Parent Forum March 2026



Supporting Pupils with SEND and Neurodiversity

- **Understanding SEND provision**
- **Parent workshops**
- **Transition support**
- **Supporting neurodiverse learner**

1. Welcome and Introductions

- Purpose of the forum
- How parent feedback will help shape future provision
- Opportunity to share views and ask questions
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2. Understanding SEND Provision at School

How SEND is identified and supported

- Graduated approach: Assess, Plan, Do, Review
- Roles of teachers, SENDCO, support staff and external agencies
- Current strengths and developments

3. Supporting Neurodiverse Learners

- Strategies used in classrooms and around the school
- Reasonable adjustments and inclusive practice
- Supporting pupils' emotional regulation and wellbeing
- How school and home can work together

4. Transition Support

- Moving between year groups
- Transition to secondary school
- Additional support available for vulnerable pupils and those with SEND

5. Parent Workshops and Support Opportunities

- Workshops parents would find helpful – see handouts
    - Autism and ADHD
    - Emotional regulation

- Supporting reading and learning at home
- Online safety
- Anxiety and school avoidance

6. Parent Discussion and Feedback

What is working well?

Classroom support – who well staff now the pupils

Contact/communication with Teachers and SENCo

SENCo guidance to parents

Support in pupils reluctant to come to school

What additional support would families value?

Concerns shared about secondary transfer

Better communication from the Local Authority – staffing changing regularly with no shared information of who to contact

7. Agreed Actions and Next Steps

Whole-class transition support begins in the Spring Term of Year 6, enabling pupils to explore changes, discuss any concerns and develop confidence about moving to secondary school. In addition, the SENCO leads enhanced transition arrangements for pupils with SEND and those who may be more vulnerable to change. These arrangements will include additional visits to the receiving school, transition booklets and social stories, meetings with secondary staff, and tailored transition plans developed in partnership with pupils and their families. Most secondary school run holiday provision at the start of the summer to support pupils in making friends, getting to know staff and the school environment.

Transition activities are shared with parents in advance to support discussions at home and ensure that children feel well prepared for the next stage of their education.

The school will raise concerns regarding communication from the Local Authority through appropriate channels and request a clear, up-to-date point of contact for families. We will also continue to signpost parents to relevant services where possible and share any contact updates received from the Local Authority to help ensure families can access support more easily.