

East Berkshire Partnerships for Inclusion of Neurodiversity in Schools (PINS)

PINS Governor Briefing: Partnerships for Inclusion of Neurodiversity in Schools (PINS) and Self-Assessment Request

What is PINS?

PINS is a national programme supported by the Department for Education, NHS England, and the Department of Health and Social Care. Locally, it is led by NHS Frimley with support from Brighter Futures Together CIC. The programme helps schools strengthen inclusive practice and support for neurodivergent pupils through structured reflection, collaboration, and tailored input for primary schools.

Why PINS?

With increasing numbers of neurodivergent children in schools, staff are often under pressure to meet a wide range of needs with limited training and resources. PINS addresses this by:

- Building staff confidence and understanding of neurodiversity
- Strengthening school–family partnerships
- Supporting inclusive leadership and culture
- Offering practical, tailored support based on identified needs of the school

Where We Are Now

Following a successful delivery across primary schools in Bracknell and the Royal Borough of Windsor and Maidenhead (Phase 1: Sept 2024 – March 2025), PINS is now being rolled out to more schools in Slough. This **second phase (Phase 2)** begins runs through to **March 2026**, with ongoing support available through to spring 2026.

What's Involved?

1. Self-Assessment

A whole-school reflection process involving leadership, SENCOs, staff, governors, pupils and parents. This helps identify what's working well and where further support would be most beneficial.

2. Tailored Support

Based on the self-assessment results, schools receive a bespoke support offer which may include:

- Specialist training or consultancy
- Leadership coaching
- Parent engagement sessions
- Practical tools and resources to strengthen SEND provision

3. Parent Carer Voice

Parent Carer Forums (PCFs) facilitate surveys and feedback sessions to ensure that the lived experience of families helps shape the school's support strategies.

What is the Ask for Governors?

As part of your school's self-assessment, governors are asked to complete a **short reflection** that will be submitted as a separate form. This helps ensure the governing body is fully engaged in shaping the school's inclusive culture.

Specifically, governors are asked to reflect on:

- What's working well in the school's approach to inclusion
- Where further support is needed
- How governors hear from and support neurodivergent pupils and families
- Confidence levels across the governing body in relation to SEND and inclusion

You will have been sent a link to a short form from your school — **please complete this by Friday 27 June**. This should ideally be completed by the Chair of Governors or SEND link Governor. The response is returned to NHS Frimley and Brighter Futures Together, alongside the school's wider self-assessment.

Why it matters:

Your input helps the school reflect on what's working and where support is most needed. It ensures the support provided is meaningful, tailored and practical. It also informs the NHS's commissioning decisions — helping determine how the funded menu of support is allocated across schools. Your honest reflection will directly shape the support your school receives and contribute to positive, long-term change.

Please note:

No school-level information is shared publicly or more widely — your response is only used to help shape local support. We do, however, review anonymised data across all schools in the area to identify themes and trends. These high-level insights may be shared with NHS England and the Department for Education to support national learning.

For more information contact: PINS@brighterfuturestogether.org.uk