

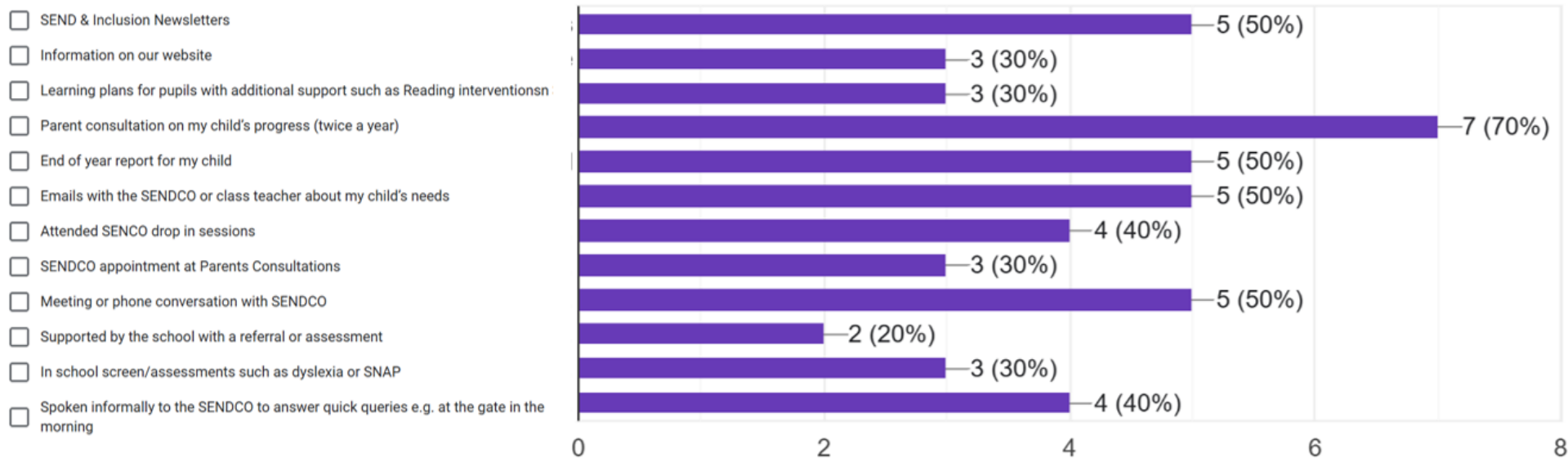
Holywell Primary School

2024-25 SEND priority: To improve information sharing and communication with all parents and carers

Parent and Carer Communication Survey

An online survey invited parents and carers to comment on the effectiveness of the twelve communication methods used by the school. Ten responses were received, representing families across Years 1–6.

Please tick the ways that have been effective for you to communicate or receive information about your child’s needs



More parents report that SEND newsletters and SENDCO drop-in sessions are effective. This year, Learning Plans, introduced last year, were shared more effectively with parents from Term 2 onwards. A new structured meeting form, outlining agenda, discussion points and next steps, has improved follow-up and communication. The school has also supported parents through the Right to Choose pathway, reducing referral wait times and the number of pupils awaiting assessment.



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How can we improve communication?

4/10 did not have a suggestion for improving communication.

3/10 gave a positive comment about the communication they received.

- I feel the staff at Holywell School does an amazing job of supporting both my child and myself by using the various above ways of communication.
- I am happy with the level of communication the SENDCO provides currently for our family's needs
- The communication that I have received from Mrs Warner has always been fantastic. I feel I am always kept up to date with all aspects of my child's send needs and have really appreciated the support that I was given when I had to do a referral for my child's screening test. I am very happy with the communication from Holywell school.

3/10 suggested ways to improve communication, which are being addressed.

- Listen more to parents about the needs for their children and what would help support them more

This parent identified only the end-of-year report as a method of communication, so they may not be an AEND parent. Communication with all stakeholders is being addressed and enhanced through the School Development Plan. Staff were given clear guidelines on information sharing in parents' evenings.

- Not all emails are responded to and need to be chased up. Recent example an outstanding email from last term awaiting a reply for.

It is unclear whether this communication was directed to the office, class teacher, or SENDCo, as the survey was sent to all parents. The office and SENDCo could not locate any unanswered emails for this class, although some messages and school replies have previously been missed due to emails going to junk folders. The next newsletter will guide parents and carers on how to ensure their voices are heard and what steps to take if they do not receive a satisfactory response.

- I believe the introduction of a parent communication book would be highly beneficial for both parents and school. It can provide a consistent and effective tool for essential communication. Consistency and context are key in understanding a child's emotions; without this understanding, a child cannot be fully supported, and therefore cannot reach their full potential.

A simple yet effective communication book can achieve this. I recognise that both parents and teachers are busy, so the book should be:

- Quick and easy to complete
- Contextual without being time consuming



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- Focused on consistency and regulation (e.g. if a strategy such as “first... then...” works at school, share it so parents can use it at home; track triggers and strategies that help, so both school and home can spot patterns and solutions).

This parent spoke directly with the SENDCo about this “ultimate wish”, acknowledging it might not be fully achievable in school. The SENDCo discussed the new postcard system introduced at a recent SENDCo Trust meeting – *My worry / problem / fear solved* – which the parent welcomed as a positive development.

Next Steps

The survey was shared with the whole school community, not just AEND parents. To improve engagement, the school will trial quicker and more accessible feedback methods, such as short yes/no questions at the school gate and brief surveys during parents’ evenings and other school events.

Promote the information available on our school and Trust websites.