



Frimley PINS Professional Audit – Domain 6 **(January – April 2025)**

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1. Introduction

The Owl Centre was commissioned by Frimley PINS project to provide a professional audit focusing on Domain 6 (*communication and sensory environment*) of the National Audit framework. This report consolidates findings from the audit visits, individual reports and follow-up consultations carried out between January and April 2025.

The PINs Project in Frimley has incorporated other teams to support schools with developing their school – home links and increasing partnership working for the benefit of the child.

2. Audit Methodology

Each participating school undertook a brief self-audit of Domain 6 prior to an onsite visit. The Owl Centre therapists then conducted a 1.5-day professional audit including:

- Meetings with SENDCos and/or Headteachers
- Observations of classroom and school environments
- Structured discussions with teachers and Learning Support Assistants (LSAs)
- A detailed ‘deep-dive’ audit assessing communication-friendly and sensory-aware practices
- A written report with strengths, areas for development, and target recommendations

An additional support day was also offered to each school for follow-up implementation, training, and modelling of recommended strategies.

3. Participating Schools

Bracknell		Windsor	
St Michael's		Larchfield	
Great Hollands		Queen Anne's	
Jennett's Park		Trinity St Stephen's	
Kings Academy-Oakwood		Cookham Dean	
Owlsmoor		St Mary's	
St Josephs		Wraysbury	
The Pines		Wooden Hill	
Kings' academy - Binfield	Postponed – after Easter	Dedworth	

Meadowvale	postponed – after Easter	Wessex	
Wildmoor Heath	postponed – after Easter		

4. Key Findings

4.1 Shared Strengths Across Schools

- Understanding and adapting to individual learning needs
- Understanding the importance of sensory needs and implementing universal strategies in classrooms to support with this
- Supporting relationships between peers, through structured work and additional activities in school
- Initiatives promoting emotional wellbeing
- Embracing, promoting and celebrating neurodiversity and inclusion

4.2 Difference between the two areas

Initially it was felt that separate audit reports would be documented for each of the areas, however the findings of the Professional Audit highlight that the strengths and challenges are shared across both areas.

Parent Engagement:

100% of Windsor schools consistently demonstrated strong links with parents, while 57% of Bracknell schools showed similar engagement.

5. Identified Challenges

- **Consistency Across Settings:**
Excellent practice was often isolated to individual classrooms rather than embedded school wide.
- **Continuing Professional Development (CPD):**
Schools would benefit from a structured CPD plan, especially for new staff, covering neuroaffirmative language, sensory strategies, and use of visual supports.



- **Parent Involvement:**
Further development of strategies to engage parents with SEN children is needed.
- **Understanding how to use the range of Visual Supports:**
Visual aids were present but inconsistently integrated across lessons and classrooms.
- **Vocabulary Development:**
Vocabulary development is a method of predicting subsequent language and literacy achievement. Vocabulary interventions that incorporate examples of explicit instruction using semantic and phonological approach have been found to support word learning beyond the effects found from comparison groups that offer typical classroom instruction. Any programme needs to be routinely embedded within the curriculum and useful and accessible to teachers.
Schools should consider embedding explicit vocabulary teaching strategies into the curriculum.
- **Emotional Literacy:**
A need for consistent emotional literacy frameworks and staff training for recognising dysregulation was observed.

6. Recommendations

Whole-School Strategy Development

- Introduce shared meeting agendas focused on successful strategies
- Implement shared policy and practice across all year groups
- Develop school-wide CPD targeting one area at a time
 - Utilising external supports to provide annual training workshops and events that could be shared between schools
 - Support from SLT / OT to develop age-appropriate ideas to be used with each age group
- Staff room notice board to post and promote useful strategies
- Having shared information between schools
- Schools will have access to the PINS website. [About - PINS : PINS](#)
- Continuing involvement with PINS2 – to build and develop – noting the impact of achieving the targets for the school
- Setting SMART goals for development of school wide strategies

- Self-audits of adult language / Sensory environments in schools

Parent Engagement

- Host regular SEND coffee mornings
- Involving parents in child's target planning – including carry-over for home
- Ensuring there is a consistent process for sharing individual successes with parents – and parents with school, on a regular basis
- Collaborate with services such as *Brighter Futures Together* [About - PINS : PINS](#)

Integration of range of Visual Supports

- Create a centralised bank of visual resources
- Training and support from Speech and Language Therapists – to show staff how to teach, scaffold and model the use of visual supports and how to integrate visual supports and total communication into everyday routines and planning.
- Ensure visuals are child-friendly, age-appropriate and accessible
- Increase use of individualised visual supports (e.g. task planners / checklists for child) to develop independence and reassurance.
- Utilising technology to provide task breakdowns and visual checklists for KS2 children (such as Goblin.tools: [Magic ToDo - GoblinTools](#))

Vocabulary

- Adopt structured, whole school vocabulary teaching programme that encompasses semantic (meaning), concepts and phonological (sounds in words) (e.g. *Word Aware 2*)
A sample of the Word Aware book is available to download here:
www.routledge.com/go/word-aware-1-free-chapter?srsId=AfmBOoqYlAB_ue26uecjgAbEf-7C4mqBAwdYGk5wvvdjeZlrpwlK23WY

Emotional Literacy

- Develop emotional literacy tools, including emotion identification visuals and staff prompts and management of emotional regulation.



- Having reminders (written / visuals) for staff use as to how individual children communicate dysregulation and emotions.
- Staff to model and name emotions, feelings and physical attributes of these – encouraging children to identify their own feelings and needs for regulating.
- Promote adult awareness of supportive language and appropriate questioning - training in Marian Blank's Model of language.
- www.thinkingtalking.co.uk:
 - To support emotional wellbeing: *Language for Behaviour and Emotions*
 - To support understanding and ability to answer WH questions: *Language for Thinking*
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Communication Audits and Evaluation

- Use cyclical audits to measure progress and impact
- Access tools such as
 - Ordinarily Available Provision Checklist: [OAP-checklist.docx](#)
 - The Owl Centre – OT self-audit ([About - PINS : PINS](#))
 - Speech and Language UK: [communication_friendly_environments_checklist_updated.pdf](#)
 - Elklan accredited training / Language Builder books
[Language Builders for 5-11s paperback](#)
- Set shared SMART targets involving all stakeholders

Specialist Support and Resources

- Ensure continued access to Speech and Language Therapists
- Facilitate targeted workshops and practical training sessions
- Incorporate sensory circuit activities and classroom-based regulation strategies – accessing Occupational Therapy support.

7. Examples of Observed good practice

In general, schools are implementing many great practices to ensure inclusivity and neuroaffirmative environments. It would be beneficial for the schools to share what is working well. Explaining the impact that these strategies can have. Sharing ideas and resources could



lessen the repetition of effort and streamline approaches to implementing beneficial and practical ideas that work.

Understanding and adapting to individual needs	<ul style="list-style-type: none"> • Communication passports • “All about me” wall • Thinking time for children to process information • Mind maps throughout school • Consistent transition routines • One-page profiles for individual children – shared with staff • Speech and Language LSA post • Makaton used to support spoken language • Children who need visual support have access to their own folder: examples of contents include: now/next, choosing strip, learning tasks, daily routines, choosing options, movement break options, colour-coded visual timetable for the week (children personalise the colour of the border on the visuals) •
Understanding sensory needs	<ul style="list-style-type: none"> • Sensory spaces • ‘I need a movement break’ tickets on children’s tables. • “Stretch time” • Adults altering their positioning and language for individual children • LSAs being ‘tuned in’ to child’s needs and regulation requirements • Lighting and sounds being changed through the day (use of music / blinds on windows) • Soft spaces in classrooms • Staff avoid wearing strong perfumes • Children are given jobs in between transitions e.g. ripping up paper and putting it into the bin • structured thinking break e.g. close your eyes and think to yourself for 10 second
Supporting relationships between peers	<ul style="list-style-type: none"> • Emotional wellbeing champions • Inclusion ambassadors • Discussion time with peers • Talking Partners



	<ul style="list-style-type: none"> • Think-Pair-Share for consolidation of learning
Building children's self-esteem and independence	<ul style="list-style-type: none"> • Practical and supportive wall displays – used throughout lessons • Traffic light system to indicate needing help • Emotion lanyards • Regulation zones • Zones of Regulation training to all staff = displays throughout whole school. • All praise was specific – rather than generic
Sharing knowledge between staff	<ul style="list-style-type: none"> • Teaching and learning plans and targets with embedded neuroaffirming strategies. • Individual profiles of children shared with staff • Consistent recalling of children's attention – 1,2,3 hands up. • Visuals for staff of key communication friendly principles. • SLT walk through – with emphasis on SEN: share info regularly to teachers with briefings and email round ups.
Embracing and promoting neurodiversity and inclusion	<ul style="list-style-type: none"> • Assemblies to celebrate differences • Celebrating individual achievements • Neuro diversity celebration week • 'Dare to be different' days • Shine outreach team provide information about neurodiversity
Link with parents to share information about the child's communication strengths and needs	<ul style="list-style-type: none"> • School facilitates parent training, e.g. sensory processing workshops • SEND coffee mornings • Individual Education Plans are written in collaboration by parents and teachers

8. Additional Day of Owl Therapist Support

All schools accepted the offer of an additional day of tailored in person support. Schools demonstrated a strong commitment to embedding audit recommendations, with many requesting:



- Modelling of strategies observed during the audit
- Training on effective visual support use
- Guidance on universal strategies for all staff

This reinforces the need for collaborative practice between classes, schools and external specialists to embed consistent, evidence-based strategies school-wide.

9. Looking Ahead – PINS 2

A follow-up audit (PINS 2) is planned to measure the impact of implemented strategies, with the initial audits serving as baselines. This second phase will offer opportunities to:

- Assess progress against original targets
- Share successful approaches across the network
- Continue building neuroaffirming and inclusive practices

It would also be a recommendation that

- The NHS SLT and OT are consulted to liaise about current provisions and resources in place - arrange meeting to discuss with NHS Lead and external agency of OT / SLT / Audit provision

10. Further Ideas to support targets

- Additional sensory supports
 - Structured ‘walk and talk’ approaches (consider an interactive wall display that could be used as a conversation starter but also serve to be educational e.g. a map of the world, as part of a movement break to allow structure)
 - Sensory circuit breaks, inclusive of alerting, organising and grounding; could be timetabled more frequently for the whole school e.g., ‘The Mile’ for all year groups e.g., at 2pm each day
- Reviewing and refreshing current practice and interventions:
 - Intensive Interaction: www.intensiveinteraction.org
 - Attention Autism: www.attentionautism.co.uk and related Social Media pages, for useful resources and information on Attention Autism and the Curiosity Programme.

It should be noted staff are to ensure children participating in Attention Autism activities are participating in the appropriate stages, based on their communication baseline



- Book suggestions for school library - celebrating differences:
 - ♦ *When things get too loud*
 - ♦ *My Brother Otto*
 - ♦ *Can you see me*
 - ♦ *The abilities in me*
 - ♦ *How are you Verity*
 - ♦ *Remarkable Remy*
 - ♦ *Ada and Zaz*
 - ♦ *Wonderfully Wired Brains*
 - ♦ *DLD and Me*
 - ♦ *The Same but Different*
 - ♦ *Too much!*
 - ♦ *Wonder by R.J. Palacio*
 - ♦ *Neurodiversity! What's that? by Nadine Arthur*
 - ♦ *Little People Big Dreams by Ru Paul (about ways of expressing self)*
 - ♦ *All birds have anxiety*
 - ♦ *All the pieces of me, Do you know me?*
 - ♦ *Ways to be me*
 - ♦ *Ninja Life Hacks Emotions and Feelings*
 - ♦ *The Colour Monster*
 - ♦ *Not so different: what you really want to ask about having a disability by Shane Burcaw*
- Corridor wall display about celebrities who are neurodivergent

11. Conclusion

The Owl Centre therapists have greatly valued the opportunity to work with Frimley schools through the PINS project. The commitment shown by school leaders, teaching staff, and support teams to create inclusive, neuroaffirming environments is commendable. With continued collaboration and consistent application of the recommended strategies, schools are well-positioned to achieve positive outcomes for all learners.



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Information taken from individual school audit reports written by The Owl Therapists.

