

PINS Final Review Audit (Summary Report)

School: Gearies Primary School

Discipline: SALT

Audit completed: 17.04.2026

Attendees: Ray Khan, Rafia Rasul

PURPOSE OF VISIT

This visit focused on reviewing progress against the agreed targets identified during the professional meeting held on 04.12.26. The intention was to provide a proportionate, focused review of implementation and identify any refinements or longer-term considerations.

Information for this review was gathered through learning walks across different year groups including Reception A and B, 1C, 1B, 2C, 2D, 3B, 4B, 5B and 6C and relevant whole-school spaces, focusing on implementation of the agreed actions in practice. Observations were supplemented with informal discussion with the SENDCo to support a balanced understanding of practice across the school.

REVIEW OF AGREED TARGETS

1. Implementation of priority list:

The school will continue progressing the items identified in its priority list, building on early successes and ensuring visible improvements that enhance children's daily communication and regulation.

- *Now and Next boards introduced across classrooms. Once embedded, the school will explore expanding into "working towards" visuals for additional scaffolding.*
- *Revamping classroom timetables to ensure they are clear, accessible, and visually supportive.*
- *Labelling classroom resources that pupils access daily, to promote independence while avoiding visual overload by labelling only essential items.*
- *Labelling toilets and installing step-by-step visuals for hygiene routines.*
- *Adapting Zones of Regulation to integrate emotional language, visuals, and regulation strategies, merging this with the school's current 5-point scale tools.*

Progress observed:

Fully implemented Partially implemented Not yet implemented Ongoing

Evidence / examples observed:

- Visual timetables were embedded across all classrooms, forming a well-established part of the daily routine. The SENDCo reported that pupils now highly familiar with this process and often prompt adults to complete it.
- Now and Next boards were used effectively, particularly to support transitions. In Reception, objects of reference were meaningfully incorporated to support early understanding.
- Visual checklists supported task completion and independence.
- Zones of Regulation were consistently displayed and integrated into classroom practice.
- In Year 2 (2C and 2D), "finished" boxes were used to reinforce task completion by placing completed visuals inside.
- "I am working for..." visuals were used to provide motivation and clarity of outcome.

Refinements or next steps suggested:

- Simplify toilet and hygiene visuals to reduce cognitive demand and improve clarity.
- Strengthen consistency in removing visuals from timetables for EHCP pupils, alongside reinforcing the concept of "finished."

2. Improving Classroom Layout: *The school will work with SALT, OT colleagues, and SENDATS to conduct communication-focused learning walks. These will support reflective practice and help refine classroom layouts to:*

- *Improve visibility of resources*
- *Enhance access to visuals*
- *Strengthen engagement and communication opportunities.*

Progress observed:

Fully implemented Partially implemented Not yet implemented Ongoing

Evidence / examples observed:

- Classrooms were organised to promote accessibility, with visuals and resources positioned to support independence.
- Environments were purposeful and uncluttered, allowing pupils to engage without distraction.

Refinements or next steps suggested:

- Continue reflective learning walks to sustain and share effective practice across the school.

3. Developing Consistency in the Use of Visual Support: *The school aims to embed a clearer, more consistent whole-school approach to using visual support, tailored to different levels of need. Learning Support Assistants will attend training to consolidate the consistent use of visual strategies across all classes. These goals can be achieved within current resources and are aligned with PINS principles of emotional safety, communication access, and universal support.*

Progress observed:

Fully implemented Partially implemented Not yet implemented Ongoing

Evidence / examples observed:

- A clear and consistent whole-school approach to visual support was evident across all year groups.
- Staff demonstrated confidence in applying strategies to support communication and regulation.
- The SENDCo reported positive feedback highlighting noticeable improvements in pupils with additional needs, particularly in engagement and transitions.

Refinements or next steps suggested:

- Continue to develop shared understanding of the rationale behind visual strategies to sustain consistency and depth of practice.

PUPIL VOICE

- No direct pupil voice was formally gathered during this visit. Observation during the learning walk indicated that pupils were familiar with routines and able to engage with visual supports.

STAFF VOICE

- No direct staff voice was collected beyond discussion with the SENDCo.
- The SENDCo reported strong staff engagement and highlighted positive feedback regarding the impact of visuals approaching on pupils' independence and regulation.
- There was a clear sense of enthusiasm and commitment across the staff team.

SUSTAINABILITY AND LONG-TERM CONSIDERATIONS *(Post-April 2026)*

What appears embedded and sustainable

- Consistent use of visual timetables
- Structured support for transitions
- Integration of regulation strategies
- Strong whole school commitment to visual communication approaches

Next steps and long-term environmental or communication considerations

- Maintain consistency in practice for pupils with higher levels of need
- Continue to build staff understanding of communication-focused approaches
- Refine specific visuals to maximise accessibility



Overall, the school demonstrates a high level of commitment and enthusiasm, with approaches embedded consistently across classrooms. The impact on pupils, particularly those with additional needs, is evident and provides a strong foundation for continued development.