

# A family perspective

**SEND Family Voices**  
**Kingston and Richmond parents**

# Inclusion – A parental perspective

Introduced by  
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Voices

# SEND Family Voices



## ***Who we are***

*We are a voluntary organisation run by parents of children and young people with a wide range of special needs and disabilities.*

## ***Our mission***

*We empower families by connecting parents and carers with a wider network of support and information and we actively reach out to families to listen to their experiences and views. Using the information we gather we are able to create a strong, representative parent voice.*

*We work hard to ensure we are heard by the decision makers responsible for the services and support to our children and young people*

# Sonia Molnar

## Kingston Parent

# Every child is unique!

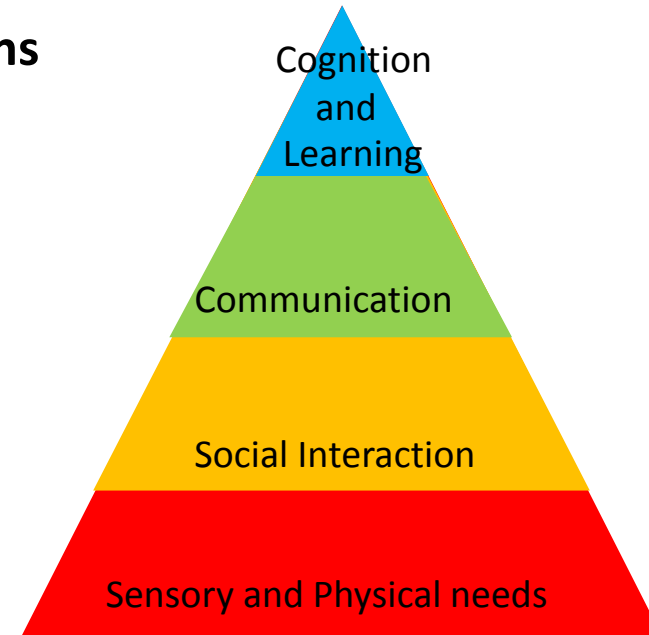
What constitutes successful inclusion will be different – this is just one example



Higher functions



Basic Needs



...**when his anxiety is managed and his sensory needs are met he has the capacity to learn** rapidly and to be happy. People need to work with xxxxxx for extended periods to be able to fully judge his progress;

For xxxxxxxx to achieve his potential he requires a holistic approach to his education, health and wellbeing founded upon a deep understanding of the Autistic Spectrum Disorder.

Overall, our experiences of inclusion have been very positive

Factor	What good looks like	What can happens if it goes wrong
<b>Stability within the school</b>	<b>Staff retention:</b> Builds understanding of the individual and allows early intervention when challenges arise and trusted information sharing	<b>Rapid staff turnover:</b> Heightened anxiety and disruptive behaviour reducing opportunities for inclusion
<b>Specialist knowledge</b>	<b>A team effort between professionals:</b> Ability to 'enter the child's world' in a holistic way and understand the barriers to inclusion	<b>Time lost to paperwork</b> (EHCPs?) that could be spent with children
<b>Inclusion is a 2-way process</b>	<b>Other pupils become better citizens:</b> Pupils see helping out in the SEN classroom as a reward	<b>Misunderstanding:</b> Mainstream parents may believe that school resources are being sapped by SEN
<b>Resources</b>	<b>High ratio of staff:pupils:</b> TAs able to lead community visits, support participation (e.g. assemblies) and in-class activities (PE)	<b>Disproportionate SEN-loading</b> on to a small number of schools
<b>Daily Practicalities</b>	<b>Food/play:</b> Shared dining and playtime increases choice and chances to co-mingle	<b>Transport:</b> Long journeys and conflicting needs leads to anxiety and inability to mix
<b>Looking ahead (Transition)</b>	<b>Actively seeking schools where inclusion can continue:</b> Co-location of SEN and mainstream schools	<b>SEN children can become 'Out of sight out of mind'</b>





*Over this last year he has made significant progress in communication, attention and listening. His anxiety levels are lower than we have seen them in recent years and this has undoubtedly contributed to the progress he has made*

# Rachel Chapman

## Richmond Parent











