



SEND Questionnaire Results 2025

The following questionnaire was sent to 19 parents; this consisted of all the children on the SEND register and those of which we have supported on our internal monitoring list. We received 8 replies, which were accessed and completed online. This equates to 42% returned. As last year, the questions in this year's questionnaire have been linked to the Working Statement of Action, which is Somerset's plan for improving SEND services following their latest Ofsted inspection.

My response and future recommendations to the responses are written in blue.

My child is happy in school.

● Agree	5
● Disagree	3
● Don't know	0



We achieved 63%

- ✓ Following recent feedback from two parents, it was suggested that the option "sometimes" be included as a response in future surveys or feedback forms. They shared that while their child is not always unhappy, they couldn't confidently select "agree" and therefore chose "disagree", which may not have accurately reflected their experience.

I feel my views as a parent are listened to?

● Agree	6
● Disagree	2
● Don't know	0



We achieved 75%

- ✓ Ashlands Primary School proudly promotes an open-door policy, fostering a culture of transparency, trust, and collaboration. We welcome conversations with parents, carers, and staff, and encourage open communication to ensure every child's needs are met.

- ✓ We have continued to use Home-School Communication books where appropriate, ensuring consistent communication between school and families. These books provide a valuable way to share daily updates, celebrate achievements, and address any concerns, helping to strengthen the partnership between home and school.
- ✓ As part of our Assess, Plan, Do, Review cycle, we include parent feedback in our Provision Maps. These cycles offer a valuable opportunity to share insights, celebrate progress, and collaboratively identify next steps for support.
- ✓ We will continue to work closely with parents and carers, recognising the importance of their insights and experiences in shaping effective support for their children.

The SEND lead knows the needs of my child and supports the class teacher to help them to access interventions and agencies?

● Agree	8
● Disagree	0
● Don't know	0



We achieved 100%

This is a fantastic result, and I am very pleased with the progress we have made in strengthening our SEND provision.

- ✓ The SEND Lead remains available for review meetings, parents' evenings, and to respond to any questions or concerns from families.
- ✓ Throughout the year, the SEND Lead has continued to support class teachers and has made appropriate referrals to external agencies to ensure children receive the specialist support they need.
- ✓ We consistently use the Somerset Graduated Response Tool to identify barriers to learning, plan targeted interventions, and make adaptations across the four broad areas of SEND:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Emotional and Mental Health
 - Sensory and/or Physical Needs

My child's class teacher knows what support my child needs in order to succeed?

● Agree	6
● Disagree	2
● Don't know	0

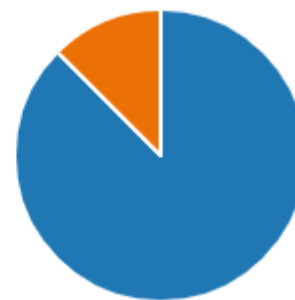


We achieved 75%

- ✓ At Ashlands, our class teachers are teachers of *all* children. They work hard to support every learner in their classroom, adapting their teaching to meet diverse needs and ensuring that every child feels seen, valued, and included. Their commitment to inclusive practice and high-quality teaching makes Ashlands a place where all children can thrive.
- ✓ Specific training will continue to be provided based on the needs identified within each class, ensuring that professional development is purposeful, relevant, and impactful. By tailoring our training to the evolving needs of our pupils, we strengthen our inclusive practice and empower our staff to deliver high-quality, adapted teaching
- ✓ We will continue to use the Somerset Graduated Response Tool as a collaborative framework to identify barriers to learning and implement targeted support strategies. This tool enables us to work systematically across all four broad areas of SEND. By embedding this approach into our practice, we ensure that every child receives the right support at the right time, tailored to their individual needs.
- ✓ Our SEND Lead will continue to meet with class teachers on a termly basis to review the SEND needs within their classrooms. These meetings provide a valuable opportunity to reflect on pupil progress, identify emerging needs, and agree on next steps to ensure every learner receives the support they need to thrive. This collaborative approach helps us maintain a consistent and responsive SEND provision across the school

I feel I am included in reviewing my child's progress alongside their teacher?

● Agree	7
● Disagree	1
● Don't know	0



We achieved 86%

- ✓ Teacher's share progress, ILP targets and attainment at parent's evenings.
- ✓ Support Plans and Provision Maps are shared and signed by parents.
- ✓ One Page Profiles are created for all SEND children.
- ✓ SEND Lead is available to meet with class teacher and parents at parents evening.
- ✓ The language and model of *Assess, Plan, Do & Review* will continue to be the format of SEND reviews.

I understand how well my child is progressing and the targets/outcomes they are working on?

● Agree	5
● Disagree	1
● Don't know	2



We achieved 63%
See previous responses.

I am informed about the interventions my child is accessing?

● Agree	6
● Disagree	2
● Don't know	0



We achieved 75%

- ✓ Parents are informed of interventions during parents' evenings or termly Assess, Plan, Do, Review meetings with those children on the SEND register.
- ✓ Parents and carers of children receiving bespoke interventions will be informed via intervention letters. These letters will outline the nature and purpose of the support, which may include programmes such as:
 - **ILI** (Inference, Literacy and Intervention)
 - **ELSA** (Emotional Literacy Support Assistant)
 - **Lego Therapy**

I am informed about when outside agencies are visiting my child and receive up to date reports?

● Agree	4
● Disagree	2
● Don't know	2



We achieved 50%

- ✓ The SEND Lead will ensure that teachers inform parents and carers whenever an external agency is scheduled to work with their child. Following the visit, any reports or recommendations provided will be shared with families in a timely and accessible manner.

Would you be interested in being part of a SEND working group? Additional information is included.

● Yes	4
● No	4



- ✓ I am pleased some of the parents wish to join this new working party.
- ✓ I will also ask parents of our new EYFS cohort.
- ✓ This will be a priority for next academic year.
- ✓ Since these results were published our SEND information Report was shared with some parents and their views were included.

Questions/concerns I have about SEND or my child's needs are dealt with efficiently?

● Agree	5
● Disagree	2
● Don't know	1



We achieved 63%

[See previous responses.](#)

Have you visited the school's SEND webpage for additional support?
If yes, did you find the information accessible?

● Yes	0
● No	8



✓ Although, this outcome may appear disappointing as we have worked hard to ensure the content is current, informative, and easily accessible for parents, it is important to recognise that some parents and carers may prefer to speak with school staff face-to-face. We welcome these conversations and are committed to providing the answers and support they need in a way that feels most comfortable and effective for them.

By offering multiple channels of communication, we aim to build strong, trusting relationships with all families and ensure every voice is heard.

Autistic Spectrum Conditions-Only answer this question if your child has been diagnosed with an Autistic Spectrum Condition.

I feel I am supported by the school and outside agency support including health.

● Agree	0
● Disagree	1
● Don't know	1



- ✓ Following the re-organisation of Somerset's SEND Services CAOT has been integrated into the new Virtual School structure. Parent carers can access this service by contacting Somerset Direct on [0300 123 2224](tel:03001232224)

Education, Health and Care Plans (EHCPs)- only answer these questions if your child has an EHCP.

The process of attaining an EHCP for my child was clear and thorough?

● Agree	2
● Disagree	1
● Don't know	0



- ✓ Of the Education, Health and Care Plans (EHCPs) we requested, I'm pleased to note that parents felt supported throughout the process. Their feedback reflects the strong partnerships we strive to build with families during what can be a complex and emotional journey.
- ✓ The SEND Lead will continue to guide and support parents through each stage of the EHCP process, ensuring clear communication, timely updates, and a collaborative approach to securing the best outcomes for every child.

Education, Health and Care Plans (EHCPs)- only answer these questions if your child has an EHCP- The annual review process was clear and enabled me to share my child's achievements and any further concerns for my child education?

● Agree	2
● Disagree	0
● Don't know	0



✓ To date we have completed 2 Annual Reviews, and I am pleased with 100% achieved.

Is there anything you would like to add that would help the school improve its policy or its service to parents whose children may have special education needs or a disability?

The school needs to understand that all children are different and some struggle with different aspects of schooling and I feel that my child is not listened to or treated as should be.

Pupil voice plays a vital role in shaping and reviewing our SEND systems across the school. We believe that children's views, experiences, and feelings are central to effective support, and we actively seek their input to ensure our provision reflects their needs. Children are valued and placed at the heart of everything we do. They are encouraged to identify trusted adults within school and feel confident sharing any concerns they may have. This culture of openness and trust helps us create a safe, inclusive environment where every child feels heard, respected, and supported.

As a school we are aware of Special Educational Needs across the four broad areas of need. We use the Somerset Graduated Response Tool to identify, plan, implement and review support and interventions. These are shared with parents.

We refer and seek outside professional advice when needing additional support and/or strategies to meet children's needs. These services including the following:

Inclusion Line

Educational Psychology Service

Assisted Technology Support

Speech and Language Therapy

Occupational Therapy

PFSA

THRIVE

Young Somerset

Mendip/Fiveways/Fairmead Outreach Support

I feel the SEND are effective with Autism but not with ADHD or Neurodivergent children. I know Ashlands are trying to look into this but this needs to involve talking to the parents and the child as not all children are the same. So just doing a training course about Neurodivergent children is not enough they need to learn from the parents who are supporting their children and living with it as they know how best to support their child not a book or video. Also having a child that is going through a tough time and trying to understand their changes with emotions and waiting for a diagnosis is tough for them and their families so just sometimes listening and understanding is all that parent/child needs. Instead of the parents/child being made to feel like a nuisance and a inconvenience. Let me stress this is not just SEND this is also teachers and the head.

SEND Update - PINS Programme Launch

This term, our SEND Lead successfully applied to join the PINS (Parent Inclusion Network Support) programme. We're delighted to share that our application was accepted, and we've already hosted our first coffee morning for parents.

Information about the programme has been shared with parents, and initial resources have been distributed to teachers to begin embedding inclusive practices. The full programme will be rolled out during the next academic year, with further events, training, and resources planned to support both staff and families.

We're excited about the opportunities this brings to enhance our SEND provision and foster a more inclusive school community.

SCERTS at Ashlands

Ashlands is proud to be a SCERTS school, committed to supporting the social and emotional development of all learners. We are fortunate to have four dedicated staff members who serve as our SCERTS Champions, leading the way in embedding the SCERTS framework across our provision.

We continue to implement evidence-based strategies to support children with neurodivergent diagnoses, as well as those whose behaviours may present barriers to learning. Our approach prioritises emotional regulation, communication, and transactional support, ensuring every child feels understood, valued, and equipped to thrive.

I would just like to take the opportunity to say thank you for all the help and support you have provided myself and *****.

Thank you for your comment.

Question 12 is a disagree to outside of school not school itself. The school I would agree help.

Thank you for your comment.