

School: St Nicholas C of E School, Alcester

Date: 10/12/2024

Key Points from PINS Parent Participation Meeting

Key areas	Discussion points/actions	Progress update
Current Successful Practice	Great Communication and support from the SENCO Assistant Senco support Thrive practitioner support External Support: Heather Ramsay for pupils and parents Girl Power Project High Needs Swimming Sessions Specialist Sports Events Flexible with Uniform SEN Parent Coffee Mornings: informative, talks/courses, guest speakers, provides support for one another and helps to reduce feelings of isolation Whats' App parent group – sharing advice and providing support to one another	Senco is in the playground at the start and end of the day, meeting parents and supporting children with transition. This term the Assistant Senco has been non-classed based which parents and school feel has had a real impact on both the pupils' academic progress and their emotional needs. Thrive Parent Groups Thrive sessions have made a real impact to children's self-esteem and confidence Parents speak highly of the support sessions that they have received from Heather Ramsay, a specialist Teacher/inclusion advisor Parents feel that the Higher needs swimming group and Girl Power Project have helped to support pupil's confidence and self-esteem SEND Parental Coffee mornings provide a support network which is transferred to the playground/outside of school with parents approaching/supporting one another for advice.
Review of this term: What has been introduced, implemented and achieved	Connection/Partnerships	The Assistant Senco being non-classed based has prioritised developing positive relationships with pupils and parents. Connection with trusted adults for pupils: 1-1 support Meet and Greets/ Soft entry at the beginning of the day Good relationships between staff and parents

	Meeting pupils' needs	Parents feel that School are providing interventions, resources and support, one example being individual fidgets/sensory resources, which are tailored to meet specific individual needs. Parents shared that staff provide systems which are individualised and comfortable for pupils to inform others when they require a movement break, the toilet, a drink etc. These include visual clues or individual signs agreed between the pupil and staff. Parents and the SEND Team feel that Interventions – small, targeted group work: reading, writing, nappy, EPATT etc are working well and they can see progress being made. Social stories for individual children as and when required Introduction of Balance ability to support and develop children's Physical Development from KS1 – Yr 3. (Staff training provided to implement intervention) After school Bug club – has supported pupil confidence and self-esteem for some SEND pupils.
	Pupil Voice	Quiet Zones created, within the classroom, in partnership with pupil input which demonstrates how pupil voice is valued within school. Safe and secure environments with trusted adults have enabled pupils to find and share their voice: "I can be my Autistic self at school", "I can be myself" Pupil voice included at review meetings This is Me Profile has been introduced to build on the current one-page profile. It collates professional, pupil and parents voice which is then shared with all staff working with individual children. School and parents could consider collating some of the Pupil voices throughout school to share in school policies, SEND page on the website etc
Communication	To embrace and embed the effective communication skills of the Senco to all areas of school to strengthen parental partnerships To explore and discuss current communication systems to ensure consistency for ND pupils and reduce any possible anxiety	Parents feel that communication with class teachers has improved this term. Parents have had a Parents Evening appointment in addition to their SEND review meeting. At the SEND review meetings teachers and/or TAs were in attendance along with Senco and parents. Study bugs – messages from parents can be seen by all staff. Office staff highlight urgent messages to staff members. Individual response times to parental messages can vary. This can be dependent on individual working hours, having to attend meetings, training etc whilst also dealing with situations that arise during the working day.

		Teachers are usually available at the end of the school day to speak to parents. The SLT do have to consider and be mindful of managing teacher workload.
Communication	Raising awareness of Neurodiversity for all Staff throughout school To raise awareness of Neurodiversity for whole school community: children and parents through assemblies, special events, stories, guest speakers etc	The SEND Team shared with the group that they have observed a whole school team willingness to take on responsibility of class SEND provision as opposed to over dependency on the Senco which may have taken place in the past. Parents feel that acceptance and accommodation of needs is made by staff throughout school for SEND pupils Children are not made to feel different with adjustments and adaptations being implemented and accepted. Staff have had AT and Beacon training to upskill knowledge and understanding of ND this year ND Training, via the Pins Project, will begin next term After school Bug club – has supported pupil confidence and self-esteem for some SEND pupils. Parents feel that pupils within school are very accepting and inclusive There are opportunities at playtimes/lunchtimes for children to interact and engage in play opportunities with different aged peers which some parents felt supported their children's needs. They were concerned that if there were to be separate Key Stage playtimes then it could make the transition from KS1 to KS2 more difficult for children. Other parents questioned the possibility of having separate play/lunchtimes (KS1/KS2) as they felt this would support their children's needs. School have explored this idea however there are issues around staffing and additional financial costs which currently impact on this proposal. The Autistic Girls Network will be holding an assembly for pupils on ND next term

Reasonable Adjustments	To explore and discuss with Senco reasonable adjustments for ND pupils with regards to: Homework, Trips, Special days/events, Pen Licence	Parents feel that reasonable adjustments are made within school to support children to feel included. During assemblies children have opportunities to sit where they feel most comfortable (end of a row), leave when they need to and/or to access resources which enables them to remain included, prevents isolation and feelings of being different to their peers. Reasonable adjustments have been put in place this term to accommodate: all the Christmas events: nativity performances, carol concerts, trips to the church etc sensory needs with regards to uniform which is universally accepted throughout school. difficulties at lunchtime by providing an alternative to eating in the hall children's interests or current obsessions Pen Licence to be explored advice to be sought from the OT team working with the PINS project Children/parents would like clear guidance with regards pen licence and if a child is granted it one year, then should the next teacher be allowed to remove it? School is looking how to communicate in their SEND information report, with parental contribution, the reasonable adjustments that they make throughout school. At the next PINS meeting we will explore this further.
Transition	To explore and discuss with Senco Transition systems and how to support ND pupils with transitions from: Class – Class, Key Stage-Key Stage, Primary to High School The Senco had discussed transitions at a previous SEND Parents' Meeting and identified this as a need to explore and develop throughout this year.	School is going to have professional videos taken to promote the school and part of this work will include transition videos which can be used to support the SEND pupils during the summer term. To explore and discuss at further meetings what information Parents feel would be useful both to them and their child in preparation for transition to their next class or Key Stage. To explore and discuss the idea of having SEND Parent Champions or representatives within school. This role could include attending the new Reception Parents' meeting in the summer term to provide information/ support as well as making links with any SEND parents who join the school throughout the year.
	Parents would like further information regarding: Processes and systems regarding Diagnosis EHCP process	There is a wide range of information on the SEND page on the school website including the WPCV Padlet. Support for SEND families such as DLA, Water fund, social groups etc could be explored at subsequent meetings in the future.

	Sensory Processing Difficulties DLA and other support available for SEND families	
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