



To: Parents/Carers, Key staff at Parkwood Academy  
From: Sharon Court Project Worker, Autism in Schools.  
Date: 18<sup>th</sup> May 2022  
Title: Feedback from Parent Meeting.

Date of Meeting

18<sup>th</sup> May 2023

Number of attendees

5  
SC from SPCF

Discussion Points

SC did an introduction and went through the meeting guidelines.  
Due to exams Lyndsay Oxley was unable to join the meeting.

SC went through feedback from the SEND team following the last meeting.

**Class Charts App** (Behaviour and Achievement App)

To be rolled out to parents, currently staff are using it to try it out and input data.  
Parents have yet to get the app but can see staff are inputting info as it shows on current app. Parents wondered if it will be released to all in September.

**Class Expectations – Tracking the Speaker**

Parents are still concerned that this could cause stress and create class disruption for SEND students even with reasonable adjustments of not having to look them in the eye but look at their hand or the board. Parents felt this showed a lack of understanding of the neurodivergent mind. E.g. was students who stim to concentrate/reduce anxiety may not meet the expectations but are actually being productive, proactive in class and not disruptive as they are managing to regulate themselves.

**Parents Evening**

SC informed the group of the date for the Y7 parents evening.  
Parent asked where Parents Evening was held. Parents said it is the hall.  
Parents said it is a great opportunity to meet with staff but there's a lack of privacy so it is hard to have a sensitive conversation because other parents and students can overhear so it is often superficial and not able to ask/find out all they want to know.

Y7 parent said they had the opportunity to meet the form teacher in September but there is nothing until parents evening (June) and thought a 'check-in' at the end of the 1<sup>st</sup> term would be helpful.

**Homework**

This is a theme previously addressed by the group and was raised again when a parent who didn't attend that meeting mentioned it was becoming a battle at home.

**SPARX (Maths App)**

The work is not linked to what they have been doing in class that week.

The requirement of having a code to complete work is seen as an added complication, it is often lost and causes stress.

- Parents said homework feels like grey/messy area and needs more structure;
- Subjects set homework for particular days to create a homework routine,
- Notifications sent to be students and parent/carers (so they are aware and can support student)
- Instructions and expectations clear
- If setting homework then give constructive feedback

One parent said their CYP (child young person) used to be diligent about homework but is now hearing the attitude of their peer group who don't do homework and there's no consequences so what's the point.

### **Drop Down Days**

Parent asked (this has been mentioned previously) that communication is sent out in advance when Drop Down Days will occur and what topic it will be on.

Could a schedule be sent out at the start of each term or in September. This would help parents prepare CYP's to the change in the school routine.

Some parents suggested that some of the time on Drop Down Days could be spent with the students going through the knowledge folders, being given dividers etc. and discussions on how to utilise them better.

### **Strikes/Home Schooling**

Communication is needed about work being set, as school says it will be online but when they log on there is nothing or little there and parents worried they are missing something. SC explained that staff who are striking are not setting work (union directive) so only staff in school will set work. Parents said this needs to be clearer.

### **Behaviour**

A parent said they had recently found out there is currently a trend of wrestling occurring in the school grounds and it is vulnerable CYP being coerced into doing the wrestling. Their CYP has come home injured.

Parents said they fully understand the need for a decent Behaviour Policy but concerned it is 'one size' fits all and reasonable adjustments and understanding of SEND needs are not recognised.

### **Support/Interventions**

A parent who is new to SEND asked if there was a school advisor for their CYP to talk to. Parents said they are unaware but it could be called a different name. SC said she would speak to LO and ask her to contact this parent.

- Parents informed the parent about the passes and how they work.
- Parents explained the Nurture Room and how this can be a great safe place for CYP. Parents were not sure if a pass is required for lunchtimes. SC to check with LO.
- Nurture room useful for students who need somewhere to calm down/reregulate.
- Parents said it would be useful to have clarity on who can go and when, what reasons they need to go, what happens when there, how long can they stay etc.
- Parents spoke about therapy sessions for the student like Lego therapy. One parent described how it helped develop communication/relationships in the tasks the students were set.
- KIDS – is this still happening? SC said Karla was no longer coming into school but will check with school if completed train the trainer and implemented it in school.

### **SEND Team**

Parents talked about how the SEND team is supportive. Parents are concerned about changes to the SEND team. One parent said the SEND Lead is on sick leave and not sure who is covering. Parents said it would be good to have any changes communicated and whom will be SEND Lead in September.

**Transition**

Discussed the main transitions for secondary school are Y6-Y7 and Y11. Parent said the week in the summer holidays when Y6 students could come in had been really useful.

Also discussed how changing year groups can be impactful for students.

Parents thought having a timetable prior to starting back to school (e.g. available the week before) would be helpful with preparing to return to school.

Parents said there are a lot of timetable changes throughout the school year and it would be easier with less changes.

Parents were not sure if the form tutor stayed the same all the way through school.

Parents said the Head of Year stayed the same.

Parents discussed return to school after 6 week holiday and how they prepare their CYP; referring to school, getting equipment and uniform ready, earlier bedtimes, getting up earlier.

**Rewards**

Parents asked if Hot Chocolate Friday has stopped.

Discussion on golden tickets and what happens (go into draw and can win prizes)

**Celebrating our CYP**

One parent said their CYP received 17 positive points in just 1 day.

CYP recognised for their interest in music by the school and given extra curriculum music lessons.

CYP received a golden ticket and was really proud (currently struggling at school – it was a great boost for them).

CYP has returned to visiting the local shop after a brief reluctance to do so. Independence gaining !

CYP was awarded 2 golden tickets in 1 day,

**Next meeting**

SC to confirm dates.

To discuss masking or Independence (Preparing for Adulthood)

Areas Identified for Development/Training**Themes**

- Communication
- Drop Down Days
- Strike Days
- Behaviour
- Homework
- Apps – Sparx, Class Chart
- Support/Interventions
- SEND staffing
- Rewards
- Transition
- Parents Evening

**Impact**

Parents sharing information about SEND and support in school

Thinking about transition into next year group and how we can support our CYP

<u>Actions</u>	<u>To be completed by whom</u>	<u>Date to be completed</u>
SC to do report and send to LO	SC	22.05.23

LO to provide feedback SC and LO to confirm next meeting SC to prepare theme for next meeting	LO SC & LO SC	Prior to next meeting ASAP Prior to next meeting
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