

Guidance for parents

Supporting children and young people to respond to the questionnaire

The importance of pupils' views

The Department for Education (DfE) want to know from children and young people with special educational needs and/or a disability (SEND) about how support is organised for them in school. This will help the DfE and schools to make sure all pupils have a good experience at school and can fulfil their potential.

The questionnaires

We have two versions of our questionnaire. They have been designed with a range of communication needs and reading confidence in mind. Version 1 has longer sentences while Version 2 uses symbols and has short sentences and simpler words; sample questions are shown on the next page. We suggest that parents/carers discuss with their child which questionnaire they would like to complete.

Support to complete the questionnaire

Some young people might be happy to complete the questionnaire by themselves; **some children will need support**. It is important that the child or young person is relaxed and confident with whoever is supporting them, so we suggest this could be provided by parents, carers, brothers and sisters, other relatives or family friends.

If the person involved knows the child or young person well, they can often offer gentle reminders of events or situations in which the pupil was involved. It is important, however, that such prompts do not influence pupils' responses. For example, they might say "Do you remember taking part in the school play?" but should avoid saying something like "You didn't like the role they gave you in the school play, did you?"

Introducing the questionnaire to your child

Whoever helps the child or young person to complete the questionnaire should emphasise that the **researchers really want to know what the pupils think** about their experiences in school, so that schools can try to make it better for everybody. Most importantly, they should emphasise that **there are no right or wrong answers**.

Please choose a time and place when your child is relaxed; it is probably best not to treat it as another item of homework. Some questions can be missed out if not appropriate. If your child appears to be getting upset, please stop completing the questionnaire and offer reassurance.

Before the questions start, we will ask you to provide some information. We ask for each child's date of birth, so that we can link their responses with yours to collect different views on SEND support for your child. Please support the completion of one questionnaire for each child with SEND who would like to take part in the research.

In summary

Prompt but don't lead

Emphasise there are no right or wrong answers

Keep telling your child that their views are important

Stop if your child becomes upset

Version 1

EDUCATION RESEARCH WITH PLYMOUTH UNIVERSITY Copy of Pupil evaluation of the National Award for Special Educational Needs Coordination (SENCO) (Number 1)

Your learning

These questions are about how you feel in school. Please tick the answers that fit best with the way you feel.

4. Do you find it easy to ...

	Yes, all the time	Yes, some of the time	No, not really
learn in class?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
join in with school activities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
get on with your classmates?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
work with your teachers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
get on with other people who work in school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please tell us more if you want to!

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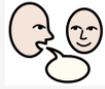
Version 2

EDUCATION RESEARCH WITH PLYMOUTH UNIVERSITY Pupil evaluation of the National Award for Special Educational Needs Coordination (SENCO) (Number 2)
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Your learning

These questions are about how you feel in school. Please tick the answers that fit best with the way you feel.

4. At school I feel I can ...

	 Yes	 Sometimes	 No
work with the teacher 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
work in groups 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Tell us more if you want to!