



Over Terms 3 and 4, we have benefited from support through the South Glos PINS programme - a DfE-funded initiative designed to strengthen inclusive practice for neurodiverse learners. This partnership has enabled us to enhance our whole-school SEND provision, deepen our collaboration with families, and create more supportive and responsive learning environments for all learners.

Below you will find an overview of the PINS-led sessions delivered across the Spring terms, the key actions we have taken as a result, and our plans for further developing SEND provision at Wallscourt Farm Academy throughout the summer term and beyond.

Social Communication and Peer Relationships



Focused discussion and learning

We have been developing a clearer understanding of the needs of our neurodiverse children from EYFS to Year 6. This work continues to strengthen our inclusive culture and helps ensure that every child feels supported, understood, and able to thrive. As part of this, we have been reviewing both our Universal Offer (what we provide for all children) and our Targeted Offer (additional support for those who need it).

Next steps

Our aim is to keep improving our provision and to make sure families have clear, accessible information about the support available at Wallscourt Farm Academy. Below are some of the actions already taken, as well as those planned:

- **SEND Provision Overview:**

We have created an updated overview of the four areas of SEND need, outlining both Universal and Targeted support at WFA. This will be shared with families soon and added to the SEND section of our school website.

- **Enhanced Lunchtime Provision:**

We have developed a more inclusive lunchtime offer to ensure all learners have access to the right support and opportunities. Our lunchtime teams have received training on the importance of play, effective use of PlayPod resources, and traditional childhood games. Together with SLT, they have planned a range of structured and free-choice activities across both indoor and outdoor spaces.

- **Developing Predictable Routines:**

Moving forward, we plan to introduce consistent routines so that learners can choose their preferred lunchtime space and activity in advance. This will help children feel more confident, regulated, and ready for learning in the afternoons.

School Leadership and Culture



Focused discussion and learning

We have undertaken a review of our policies and procedures to further strengthen inclusivity across the school. This work ensures that our processes and provision are genuinely needs-led, enabling proactive support for learners before a formal diagnosis or EHCP is in place. As part of this review, we also explored the breadth and quality of learner, family and staff voice. Insights from this engagement will directly inform our next steps and shape the evolving direction of SEN provision at WFA.

Next steps

- **Publish and implement our new Inclusion Statement**

Building on discussions and work aligned with PINS, we developed an Inclusion Statement which is now live on our website. This provides families with clear information about our SEND provision, processes and approach.

- **Strengthen governance through enhanced training**

We will provide our SEND Academy Councillor with additional external training to deepen their understanding of SEND. This will enable more effective scrutiny and informed challenge in discussions with the Inclusion Team.

- **Use the 8 Inclusion Promises to deepen stakeholder voice**

These promises will guide and enhance how we gather and analyse learner, family and staff voice, ensuring that insights are meaningfully embedded in our ongoing development work.

- **Further embed lunchtime provision for neurodivergent learners**

We will continue to expand structured lunchtime activities, providing dedicated space and time for Special Interests clubs to support the wellbeing and engagement of our neurodivergent learners.

Working in Partnership with Families



Focused discussion and learning

We have reviewed our current offer for families to share their feedback and work collaboratively with us to enable us to better understand the needs of families with neurodiverse children. We have also explored examples of effective practice across a range of settings and begun planning ways to create meaningful opportunities for families to be actively involved and to attend events designed around the specific needs of our cohort and community.

Next steps

- **Meaningful feedback**

We plan to gather targeted feedback from families on recently developed documentation, including our universal and targeted offer, the SEN Process Flowchart, and the SEN Process Handbook. We also aim to understand how accessible families find Learner Plans and EHCP meetings so we can continue to improve clarity and support.

- **Year Group Family Reps**

We intend to make better use of existing year-group communication channels by working with family representatives who can share key messages and event reminders. We hope, this will help increase engagement and improve attendance at our Inclusion events, such as coffee mornings.

- **Develop our communication and newsletters**

Create an Inclusion Newsletter that provides clear updates on any changes, shares information about upcoming coffee mornings, and signposts families to external agencies, workshops, and relevant events.

Sensory Environment Audit



Focused discussion and learning

We carried out a comprehensive sensory and physical environment audit to deepen our understanding of how the school environment affects neurodivergent learners and their ability to engage meaningfully in learning. This review also enabled us to evaluate how effectively our spaces currently meet the needs of all children. As part of this process, we explored the impact of the sensory circuits already in place for some learners and considered how these principles could be integrated into our universal offer. Our aim is to embed sensory-supportive practice across whole-school provision so that all learners benefit in an inclusive and consistent way.

Next steps

- **Develop a universal offer for sensory support**

We will design and implement whole-class sensory resources that offer predictable sensory feedback within everyday teaching. This universal approach will ensure all learners can benefit from strategies that help them regulate, focus, and prepare for learning.

- **Create a bank of resources and dedicated sensory-circuit spaces**

Although sensory circuits are already in place across several year groups, we plan to establish dedicated spaces within school for these sessions. These areas will be equipped with appropriate, high-quality resources to ensure the intervention can run safely, consistently, and effectively.

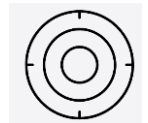
- **Enhance Oak Learning Zone and outdoor sensory space**

Our long-term plan to further develop Oak Learning Zone to ensure learners can access meaningful and engaging sensory experiences outdoors. Planned additions include a water wall, a music wall, and a den space.

- **Create safe sensory spaces in each Learning Zone**

Each Learning Zone will include a designated sensory-safe area where learners can proactively go to regulate, calm, and prepare themselves for learning. These spaces will offer a predictable, low-stimulus environment to support emotional and sensory regulation.

Strategies to support Emotional Development



Focused discussion and learning

This session will be our final session after the Easter Holidays. We will be using the insights gained from our sensory and physical environment audit to deepen our understanding of the Zones of Regulation. This will enable us to ensure that all team members feel confident in using this key approach to support every child, including those who are neurodiverse, to recognise the sensations and emotions they experience and link these to effective self-regulation strategies.

Next steps

- **Strengthen our understanding and use of Zones of Regulation.**

We consider how its principles can be embedded across the setting. This includes in whole-class teaching to build a shared emotional vocabulary, small-group sessions to develop regulation strategies, and personalised tools for individual learners who require targeted support.

Communication Friendly Audit



Focused Discussion and Learning

We carried out a communication-friendly audit to better understand how our environment supports neurodivergent learners and their engagement in learning, while ensuring it continues to meet the needs of all children.

Building on the Social Communication and Peer Relationships training at the start of the PINS project, this work deepens our inclusive culture and ensures every child feels supported, understood, and able to thrive.

A key focus of the audit was visual supports help learners understand their day and the learning ahead. We reviewed our use of visual timetables, now-and-next boards, learning prompts, and environmental visuals, all of which play an important role in supporting routines, transitions, and clarity of expectations. These tools help reduce uncertainty, lower anxiety, and increase independence for all learners. We also evaluated the visuals within our Universal Offer (available to all children) and our Targeted Offer (additional support where needed), ensuring a consistent, meaningful, and well-embedded approach to visual communication across the setting.

Next steps

- **Develop our use of Colourful Semantics**

To strengthen learners' sentence structure and expressive language, we will expand our use of Colourful Semantics.

This will include:

- modelling within whole-class teaching
- small-group language development activities
- targeted individual interventions for children who need additional support.

We have greatly valued the collaborative work with the PINS team, and this marks only the beginning of our ongoing journey to ensure Wallscourt Farm remains an inclusive school where every child can thrive. We are proud of the progress we have made so far, the improvements planned for the near future, and the strengthened partnerships we continue to build with you as parents and carers. Together, we are creating a learning community that reflects, evolves, and grows year on year.

The Inclusion Team

If you would like to speak to a member of the Inclusion Team, please email info@wfa.clf.uk



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