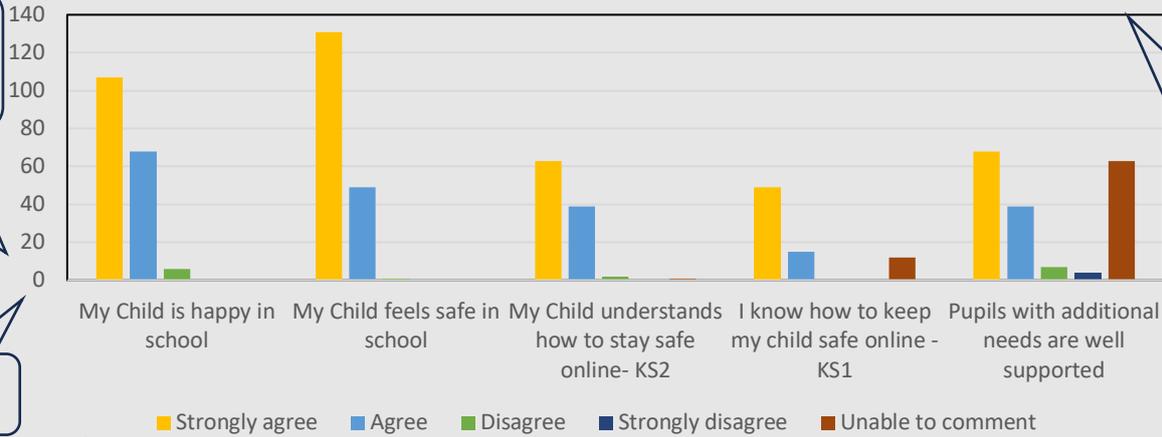


Dear parents and carers,

Many thanks to those that returned their Accessibility Questionnaires, 46.7% were returned. Your many comments will be really helpful as we move forward. We value your comments and opinions, we will review them and discuss with governors and the Senior Leadership Team of the school.

Below is a graph of the results and a sample of your comments have been included.

## Accessibility parental consultation spring 2023



Children feel safe and well

Sensory area

Inclusion

Supports children and identifies their needs.

Children's safety is top priority.

This is a lovely school and I have had a lot of support with any worries or concerns I've had in the past years. So, thank you for everything.

After mine and O's accident the office and EYFS teachers were very accommodating, made it easier for me to get O back into a routine, happier, less nervous coming into school. So, thank you to the office team for making O feel so welcome in the mornings.

It is evident to us that the school try to be inclusive of all students regardless of whether they have a disability or not. We are currently waiting for an NHS behavioural assessment. The teaching staff and Senco have been great at monitoring and adapting learning to her perceived needs.

Love the assistance in the classrooms, my child has lots of wonderful things to say about his teaching assistants.

### A sample of the responses as to what you feel the school does well.

Good communication!

Listen & acts upon a situation-pupil related.

Having forest education is a huge improvement. Thank you, Mrs Bennett, and all staff involved. Very important and more outdoor learning would be better.

Excellent staff, who know the children well.

Supportive of those with ASN and ALN needs, providing excellent resources to support them. Likewise, is very good at encouraging/motivating those that excel by setting more challenging tasks.

Great support for parents (courses, resources, free shop etc) and great support for students (adapting for individual needs of each child)

Looking after the emotional needs of the whole family

Since September 2022 the content on the seesaw platform has improved and shows that they are learning to treat each other with kindness and respect a lot better.

You make children feel they are a valued member of the school.

Celebrating children's successes. Knowing the children.

**Moving forward here are some of your comments/concerns and what we could improve on.**

Would like to see homework done on paper/books. Not everyone has access to tablets or can afford to buy one. Children need to learn to write/spell without the help of auto correct.

**Parents can opt for a paper copy of any homework task set. Email class teachers on their school class email address. If your child is stressed re any topic, please discuss with their class teacher in the first instance.**

Put less pressure on spelling especially if the child finds it difficult.

**We do aim to be a nut free school with regular newsletter items-will look into other ways of communicating on both these issues.**

Use the term neurodiverse and not autistic - break down barriers of the stigma of what it means to be on the spectrum. Parents need to be supported.

As a suggestion could the school have a coffee morning so that parents can meet and chat with a member of staff who specialises in inclusivity and share their worries.

**This is an area we are working on with our Diversity Champions, educating their peers. We are revamping an area in school where we can host training, talks, drop-in mornings for parents/carers. School has recently put in a huge amount of resource into training/upskilling staff in sensory needs of all.**

Homework is confusing, why can't it be on one website where you can do it all.

My son has 2 epi pens in school, he has a severe nut allergy and unfortunately nut products still come into school from time to time.

Sometimes I feel too much is expected of young children. Such as passing information/papers onto parents. It would be good to know something is coming home so we can look for it.

**A lot of work goes into this topic via our Personal, Social and Health Education (PSHE) programme, particularly post covid. Perhaps we need to expand this a little.**

The path from the side of the school that runs along the field isn't wide enough and there's quite a ridge down it if caught wrong.

**We are aware that EYFS side of school is narrow. We had thought by bringing year 2 out onto the main playground would ease this issue- We will look again. This will be referred to our Premises committee, who will in turn review the paths and grounds.**

**We are constrained by budget on these ones.**

More projects to build friendship groups up.

Making more childcare clubs accessible this would allow more parents to be in the position to work, seems more sustainable at the schools.

Long shot – less children in class and/or more TA support teachers. My child is in a year group struggling post covid and various issues affect teaching time.

Year 3 and reception area gets far too busy in the morning and afternoon, it's not a big enough area to have reception parents queuing round into year 3 area and parents from other areas passing through too. With wheelchairs and prams etc it's unbearable to wait in and needs to change.

**Working together we can believe and achieve,**

**Yours sincerely,**

**Your School Governors**