**A Day in the Life of a PNI Specialist Teacher**

Opening emails and sending responses is the first job of the day. There is a mixture today:

* another PNI Specialist Teacher requesting my views on a particular issue
* SEND Operations asking for information about a pupil on my caseload
* a parent updating me on a school transfer
* my manager to say that my High-Cost Budget request from yesterday has been agreed
* a school with concerns about how to support a pupil with Muscular Dystrophy
* a request for my attendance at a One Plan meeting.

I prepared for my visits last night and I have ensured I have all the equipment and resources I need.

My first visit is to a primary school where I will be delivering training to the school on using the software Clicker 8. I have five pupils on caseload at this primary school and three of these pupils would benefit from using an alternative to recording – the school have recently purchased Clicker 8 and so it made sense to deliver a group session to discuss how to support these pupils in class. The audience are Learning Support Assistants (LSAs) – those who support my pupils plus a few additional LSAs who the Senco has identified would benefit from using this programme with their pupils. During the session I model the main elements of the programme. I explain how to use each element to support each of my pupils in class, how it can support whole-class teaching and how staff can integrate it into the learning process.

It is now lunchtime and so I have an opportunity to check my emails. I have six to respond to and I make notes of any I need to follow-up tonight. I travel to my next visit.

My second visit is to a pre-school for a pupil with Arthrogryposis – this condition describes congenital joint contractures in two or more areas of the body – this pupil has all four limbs affected. I attended a One Plan meeting with pre-school staff and the pupil’s mother. During the meeting we discussed what the outcomes would be for this pupil (particularly related to transferring to primary school) and what provision would be required in order to meet these outcomes. We decided what additional information needed to be collected before the pupil’s mother requests an EHCP. After the meeting I observed the pupil in the setting and suggested next steps to implement in the setting.

I now travel home at the end of the afternoon. I check and respond to emails and then I write up a Record of Contact for each visit. These are saved to a secure system and are also emailed to the schools so they can be distributed to staff and parents. I have one last look at emails! Then I look in my diary and prepare for tomorrow’s visits – a very different day. First a visit to a primary school to look at access and how to adapt the environment and the accessible toilet for a pupil with Duchenne Muscular Dystrophy, who is starting to use a wheelchair and may need to be hoisted in the near future. Then the second visit is a secondary school to meet with a Year 11 pupil who has Charcot Marie Tooth Syndrome.