

## **Case Studies**

### **Riverside Primary School**

*“Due to having a highly inclusive school and an integrated Specialist Resource Provision for children with ASC, we were already confident at the beginning of the programme that our practice in supporting neurodiversity was generally of high quality. Our self-assessment only identified a few areas of development, mainly around involving parents more in the development of policy and practice, and supporting transition. We were pleased with the results of the initial parent survey, which were better than the average in most areas.*

*The project has enabled us to think about ways to increase parental engagement and support and we are developing additional ideas for this, including new parent workshops. Access to free training through PINS has enabled us to develop the use of Signalong throughout the school, which is already having a positive impact on pupils who are either non- or minimally verbal. PINS Training has supported us in establishing a new provision for the children with the highest needs, and our new-to-role Assistant SENCO has also benefitted from training sessions on inclusive practice and interventions to support a range of needs. Some aspects of the programme are ongoing, such as our engagement with the transition pilot project which we are currently working on with the EP team.*

*We have yet to see the results of the post-project survey but are confident that we have made improvements to our already strong practice as a result of the project, and will continue to build on the areas we still want to develop further.”*

### **Gordon Children’s Academy**

*“The Gordon Children’s Academy joined the PINs project in September 2024. As part of the process to get involved in the project we undertook a self-assessment, which revealed that whilst members of the senior leadership team had good knowledge of neurodiverse conditions, not all members of teaching staff were in this position and that as a result practice for these children within class could be strengthen. A survey of parents was also undertaken, which while on the whole was positive indicated that some parents would like to have more communication from the school about how their child’s needs were being met and what was in place for them. This was possibly stemming historically from the school as prior to my arrival there had been a number of different SENCo’s over the last few years and therefore there had not been consistency. Pupil voice was largely positive, with pupils stating that they felt well supported and happy within school.*

*The strengths we had at the start of the programme were that as a Senior Leadership Team we had a good level of subject knowledge and expertise in the area. We also have*

*a teaching staff and support staff that are extremely committed to doing the best for the pupils at the school and who, for the most part, take on new training and development opportunities very well. Our main areas to develop we to improve staff (both teaching and support staff) knowledge around neurodiversity and in particular the range of strategies and approaches that could support these children within school. I carried out the whole school audits for speech and language and sensory to give me a wider picture of the whole school.*

*As a result of this in terms of the PINs training offer, I selected elements that would audit the school, both in terms of the environment and the teaching and learning so we would know as part of a whole school approach what we needed to develop. I also selected elements where alongside myself particular members of staff could attend the training and further their knowledge and understanding in the area of neurodiversity. Additionally, I undertook some coaching in order to help me be clear about what the plan for development was going forward. Much of the work focused around our year 2 and 3 cohorts, as we had identified these as the more challenging cohorts across the school.*

*In the 2 target classes in year 2 and 3 there is a visible difference in terms of visuals and other supports that are being provided to these children. These staff also show a deeper understanding of the difficulties these children have and the impact of these within the classroom if they are not addressed. I have seen improvements in considerations towards these children in terms of being proactive and preventative about problems that may arise. For example more notice being given of changes to routine, social stories being requested around areas of difficulty, more thought about choice and use of language and giving children clear choices within this.*

*Going forward we will be looking at ensuring that the environment across the school is as supportive as possible of children's neurodiversity."*