



## SEN Pupil Perception

January 2019

<b>Name:</b>	<b>Rebecca Keeble (SENCo)</b>
<b>Focus of Visit:</b>	<b>SEN Pupil Perception Interviews</b> <ul style="list-style-type: none"> <li><b>To monitor perception of SEN provision for pupils across the learning environment</b></li> </ul>

### Summary:

- Talk with a range of pupils with SEN from across the school
- Discuss effectiveness of SEN resources, support, learning environment and classroom displays

### Pupil perception of displays and learning environment

- My work is on display and it makes me feel good.
- I feel proud when my work is put up because I know I tried my best.
- I like showing mummy my work when it is on the board.
- The different letter shapes don't help me but they really help my friends to read (pupil referring to the dyslexia friendly font used on display boards).
- The displays are colourful and cool; I like it when we get new displays on the topic we are working on.
- I like the bright colours; it makes my work stand out.
- The 'Growth mindset' display reminds me that it's ok to find things hard, I used to get really upset when I made mistakes but I don't get so annoyed now. I want a multi-coloured brain not the grey, dull one!
- I look at the visual timetable every morning with my mum.
- I go through the timetable with my mum before class and it helps me understand the day. Mrs Keeble always goes through the timetable after register and that helps me feel less worried.
- If anything changes Miss Cragoe explains it to me and the visual timetable is changed too.
- I like my classroom, it makes me feel safe.
- Sometimes the corridors are busy and noisy but I have a teacher with me and that is ok.
- I like the outside learning area, it makes me feel relaxed.
- The role play area in our class is really good fun because you get to use your imagination and play.
- Sometimes I rock on my chair but my wedge helps me to keep still.
- I don't like some of the stools in the ICT suite but my mini wedge makes it easier to sit on them.

### Pupil perception of verbal feedback and marking

- Colour coding and next steps are helpful because you know what you have done well and you know what you still need to work on. I like using my purple pen for my next steps!
- When the teacher talks through your work with you it helps to understand where you went wrong.
- Mrs Hunt tells us our targets so we know what to work on to be successful.
- The teachers give you compliments if you work hard and use the class rules. You also get house-points which is good!
- Sometimes we have 'no hands up' and that means you have to be ready to answer the question!

- I like 'talking partners' because if I'm not sure of the answer my friends can help me.
- My teacher gives us time to think about our answers and that helps me to answer some questions.
- I like it when my teacher says nice things to me when I put my hand up in class!
- It is better when the teacher speaks in a loud voice so I can hear.
- It helps if the teacher tells me instructions lots of times.

### **Pupil perception of SEN resources/support**

- My coloured overlay helps my reading because the words stay still on the page.
- My colour overlay helps sooth my headaches and makes reading easier.
- I always get my coloured overlay because it stops the words being fuzzy, I can read a lot faster when I use it.
- When I use ear defenders it helps me in Maths and English lessons because I work better when it is quiet.
- Using ear defenders helps me, it is quiet and I can concentrate.
- I like using the triangulated pencils for my writing because it is easier to hold.
- Triangulated pens and pencils help me to write because it is neater and easier for my fingers.
- Using my DT set after English makes me feel good if I have worked hard on my targets during the lesson.
- A teacher walking with me when it is busy helps me make the right choices.
- Having my sensible friends sitting next to me and standing with me when I line up helps me to keep my hands on my own body.
- Sitting on a wedge/chair instead of the carpet helps me to sit still.
- Going outside to lose some energy so that I'm not so energetic inside.
- Using fiddle toys on the carpet helps me stay focused and keep my hands on my own body.
- Using blu tack during input helps me concentrate.
- It feels nice having an adult working with me.
- Working with the TA or in a small group helps me as I can ask questions.
- I like Rapid Reading because the books are really cool and I get time working with an adult on my own.
- I like doing my tricky word flashcards because I am now on Phase 5 and I know nearly all of them!
- Clicker helps me with my spelling and it makes my writing make more sense.
- Using a whiteboard and pen to note down ideas and jottings helps me start my writing.
- Sometimes I forget what the teacher has said so I use my notebook to jot things down.
- Using a whiteboard in maths is good because it doesn't matter if you make a mistake.
- Class rules and routines help me. I like the countdown to carpet for zero, macaroni cheese...everybody freeze. The rules remind me of what to do next.
- I like using big bits of paper, coloured paper and pens to make writing exciting.
- The 'Talking Tin' helps me to remember what I want to write.
- I use my social story so that I can keep my friendships and not get into trouble.
- My social story helps me to make the right choices and keep my hands on my own body.
- Reading my social story before break has helped me because I don't have so many arguments with my friends now.
- My safe place helps me to calm down.