



SEND Pupil Voice Questionnaire 2021-22




68% (17) of children on our SEND register were interviewed and completed our SEN pupil voice questionnaire. The rest of the children were not able to complete due to not being in school. Children across all year groups (R - Y6) were invited to participate.

The questions asked were to ascertain if the children felt happy, supported and safe at Coalbrookdale and Ironbridge CE Primary School. Where children struggled to understand the question, we rephrased the question to aid understanding.



This image was used to support the pupils understanding and ability to access the questionnaire.

Outcomes

I think school is...	Percentage	Comments
	71%	<ul style="list-style-type: none">Majority of children feel happy at school - they describe school as being fun, exciting, amazing, great and good.
	29%	<ul style="list-style-type: none">These children felt that they 'sometimes' enjoyed school but sometimes didn't because the work was 'hard' and they sometimes had disagreements.
	0%	<ul style="list-style-type: none">

How I feel at different times:

Classroom

35% 65% 0%



Playground

82% 12% 6%



Dining room

59% 29% 12%



Working by myself

65% 12% 23%



Working with a partner

65% 35% 0%



Working with my teacher

71% 29% 0%



Working with a TA

71% 29% 0%



Assembly

23% 47% 29%



Additional questions...

Do you feel supported at school?

94% 6% 0%



Do you feel safe at school?

76% 18% 6%



<i>Location/situation at school</i>	<i>Comments if answered average or sad</i>
<i>Classroom</i>	<i>Some children found being in class stressful, hard and tiring.</i>
<i>Playground</i>	<i>Some children said they had no-one to play with</i>
<i>Dining room</i>	<i>Some children found the dining room too loud at times and they complained that they sometimes could not sit with their friends.</i>
<i>Working by myself (when feeling confident with work)</i>	<i>Children deemed this as negative, and some found it hard to see it as a positive - they complained that it made them lonely and they had no-one to help if they got stuck.</i>
<i>Working with a partner</i>	<i>Children complained that they did not always get on with the partner that they were asked to work with.</i>
<i>Working with a teacher</i>	<i>Some children felt that working with a teacher brought them negative attention from their peers.</i>
<i>Working with a teaching assistant</i>	<i>Again, this brought them negative attention and TAs challenged their thinking.</i>
<i>Assembly</i>	<i>Some children commented that they found assembly boring and too loud. The year 3 children also complained that they felt 'squashed' during whole school assemblies.</i>

The children were asked to share a piece of work that they were proud of. They were told that this could be any area of the curriculum. 9 children (53%) shared a piece of writing, 7 children (41%) shared a piece of work from their maths books and 1 child (6%) shared a piece of artwork.

They all spoke about the pride and happiness that they felt about the piece of work and one child said their work was

'amazing'. When asked how they knew that their work was good, they were able to refer to:

- the ticks that it received
- the punctuation within it (capital letters, full stops, commas, exclamation marks, inverted commas, paragraphs and question marks)
- the amount of work that they had produced
- the comments made by their teachers
- that they were able to complete it independently

The children were asked how school was preparing them for the future and what jobs their learning could help them with. Their answers included:

- 'It's going to help me get work and earn money.'
- 'It will help me with my writing. If I am a police officer, I can write up the clues into my paperwork and type them up.'
- 'I can be a movie script writer - I'm actually writing a movie now.'
- 'My maths will help me if I become a builder, I can make sure I order enough bricks and work out the costings correctly.'
- 'You need to write when you are older especially if you are a teacher so it will help me.'
- 'When I go to big school, I will know a lot of the answers.'
- 'I want to be an engineer, so learning maths is going to help me. My maths will also help me if I become a scientist.'
- 'It will help me get rich because I can sell my artwork.'
- 'It will help me. For example, if I was a delivery driver, estimating will help me estimate the size of the lorry to

go under a bridge. If I couldn't convert measures, I might not be able to read the signs.'

- 'If I didn't go to school, I wouldn't get a decent job.'
- 'I can write down the food that people want.'
- 'I would need to write down descriptions of people if I wanted to be a police officer or a government worker like a lawyer.'
- 'It will help me when I go to big school. I'll get better at things when I get a job.'
- 'Learning ratio will help me if I get a job as a constructor.'
- 'Learning English will help me write for entertainment when I am older.'
- 'If I was a news reporter, I would need my English skills.'

Conclusions and actions

<u>Conclusion</u>	<u>Action</u>
35% of children asked said they felt average about their seating partner	Where possible seating arrangements should be fluid giving the children the opportunity to sit with a range of different children. Class teachers to frequently review seating arrangements and SENCO to monitor
35% of children asked said that they did not like working by themselves	This was due to confidence. We need to make sure that our SEN children are given opportunities to work alone without relying on an adult. Build on confidence in the classroom so that the children actually prefer working without an adult. 1:1s to make sure that they are working on 'elastic' rather than 'velcro'.
1 child (6) felt unsafe in school	As the questionnaire was completed with the SENCO, we are aware of who this child is. It has also been noted

that this child had a very negative view in all areas of school (all questions answers average or sad). Staff to will work closely with the child in developing a positive view on school. JJ to observe on playground and dining hall as these two areas were labelled as sad due to not having any friends and being on their own.

Overall, the results to the SEN Pupil Questionnaire were positive. 71% of children with Special Educational Needs and/or Disabilities feel happy at Coalbrookdale and Ironbridge CE Primary School. The majority of children felt supported (94%) and safe (76%) at school and were able to identify who to go to for help if needed. It was pleasing to see that peer support was something children felt they had access to when needed and this could be a result of mixed ability tables. In addition, it was good to see that our children had aspirational targets for their future careers and could make links with what they were currently learning and how this could help them in the future.