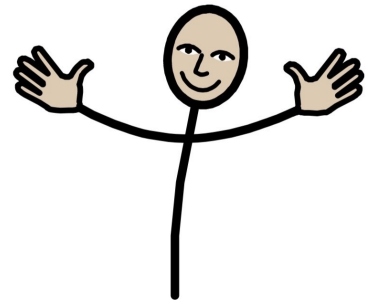


The Pines School



The Pines School
Marsh Hill
Stockland Green
B23 7EY
0121 464 6136
enquiry@pines.bham.sch.uk
www.thepinesspecailschool.com



Welcome



Our vision is to create a safe and happy environment for our children to develop life-long communication skills to become a valued member of modern day society.

Protect

We endeavour to create an atmosphere where our pupils feel safe.

Inspire

We inspire our children to be the best they can.

Nurture

We nurture our children's individuality.

Embrace

We celebrate our differences and give everyone a chance. Everyone is precious and included in our school.

Succeed

We celebrate all achievements, no matter how big or small!



Welcome to our school!

I am incredibly proud and fortunate to be the Headteacher at the Pines school. We are an all age ASC specific school and have provision for 244 young people from all over Birmingham aged 3 –16. Our young people are amazing and are at the heart of everything we do in school.

We embrace the differing needs and individual personalities of all of our pupils and try to ensure that this is reflected in the diverse curriculum we offer. Our young people are the most important asset to our school and to support them we benefit from a dedicated, specialist staff who strive to ensure that our pupils reach their maximum potential.

We are lucky that within our building we have a range of specialist rooms to enhance the learning opportunities of our pupils, including a Food Technology, Science, Computing, Design Technology/Art, and separate hall for PE. We have 3 sensory rooms and 2 amazing therapy rooms – giving pupils access to a sensory circuits. Recently we have developed a mental health well-being hub that provides our young people with an additional space to talk and promote their wellbeing. We have worked hard to develop outdoor learning opportunities for our pupils and have a Forest School area on site and a truly inspirational allotment less than a 5-minute walk from school. This gives the young people opportunities to explore the environment and we are developing some budding gardeners!

We work in collaboration with a range of external agencies, Governors, parents/carers, therapists and other educational establishments, to provide the best education and care for our young people. We are part of the Birmingham Special Schools Cooperative Trust, and work closely with the schools within this, and all Special schools across Birmingham.

Here you will find information about The Pines School, our work, our approach to education and our links within the local community. As I have said we are very proud of our school, our students and their achievements and our dedicated staff team

Please visit our website to find out more information.

Thank you for your interest in our school.

Emma Pearce

Headteacher

About us

We are an all age ASC specific school with 244 pupils currently on role

We are part of the Birmingham Special Schools Cooperative Trust and have strong links with Baskerville, Dame Ellen Pinset, Hamilton, Fox Hollies, Longwill and Wilson Stuart.

Our pupils are AMAZING!

We have developed our secondary pathways for pupils to achieve both Independent skills and academic success and we will review this to reflect on the needs of all our learners

We moved into our building in 2016. It was previously a college and was refurbished especially for us, with subject specific rooms

We have a GOOD Ofsted rating.

We have a truly dedicated staff team who are on hand to support our children and families, and want the very best for our community.

We believe learning should be safe and fun for everyone!

We encourage our classes to access the local community through parks, the donkey sanctuary and supermarkets to name a few. We actively promote outdoor learning - and have an amazing allotment that is the envy of many gardeners!

We are a rights respecting school.



About us.

The Pines School has completed the final stage of its transition to an all ages school. We offer places for ages 3 through to 16. The Pines School continues to refine its curriculum to best suit the needs of all pupils and allow the best opportunities for growth and development.

The Pines School is an inclusive school and we firmly believe that all pupils have an entitlement to the Foundation Stage and the full National Curriculum. We bias our work towards the acquisition of language and communication skills, and ensure that the curriculum is modified and presented in such a way as to make it accessible to all pupils. We build upon the pupils' success and encourage them to value their work and themselves by ensuring that all their achievements are rewarded.

Our teaching methods aim to address individual needs and abilities and provide a structure which ensures both personal development and academic progress. Alongside academic subjects we aim to encourage tolerance of diversity, consideration for others and the environment and the development of self-discipline and responsibility. It is important for us that our pupils develop self confidence and independence skills to enable them to access life long learning.

We are very lucky to have a purpose built school that has specialized facilities, such as a separate dining hall, a PE room, several food technology rooms and a state of the art sensory studio. The pupils also benefit from allocated spaces for Speech and Language therapy, Occupational therapy and Music therapy.

Before children are considered for admission to The Pines School an Educational Psychologist, a School Medical Officer and often a teacher will have assessed them as part of the process of preparing an Education, Health and Care Plan (EHCP) Some children may transfer from nurseries, other special schools or mainstream schools.

We are happy to speak to parents and careers whose children are in the early stages of statutory assessment so that they can see for themselves the special educational facilities and opportunities we provide. We are sure this will help to remove any concerns parents may have about securing or accepting a special school placement for their child.

As a school we do not hold a waiting list. Any admissions to the school are made by SENAR and they will ensure that the paperwork is sent to the school in line with Birmingham procedures. This process is the same for entry at any point to the school including Reception and Secondary transfer, as well as in year referrals.

When children attend The Pines School and are eligible for home school transport they have an escort/guide who travels with them to and from school. Escorts collect the children from their home and return them in the evenings usually in a taxi or minibus. It is the responsibility of parents to arrange for a responsible adult to escort their child to and from the vehicle. Children who live close to the school often walk and are accompanied by their parent/carer. Transport is not organised or managed by the school directly, but by Travel Assist. For more information please contact Travel Assist 0121 303 4955 Monday to Friday: 7:15am to 5:30pm.



About



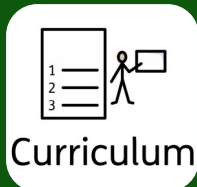
us



Transport



Admissions



At The Pines School the curriculum supports the ethos of the school and strives to provide the context within which pupils with autism are given the opportunity to achieve high standards. In line with the National Curriculum aims, we would like all children leaving The Pines School to develop skills and knowledge in the following areas

Communication

- Communicate with a range of people at an appropriate level
- Be able to express their needs and wants
- Understand social cues

Transition into adulthood

- Make successful transitions into adulthood, living as independently as possible.
- Develop independence skills for work and life
- Identify career goals

Relationships

- Respect other people's cultures, beliefs, genders and sexuality.
- Understand how to maintain positive relationships, appreciating that they have different functions.

Life long learning

- Develop functional learning skills in core subjects to enable them to access the community
- Develop skills that are transferable into everyday life situations
- Enjoy learning in school and beyond and have aspirational goals.
- Access qualifications, following an appropriate pathway.

Personal development

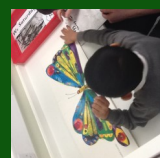
- Be self-assured
- Be able to manage change by self-regulating their emotions.
- Be proud of their achievements
- Demonstrate a level of emotional resilience
- Be able to access the community at an appropriate level

The Pines School curriculum aims are to provide a stimulating and safe learning community in which we all work together to nurture and maximise the potential of each and every individual and celebrate their achievements. Our Curriculum is underpinned by our school vision. Our vision is to create a safe and happy environment for our children to develop life-long communications skills to become a valued member of modern day society ensuring that we Protect, Inspire, Nurture, Embrace and Succeed. We promote and practice British Values across the curriculum and in all we do every day. This is evident in all phases within the school.

The curriculum at The Pines School is founded on two distinct pathways extended and main. Whilst we recognise that pupils may make progress at a different rate, we still maintain high expectations and aspirations for all pupils. The pupils in the Extended stream have a greater complexity of need and need a clearly differentiated approach to teaching and learning. As our most complex learners they are in a smaller group (maximum of 8 pupils) with 4 members of staff. Our main class pupils still require a specific approach to teaching and learning, however they are more able to access whole group sessions and can access learning in a slightly larger group of 12 pupils with 3 adults.



Learning is fun



The school day

As we develop as an all age school we have had to make some changes to the structures of the school day. Pupil hours are from 8.45 am to 3.00 pm.

Teaching commences the moment the pupil enters school. All pupils' experiences are potential structured learning situations and may be related to targets on Individual Pupil Profiles.

We give due attention to the positive way in which specialist support can enhance learning for our pupils and accept that this may happen during teaching time, for example speech therapy, music therapy or physiotherapy. Such therapies are very important and contribute to the well-being of the child.

KS1

8:45 – 9:00	Transition from busses
9:00 – 9:30	Social and communication skills –
9:30– 10:40	Session 1
10:30-10:45	Breaktime
10:45-12:00	Session 2
12:00-1:00	Eating lunch/Playtime
1:00-1:45	Session 3
1:45-2:10	Afternoon break and tuc time
2:10-2:50	Session 4
2:50-3:00	Toilet, getting ready for home
3:00	Home

KS2

8:45 – 9:00	Transition from busses
9:00 – 9:25	Social and communication skills –
9:25 – 10:45	Session 1
10:45-11:00	Breaktime
11:00-12:00	Session 2
12:00-12:30	Eating lunch
12:30-1:00	Playtime
1:00-2:00	Session 3
2:00-2:50	Session 4
2:50-3:00	Toilet, getting ready for home
3:00	Home

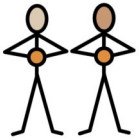
KS3

8:45 –9:00	Transition from busses
9:00 – 9:20	Social and communication skills Breakfast and Registration
9:20-10:10	Session 1
10:10-11:10	Session 2
11:10-11:25	Breaktime
11.25 – 12:45	Session 3
12:45-1:15	Eating Lunch
1:15-1:45	Breaktime
1:45-3:00	Session 4
3:00	Home

KS4

8:45 –9:00	Transition from busses
9.00 – 9:15	Social and communication skills Breakfast and Registration
9.15-10:10	Session 1
10.10-11:10	Session 2
11.10 – 11:25	Break time
11:25 – 12:00	Session 3
12:00 – 1:00	Session 4
1:00-2:00	Lunch Time
2:00- 3:00	Session 5
3:00	Home

What we do, to support you



Our



families

All parents/carers are invited to visit the school before any decision takes place regarding their child's admission. We believe that it is important to foster positive relationship from the very first visit, after all it is the families who know their children far better than we do! This has had to change slightly at present given COVID restrictions.

Staff work hard to create and maintain excellent relationships between home and school through class Dojo (our online communication platform), phone calls, home visits and parents/carers coming into school for individual meetings, monthly Parent Group sessions and termly Stay and Play opportunities for our EYFS provision.

The school also has home school liaison staff who will contact parents/carers to discuss concerns in their own home and to offer support with behaviour management and establishment of routines on request. This includes attendance at meetings within school, home visits where necessary and regular telephone contact. They also work on a timetabled basis within classes across the school to support our children in learning.



We ensure that there are regular opportunities for parents/carers to meet staff and discuss their child's education and development. There are three formal parents evenings each year. In addition to these, parents/carers are invited to school for their child's Annual Review of their Education, Health and Care Plan. This involves a full discussion of their child's education and development during the year. Communication with families is something that we really value. We use class Dojo to communicate with you instantly, as well as making regular phone calls.

The Pines School operates an open door policy and welcomes parents/carers into the school as visitors. If, however, parents/carers have a specific issue or concern to discuss with staff, we would ask you to telephone or Dojo, to make a mutually convenient appointment, in order that we may ensure the appropriate person is available to meet with you.

Early Years



Early Years children are admitted to either our Nursery or Reception class, according to their age at the time of admission, in the Early Years Foundation Stage. In Nursery there are currently places for 6 pupils and they are taught by one teacher and two teaching assistants. In Reception there are two classes and this provides places for 12 pupils. We offer a warm and welcoming environment for all our pupils and their families.

A baseline assessment of each child is developed on entry using the skill bands in the Early Years Foundation Stage assessment materials that have been identified during their initial statutory assessment and using our own assessment methods in school. From this baseline we ensure that each child's existing skills are built upon and new skills are developed individually. A major area of focus within the Foundation Stage is the development of each child's communication skills, and children are taught to use PECS (Picture Exchange Communication System), Makaton signing and vocalisation, or a mixture of any of these as is appropriate to the individual. Communication development is reinforced as a discreet and cross curricular area throughout the school day.

There is a strong focus on addressing individual barriers to learning and developing independent learning skills that are vital for enabling the children to progress during their time at The Pines School. Children often join us with very limited self help skills in terms of toileting, eating or dressing and we regard the development of these skills through ongoing individual programmes as essential to each child's independence. We achieve this in partnership with families and value their input and detailed knowledge of their child. We aim to provide the children with a wide range of practical activities and experiences across all the areas of the Foundation Stage Curriculum, differentiating activities where necessary to enable all children to have access to a broad and balanced curriculum.

EYFS Daily Routine

8:45 – 9:15	Transition from busses/ outdoor play
9:15 – 10:00	Session 1
10:00– 10:30	Breakfast and Communicative learning with PEC's
10:30-10:45	Breaktime
10:45-11:45	Session 2
11:45-12:15	Lunchtime
12:15-12:45	Outdoor play time
12:45-1:45	Session 3
1:45-2:30	Session 4 (play and learn outdoor)
2:30-2:50	Tuc time, getting ready for home
3:00	Home

For those children who we know are joining our Foundation Stage classroom staff make a home visit to meet the child in their own environment and to discuss the child's individual needs, likes, dislikes and motivating activities. This is an opportunity for staff to gather essential information which enables them to prepare resources and helps ensure the child settles quickly and feels comfortable in their new setting.

In the Early Years pupils are taught primarily through focused play activities. One of these will regularly be based in the area of Language and Communication. In addition most pupils will have specific communication targets that will be worked towards throughout the school day. During the Reception year pupils are gradually introduced to aspects of literacy. All children have individual number targets worked on either individually or in small groups.

Primary School Key-stage 1 & 2

In Key stage one and two we follow the National Curriculum, but modify this to meet the needs of our pupils. Often the most appropriate way to engage our learners is by adopting a thematic approach to learning that ensures all subject areas are covered, using a 'topic' to link all subjects.

One of the most important outcomes for us is that we develop confident pupils who want to learn and enjoy learning. A key strand which underpins all curriculum areas is communication

THEME CYCLE

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
E Y	All About Me	Colours	Our Natural World	Changes	Out and About	Out and About
1	Me and my senses	Come and play	Home sweet home	Weather and seasons	Stories and rhymes	People who help us
2	My school and me	Splish, splash, splosh	Our local area	Young Gardeners	Journeys	On Safari
3	All things magical	Once upon a time	Caring for others	On the Farm	Body wise	Rainforest adventure
4	We are all different	The Great outdoors	To the rescue	Marvellous machines	Roald Dahl	Creepy Crawlies
5	Dinosaurs	Come dine with me	Beautiful Britain the stars	Reach for	Fighting fit	Celebrations
6	Around the world in 80 days	Explorers	Birmingham	Chocolate	My body	Eco-warriors

Secondary Key-stage 3

Subject	Themes and aims
English	Pupils follow the English National Curriculum which is differentiated to the interests and abilities of the pupils. English lessons involve developing pupils' functional reading, writing and communication skills, using a range of techniques and approaches.
Maths	Our aims are to extend pupils' mathematical language, understanding and knowledge across other curriculum subjects,. We also aim for all pupils to develop mathematical skills for daily living, including mental fluency and they develop a positive attitude in the subject.
Science	Pupils will study a range of units within Biology, Chemistry and Physics. They will practice a range of investigational and experimental skills which aim to bring science to life and make it relevant for all pupils. Pupils will develop skills to be able to predict how things will behave and why. Our key aims are to develop pupils' sense of excitement and curiosity about natural phenomena and the world
ICT and E-Safety	We offer a balanced ICT curriculum which provides pupils with the skills and knowledge that is required to meet their present and future needs. All pupils have the opportunity to achieve their potential through differentiated programmes of study which supports them to move onto formal qualifications within ICT at KS4. E-Safety is a consistent teaching point throughout the year as children will explore appropriate topics including; Privacy & Security, Cyberbullying, Relationships & Communication, Digital Footprint & Reputation, Information Literacy, Self-Image & Identity and Creative Credit & Copyright..
History	Within Humanities pupils will study a range of topics to inspire' curiosity, fascination and awareness. We aim to develop pupils' understanding of the complexity of people's lives, societies and the process of change. Other area's covered include; people and places around the world, key physical processes of the Earth, spiritual awareness, and personal responses to issues regarding beliefs, atti-
Music	Pupils will engage in a variety of traditional and contemporary music from around the world. The aim of our music curriculum is centred around creating and performing music using a range of instruments, including their voices.
Art	We aim to provide pupils with opportunities to develop and enrich their learning through creativity and self-expression, alongside developing subject based skills. Arts lessons provide opportunities for pupils to develop their social & emotional skills and self-esteem.
P.E.	Pupils are encouraged to be physically active and engage in activities, which some may be competitive. Pupils are encouraged to understand the importance of, and how to lead active and healthy lives. The development of social skills such as turn taking and working cooperatively.
Design and Technology	DT is taught within three subject areas; Resistant Materials, Textiles and Food Technology. In DT, pupils are able use their imagination to create a range of practical products and evaluate their and others' work. Pupils are able to develop their problem-solving skills.
PSHCEE	In PSHCEE all pupils have the opportunity to cover a wide variety of topics which are specific to their needs. Pupils are taught within discrete lessons but it remains integral part of all other subjects across the curriculum. The PSHCEE curriculum aims to ensure pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Brit-
French	Pupils at KS3 have opportunity to develop their French language skills as well as learn about French culture and traditions..

Secondary– Key-stage 3 onto 4

In Key stage three and four we continue to follow the National Curriculum, but modify this to meet the needs of our pupils and build upon their primary education.

One of the most important outcomes for us is that we develop confident pupils who want to learn and enjoy learning and continue into Further Education, working towards work and life skills. A key strand which underpins all curriculum areas is communication.

CURRICULUM THEME CYCLE

	Blue Pathway ELC 1 and Below ASDAN Personal Progress	Red Pathway ELC 1-2	Yellow Pathway GCSE / ELC 3
English	ASDAN Award Developing communication skills Developing reading skills Developing writing skills Providing personal information Making requests and asking questions in familiar situations	AQA ELC English	AQA GCSE English AQA ELC English
Maths	ASDAN Award Early mathematics: developing number skills Early mathematics: position Early mathematics: sequencing and sorting Early mathematics: shape Early mathematics: measure Understanding what money is used for	AQA ELC Maths	AQA GCSE Maths AQA ELC Maths
Science	ASDAN Award Developing skills for the workplace: looking after and caring for animals Developing skills for the workplace: growing and caring for plants Developing community participation skills: caring for the environment	Open College Network	AQA GCSE Science AQA ELC Science
ICT	ASDAN Award Developing ICT skills Using computer technology	Ingots ELC1-3	Ingots Level 1/2
Options	Unit Award Scheme: Art – Music – Design Technology Humanities Unit Award Scheme /	Unit Award Scheme / ELC: Art – Music – Design Technology Humanities	ELC / GCSE: Art – Music – Design Technology Humanities

Therapeutic support

As a school we benefit from the support on a number of different therapists that we commission. Not every pupil will receive direct input from the therapists, however we ensure that our staff receive training from the therapists so that their work becomes part of our core offer. **Admission into The Pines does not guarantee that your child will be seen by the therapists** and the therapists here are in addition to NHS support.

Speech And Language Therapy

Communication is the foundation for all learning. As language and communication difficulties are integral to ASC all lessons have a communication/language focus. Within class staff use PEC's (picture exchange communication) to support pupils who are pre-verbal or at the early stages of language acquisition. Attention autism sessions are built into lessons with the aim to develop natural and spontaneous communication through the use of visually based and highly motivating activities.

The speech and language therapy service at The Pines school assist learners to develop their functional communication skills as well as develop their expressive and reciprocal communication. We currently employ a speech and language therapist 1 day a week and a speech and language therapy assistant 3 days a week so even if a child does not receive direct input from the therapist, programmes are devised and reviewed by the therapy team.

Occupational therapy

We commission an Occupational Therapist 3 days each week. Our Occupational Therapist works with the pupils to help them to develop functional skills for everyday life in the areas of self-care, life skills, academic pursuits, play and sensory processing differences linked to the pupils ASC diagnosis. Our pupils can present with a range of sensory differences including sensory seeking or sensory defensiveness traits and the occupational therapist works with class teams in a consultative manner to develop strategies to support the pupils and lessen impact upon participation and learning. Assessments are completed by observing the pupils in the classroom and playground environment and obtaining information from parents and teaching staff. The occupational therapist is also involved in delivering staff training on the subject of sensory processing differences and also parent workshops on a range of subjects linked to functional issues faced by pupils.

The school has 2 dedicated sensory integration rooms (primary and secondary) where sensory integration therapy is delivered if required and staff teams can follow sensory circuit programs designed by the occupational therapist. The rooms include specialist suspended equipment, a ball pit, along with a range of other pieces of equipment to allow the pupils to challenge their somatosensory systems and find the "Just Right Challenge".

Music therapy

The music therapist attends school two days a week and since the start of the year has worked throughout the majority of the school population from year 1 to year 8 both individually and through small group work and has facilitated therapy in a variety of areas. This includes developing communication, functional vocal development, relationships and attachment, considering mental health, social interaction and group awareness, working with behaviour, developing interpersonal skills, engagement and promoting emotional health and wellbeing. Music therapy is an interactive musical relational process and doesn't require those participating to have any knowledge or understanding of music, in fact the focus of sessions is usually on the process of improvising music together and using the music created communicatively to share thoughts, experiences and issues.

Mental Health learning mentor

The school also invests into a mental health mentor 3 days a week. The mentor works with pupils on a weekly basis who are referred by staff and parents to help pupils with mental health and well being. This offers our children a more relaxed personal environment to unwind and talk about anything on their mind.



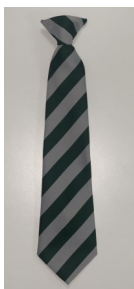
Uniform

We request that all parents/carers send their children to school with appropriate clothing and footwear.

In our Primary department the school uniform consists of grey trousers or skirt/pinafore (not available in school), and grey school sweatshirt or cardigan and green polo shirt bearing the school logo.



Pupils in Secondary will also adopt a formal school uniform, however this will differ slightly to the Primary school uniform. This consists of Black trousers or skirt/pinafore (not available in school), and a green school sweatshirt or cardigan bearing the school logo. Pupils can wear white shirts or polo shirts and a green school clip on tie is optional as is a black blazer.



We advise parents/carers to dress their child in uniform items each day in order to support the children in making the transition into school

The school has sweatshirts, cardigans and polo shirts and clip on ties for Secondary pupils, that parents/carers may buy. In addition, there are items such as hats and fleece jackets available for purchase. Current prices are available from staff within school. Further information about this is available from the school.

Parents/carers are also requested to send into school suitable clothing for P.E., for example pumps or trainers, tee shirt and shorts or jogging bottoms.

See School website for online copies or contact school office for hard copies

Policies & Procedures

- Accessibility
- Admissions
- Attendance
- Curriculum statement
- Curriculum rationale
- Charging and remissions
- Complaints
- COVID-19
- Behaviour and discipline
- Data protection
- Health and safety
- Child protection and safeguarding
- SEN policy
- Student privacy policy
- Pupil premium spending
- Sport Premium and impact
- Year 7 catch up premium
- British Values and SMSC at the Pines
- Careers guidance.
- Latest OFSTED report



Behaviour

Behaviour in our school is very good, pupils are calm and well behaved. On occasions behaviours do arise that are largely concerned with the pupils Autism, so may be a sensory response or a response to frustration around communication or difficulties in understanding social interactions. As a school we look at an individual child's behaviour and ensure that strategies are well managed and appropriate for the needs of the individual.

If there is a major concern about an individual child's behaviour, we will involve parents/carers in order to work together and support the child. We will also communicate with a range of professionals who may be in a position to further support. It is the policy of the Governing Body that any deliberate acts of vandalism or deliberate breakages could result in reimbursement being sought.

The Governors and staff at The Pines School will ensure that appropriate measures are taken to prevent any acts of bullying, racism or homophobic hatred.

If staff become aware of, or have a need to become involved in situations where a pupil may be at risk of hurting themselves or others, or if the behaviour of a pupil seriously disrupts good order in school or causes significant damage to property, staff may need to take steps to intervene physically to reduce risks. In such circumstances, staff follow the school's policy use approved Team Teach techniques. Staff training in these skills is updated on a regular basis.

Safeguarding and Child Protection.

As a school we are committed to the safeguarding and well-being of all of our pupils. We have a duty of care to each of our pupils to keep them safe.

All staff are obliged under The Children's Act to follow the inter-agency procedures in any case where there is any concern about a child's protection, safety or well being. If staff at school have any significant concerns, they will inform the Designated Safeguarding Lead for Child Protection (DSL) Emma Pearce or Deputy DSLs, Clare McCormick, Pam Campbell, Rebecca Gathercole, Alex Lawrence, Tom Lillicrap within school who will take the appropriate steps to ensure that the child is safeguarded. Children's Social Care Services may be notified and parents/carers will often be informed of this action.

Thus, on occasions we may need to speak to parents or carers about F.G.M. (female cutting), domestic violence, forced marriage, child sex exploitation and expression of extreme views. We will also comply with any mandatory reporting responsibilities in these or other areas of safeguarding. This is one way that we safeguard our children and we encourage parents or carers to speak to us if they have any concerns.



For further information please visit our website
www.thepinesspecial.school.com



Thank you for finding out about our school

Governing Body

Chair of Governors

Mrs. J Boghal

Vice Chair

Mrs. W Sartain

Head Teacher

Miss. E Pearce

Co-opted Governor

Mrs. C McCormick

Co-opted Governor

Mrs. N Harris

Co-opted Governor

Miss. M Wort

Co-opted Governor

Mr. J Killen

Co-opted Governor

Mrs. J Edwards

Staff Governor

Mrs. R Farmiloe

Parent Governor

Mr. Ujjal Ali

Parent Governor

Mrs. T O'Brien

Local Authority Governor

Mr. M Taylor

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