



## Special Educational Needs and/or Disabilities (SEND)

### Pupil Voice Questionnaire

Spring 1 2024



At Dane Bank Primary School, we embrace the fact that all children are different and have diverse learning needs. We make sure that we offer high quality inclusive teaching, which enables all children to make the best possible progress in school and feel that they are a valued member of the school community. The SEND Information Report (available on the School's Website) outlines the provision at Dane Bank Primary School for pupils with SEND and how we implement our SEND policy.

All pupils on our SEND register in our mainstream classes across year groups 1-6 (19 pupils) were invited to participate in the pupil voice questionnaire. The school's Special Educational Needs and/or Disabilities Co-ordinator (SENDCo) took children to participate on a 1:1 basis and asked each child to rate each question. Where children struggled to understand the question, we rephrased the question to aid understanding.

*17/19 of children completed; 1 pupil absent during dates administered; 1 child (KS1) did not participate due to significant level of need. Some questions were omitted or amended for our children with Educational Health Care Plans as they were unable to understand some of the questions and provide answer due to their higher level of additional need.*

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









### Outcomes

There were a number of positive findings from the questionnaire. Firstly, was that the majority of pupils with SEND at Dane Bank feel happy in school (88%), felt that any incidences of negative behaviour are dealt with in school (88%), felt they had people to talk to if they needed it (88%), felt happy with the progress with their learning (88%) and were happy with the level of support they receive in school (100%).

Although the majority of pupils with SEND identified that they know how to get help with their learning (88%), when further questioned most pupils identified they would primarily put their hand up for adult support; suggesting pupils may need to develop a wider range of strategies to support their independence with their learning when challenged. Whilst most pupils with SEND (75%) could identify areas of their learning and/or subjects that they need to get better, most children did not understand the phrase 'targets' when further questioned and pupils struggled to identify the smaller steps they needed to take in order to make progress with their learning (e.g. pupils could identify that they needed to improve their writing but not all could not necessarily articulate which particular aspect of written work they needed to improve upon e.g. ensuring consistent punctuation). The level of difficulty children face during learning activities may also need further investigation as just 13% of pupils felt that the level of work was 'just right'; 53% of pupils stated they felt work was too easy and 33% stated they felt that work was too hard. The school's Special Educational Needs and/or

Disabilities Co-Ordinator (SENDCo) will work alongside the Senior Leadership Team (SLT) to present these responses and devise next steps and future actions where appropriate.

| Outcomes of the pupil voice  |  |  |
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| <p>I feel happy in school</p> <p>88% 12% 0%</p>                           | <p>School understands my needs and what I need with my learning</p> <p>65% 35% 0%</p>          | <p>Any incidences of negative/poor behaviour is dealt with in school</p> <p>88% 12% 0%</p>  |
| <p>I have people to talk to if I need it in school</p> <p>88% 12% 0%</p>  | <p>I am happy with the help and support I receive in school</p> <p>100% 0% 0%</p>              | <p>I get support and help from my class teacher</p> <p>76% 24% 0%</p>                       |
| <p>I get help from other adults in school too</p> <p>65% 24% 12%</p>    | <p>I know how to get help with my learning</p> <p>88% 6% 6%</p>                              | <p>I know what I need to get better at with my learning</p> <p>75% 6% 18%</p>             |
| <p>I am making progress with my learning</p> <p>88% 6% 6%</p>           | <p>My work is: Red = too hard; Yellow = too easy; Green = just right</p> <p>13% 53% 33%</p>  |  |