



PINS Parent Engagement session

Update for Parent Carers
September 2024

www.sgpc.org.uk



Who are SGPC and what is our role in PINS?

We are the local Parent Carer Forum, founded by parents like you. We all have children with additional needs and/or disabilities.



Supports and **empowers** our local families raising children with SEND.



Gathers **your views and lived experiences anonymously** via our Parent Carer support channels, events, and activities.



Partners with local service providers and stake-holders, to ensure **your voices are heard**.



Connects your voice with the decision makers and commissioners at strategic level – *helping to shape great services for our children.*

What is Partnership for Neurodiversity in Schools (PINS)?



- A national project by NHS England and the Department for Education that is running from March 2024 until March 2025. If the project is successful, we hope it will be replicated in the future.
- Health, schools and importantly parents working together to make schools more inclusive for Neurodivergent children (we will talk about what this means in a moment). This is what we mean when we say coproduction – to be successful we need the parents and children with lived experience to be a key part of the project.
- Your child's school has been chosen as one of 13 schools across South Glos (400 across the UK) to take part.
- The project will enable your child's school to access training, support and/or resources.

What do we mean by Neurodivergent or Neurodiversity?

The term Neurodivergent is used to describe an individual who has a brain type that is different from the 'norm' (Neurotypical).

Neurodiversity is a group of individuals who have different brain types.

Different brain types may include:

- Autism
- ADHD
- Dyslexia
- Dyscalculia
- Developmental Coordination Disorder (also known as Dyspraxia)
- Foetal Alcohol Syndrome Disorder

These are just examples, there are many more brain types!



What has happened so far

Your school SENDCO, Leadership Team and Governors completed a self-evaluation feedback form to identify areas where the school could further improve inclusion for neurodivergent students and their families.

You may have attended a Parent Engagement Event held at your school and/or completed an online feedback survey giving your views and ideas as a parent carer.

THANK
YOU



Stage 1

Where are we now?

Your feedback has been heard alongside the self-evaluation's from your school leadership team, SENDCo and Governors.

These helped to identify the most beneficial package of support, training and/or resources for your school. This will be delivered by a range of organisations between September 2024 – March 2025.



Stage 2

Update on your school.



Parent Survey results

Barley Close Primary school had 16 parents complete the survey and 2 parents attended the engagement session.

Survey Question	Average score	Lowest Score	Highest Score
How welcoming do you find your child's school?	6.3	3	7
Do you, as a parent carer, feel included in the wider school community?	5.2	1	7
Do you feel your child is included in the wider school community?	5.5	2	7
How well does the school communicate with you about your child's development and education?	5.5	1	7
Do you know what support is provided for your child to meet their additional needs in school?	4.5	1	7
Do you feel that the school supports/makes reasonable adjustments to extra-curricular activities and enrichment? eg trips, special events, visitors into school.	5.0	1	7
Do you feel your views are heard and valued when communicating with the school about your child?	5.5	1	7
Do you ever feel worried or anxious about your child whilst they are in school in relation to their additional needs?	3.2	1	6
If you have a concern or complaint about support for your child, how confident do you feel about raising your concern with the school and that your concern will be resolved?	5.5	1	7

What parents told us is working well

Good communication with teachers at school drop off and via email. Parents feel listened to and that concerns are followed up on.

Children's needs are recognised well, parents believe the school understand their children.

Parents felt poor behaviour was approached by school staff in a nurturing and positive way, so children still felt included and accepted.

Parents whose children have struggled with attendance felt supported and appreciated the Hive room as a resource when needed.

School office staff and the caretaker are patient and understanding when waiting for anxious children to transition into school.

Lunch time buddy system and friendship bench help children feel less isolated in the playground. Parents gave examples of school staff helping their children manage friendship difficulties.

Neurodivergent children enjoy quiet times given during learning.

Parents felt school understand emotional dysregulation and selective mutism well.

Children benefit from a variety of after-school clubs, yoga and military kids club.

Including children in decision-making gives them a feeling of empowerment.

Parents appreciated the layout of the school, and felt it gave younger children some space separate from their older peers.

A variety of sensory aids are available for children to use like fidget, doodle pads, ear defenders, finger grips and chair bands.

Areas parents told us you would like to see improvements

Parents would value staff having an increased awareness and understanding of masking in neurodivergent children.

Parents would like to see a wider range of enrichment activities which would suit their neurodivergent children.

Package of Support at Barley Close Primary School

These are the areas that have been identified as priorities through the project

- Support to promote and develop a whole-school inclusive culture.
- Staff training on Masking behaviours in Neurodiverse children.
- Support to identify and support children with mental health needs.
- A sensory and physical audit of the school environment to ensure it meets the needs of neurodiverse children.
- Assistance in identifying potential clubs or activities which may be more suitable for neurodiverse children.



Share your views to help your school:



Increase inclusivity
for Neurodiverse
students

Support Mental
Health and wellbeing

Support Learning
and attendance



Improve the
classroom
environment

Over to you...

**Discussion
time**



What happens next?

- Training and Support will start in your school.
- There will be another Parent Engagement session early 2025.
- You can keep up to date on the project at <https://sgpc.org.uk/pins>

[www.sgpc.org.uk](https://sgpc.org.uk)





How can I share my views outside of PINS?

We have a lot of ways for you to give your feedback on areas of importance to you across Education, Health and Social Care including:

Focus group for short breaks September 26th

Our education survey in October

Our Listening Events happening at local libraries throughout October

For more information on these and upcoming events, visit our website.



www.sgpc.org.uk



Drop in at Our Community Base, Kingswood on Tuesdays and Thursdays 10am-2pm, during term time.

Join us for one of our online 'Cuppa and Catch Up' support sessions, alternate Thursday evenings.

For families in reception; visit our new Early Years Drop-in Support is available every Wednesday 10am-11:30 at Patchway Family Hub.

We also have Workshops available to book on our website on a range of topics.

www.sgpc.org.uk



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SGPC Events



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