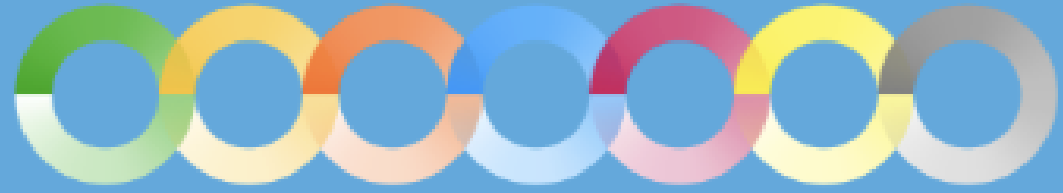


Partnerships for Inclusion of Neurodiversity in Schools (PINS)



School Briefing

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Giovanni Ferri - Children and Young People's Transformation Lead- Neurodiversity NHS Frimley



Who is involved



Department
for Education



Department
of Health &
Social Care



National Network of Parent Carer Forums
'Our Strength Is Our Shared Experience'



Working towards a shared goal

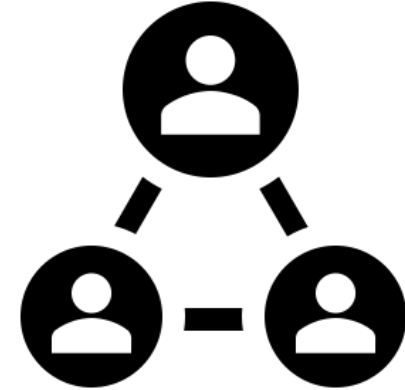
together to **understand and improve support for neurodivergent children**



Neurodiversity



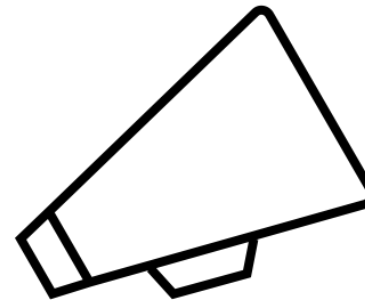
**Lived experience –
parent/carers as
partners**



Working together



Inclusion



Parent/carer voice

Overview of PINS

PINS is based on four key ideas:

- Whole-school support – making schools a better place for all students
- Training for staff – helping teachers understand neurodivergence
- Listening to parents and carers – through parent/carers forums
- Understanding student experiences – to improve the school environment

PINS offers:

- Improved SEND Provision: Refining school SEND strategies and enhancing support for neurodivergent learners.
- Early Interventions: Focusing on early support to prevent issues from escalating.
- Stronger Parent Carer Partnerships: Ensuring families are integral in shaping SEND provision.
- School Culture & Leadership: Fostering a culture of inclusion and providing support to school leadership.

The PINS Process – An Overview version 1

How PINS Works

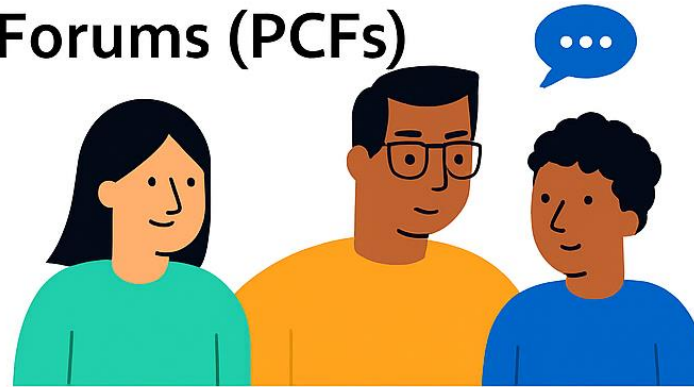
Stage 1: Self-assessment




- ✓ Identify current strengths and areas for improvement in their approach to
- ✓ Highlight areas where support from health education specialists would be most beneficial*

Stage 2: Menu of support

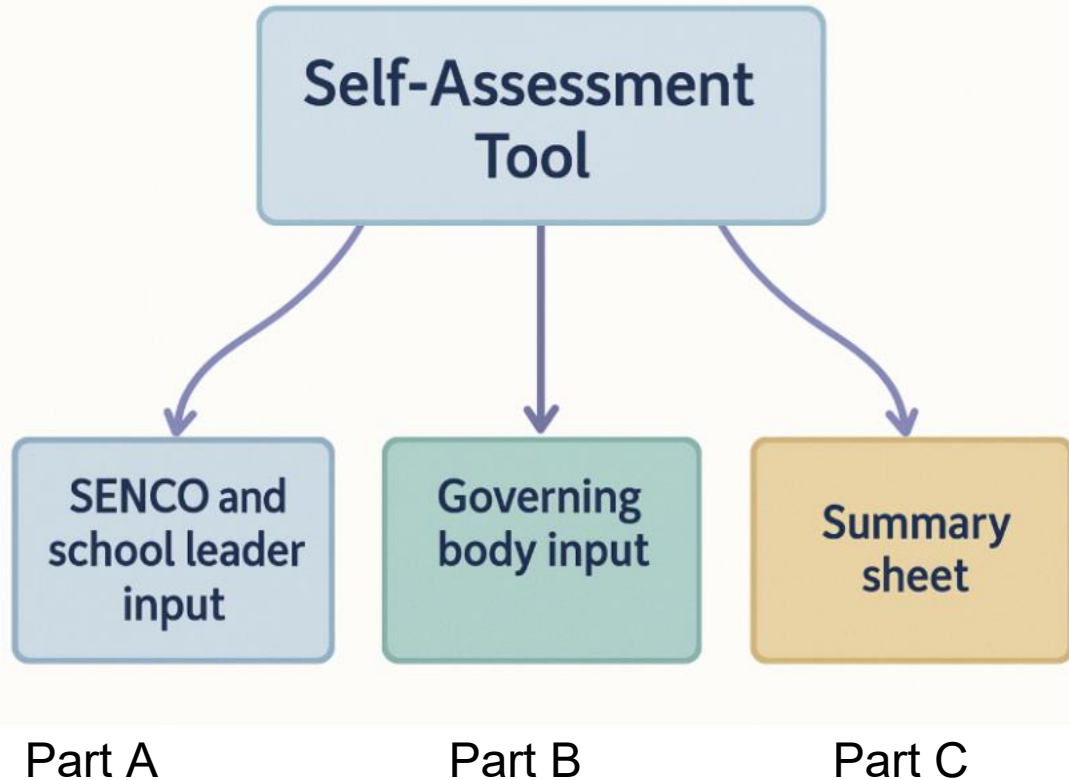
- ✓ Choose support based on their priorities
- ✓ Evidence-informed resources and training designed

Parallel engagement with Parent Carer Forums (PCFs)



-  Initial survey: Understanding feedback from families
-  Participation events in schools where parents/carers help shape whole-school SEND provision
-  Parent/carers survey and participation events are repeated.

The Self Assessment



What

- Part A and C on one MS form school completes
- Part B school shares link with governors

Why?

- Helps your school reflect on what's working and where support is most needed
- Ensures the support you receive is meaningful, tailored, and practical
- Informs the **ICB's commissioning decisions** — your input shapes what support is offered from the **menu of support**
- There is **funding allocated** to this programme — your responses help determine how it's used
- Encourages honest reflection to support positive change

Self Assessment - Domains

**Domain 1: Leadership
Culture and Values part 1:
school ethos and
awareness**

**Domain 1: Leadership
Culture and Values part 2:
co-production and
parental engagement**

**Domain 2:
Mental Health**

**Domain 3:
Readiness to learn**

**Domain 4:
Teaching and Learning**







**Domain 5:
The environment**

**Domain 6:
Communication**

Domain 1 – Leadership, Culture and Values - School Ethos and Awareness

In my school...

Score each statement from 1 (Strongly Disagree) to 5 (Strongly Agree)







-  Leaders are knowledgeable about neurodiversity, including strengths and differences
-  Neurodiverse children are visible, valued, and identifiable by leaders
-  Inclusion is embedded in policy and practice, including reasonable adjustments
-  Neurodiverse needs are regularly discussed at staff and governor meetings
-  Leaders advise staff on supporting neurodiverse children and offer strong support
-  Leaders understand how to access universal, targeted, and specialist support

Domain 1 – Leadership, Culture and Values

Coproduction and Parental Engagement

In my school...






Score each statement from 1 (Strongly Disagree) to 5 (Strongly Agree)

-  Parents/carers feel their child's needs are identified and appropriately met
-  The school communicates regularly about support being provided
-  Parents/carers feel listened to and involved in planning and review
-  Parents/carers feel their child makes good progress and successes are celebrated
-  Relationships with families are positive and respectful
-  Parents/carers have opportunities to shape school policy and practice (e.g. forums, feedback groups)

Domain 2: Mental Health

Score each statement from 1 (Strongly Disagree) to 5 (Strongly Agree)










In my school...

-  Staff understand poor mental health and anxiety, and how it may present differently in neurodiverse children — including impacts on behaviour and learning
-  Staff work closely with parents, carers and children to identify causes of mental health issues and take supportive action
-  We are connected to local emotional wellbeing and mental health services (e.g. MHST)
-  We take a whole-school approach to emotional wellbeing that includes neurodiverse-friendly strategies
-  We have a **Designated Mental Health Lead** who shapes and supports our school-wide approach to wellbeing

Domain 3: Readiness to Learn

Score each statement from 1 (Strongly Disagree) to 5 (Strongly Agree)








In my school...

-  Staff understand how neurodiverse needs affect behaviour and learning
-  Staff recognise home-based challenges (e.g. sleep difficulties) and have strategies in place to support children
-  We understand sensitivities around food/eating and offer appropriate support
-  We co-develop consistent approaches with families to ensure children are ready to learn
-  We understand reasons behind non-attendance and school avoidance, and promote inclusive attendance
-  We support reintegration into school through a whole-school attendance strategy
-  Staff are trained to understand behaviour function and strategies for dysregulation
-  Staff working with challenging behaviour are well-supported by leadership
-  Our behaviour policy is inclusive, with reasonable adjustments for neurodivergent children

Domain 4: Teaching and Learning

Score each statement from 1 (Strongly Disagree) to 5 (Strongly Agree)






In my school...

-  Staff understand different learning styles among neurodiverse children and feel confident supporting them
-  Teaching is inclusive, high quality, and builds on individual strengths
-  CPD includes evidence-based strategies to support neurodiverse learners
-  Classroom resources are chosen based on evidence and support all learners effectively
-  Teaching assistants are trained and supported to work confidently with neurodiverse pupils
-  Collaborative working is encouraged between teachers, SENCOs and TAs to coordinate support
-  Best practice is regularly reviewed and shared across the school (e.g. comparing plans, evaluating interventions)

Domain 5: The environment

Score each statement from 1 (Strongly Disagree) to 5 (Strongly Agree)









In my school...

-  Staff are aware of sensory and physical differences, and how these impact neurodiverse pupils
-  Classrooms and wider school spaces are organised with neurodiverse needs in mind, including reasonable adjustments
-  When sensory differences are identified, we adapt the environment accordingly
-  We understand the value of **sensory audits** and have completed one in the past 3 years
-  We understand the value of **physical audits** and have completed one in the past 3 years



Domain 6: Communication

Score each statement from 1 (Strongly Disagree) to 5 (Strongly Agree)

In my school...

-  We recognise a wide range of communication needs and know when to use universal strategies vs. specialist support
-  We understand how social communication differences impact peer relationships and actively support this
-  We promote peer acceptance and celebrate neurodiversity (including via structured curriculum time)
-  Classroom language is used intentionally to support learning and engagement for neurodiverse pupils
-  Our environment supports speech and language needs with visual aids, layout, and acoustics considered
-  Universal strategies like adapted language, Makaton, and vocabulary teaching are used confidently
-  We scaffold classroom communication (e.g. group work, discussions, talking partners)
-  We understand the benefits of a **classroom language audit** and have completed one in the last 3 years

Youth Voice

- ***Are there any issues raised by children's feedback that could be helped by this programme?***
- This isn't about creating new work — it's about reflecting on what you're already hearing from children.
-  You could draw on:
 - Day-to-day conversations or informal check-ins
 - Class reflections, school council input or wellbeing surveys
 - Feedback shared by staff or families
 - Any observations that highlight a child's experience of school
-  If you'd like to capture new feedback, that's great — we can signpost some simple tools to help. But there's **no expectation** to do this.

Part B Governing Body Reflection

How does your school's leadership, culture, values and approach support an inclusive environment for neurodiverse children?

Use the prompts below to guide your response (max 500 words):

- **Key strengths** – What's already working well?
- **Areas for development** – Where could your school benefit from further support?
- **Voice & feedback** – How do you engage with neurodiverse children and their families?
- **Governance confidence** – How confident is the governing body, and what training or support might they need?

Important

- This will be provided as a **separate form** for your governing body
- A **briefing sheet** will also be included to explain the context
- Please ensure this is shared with the **appropriate governor (e.g. Chair or SEND Governor)**

Part C : Summary Sheet

This is the **most important part** of the self-assessment.

It's your opportunity to reflect on your scores and clearly identify where your school would most benefit from support.

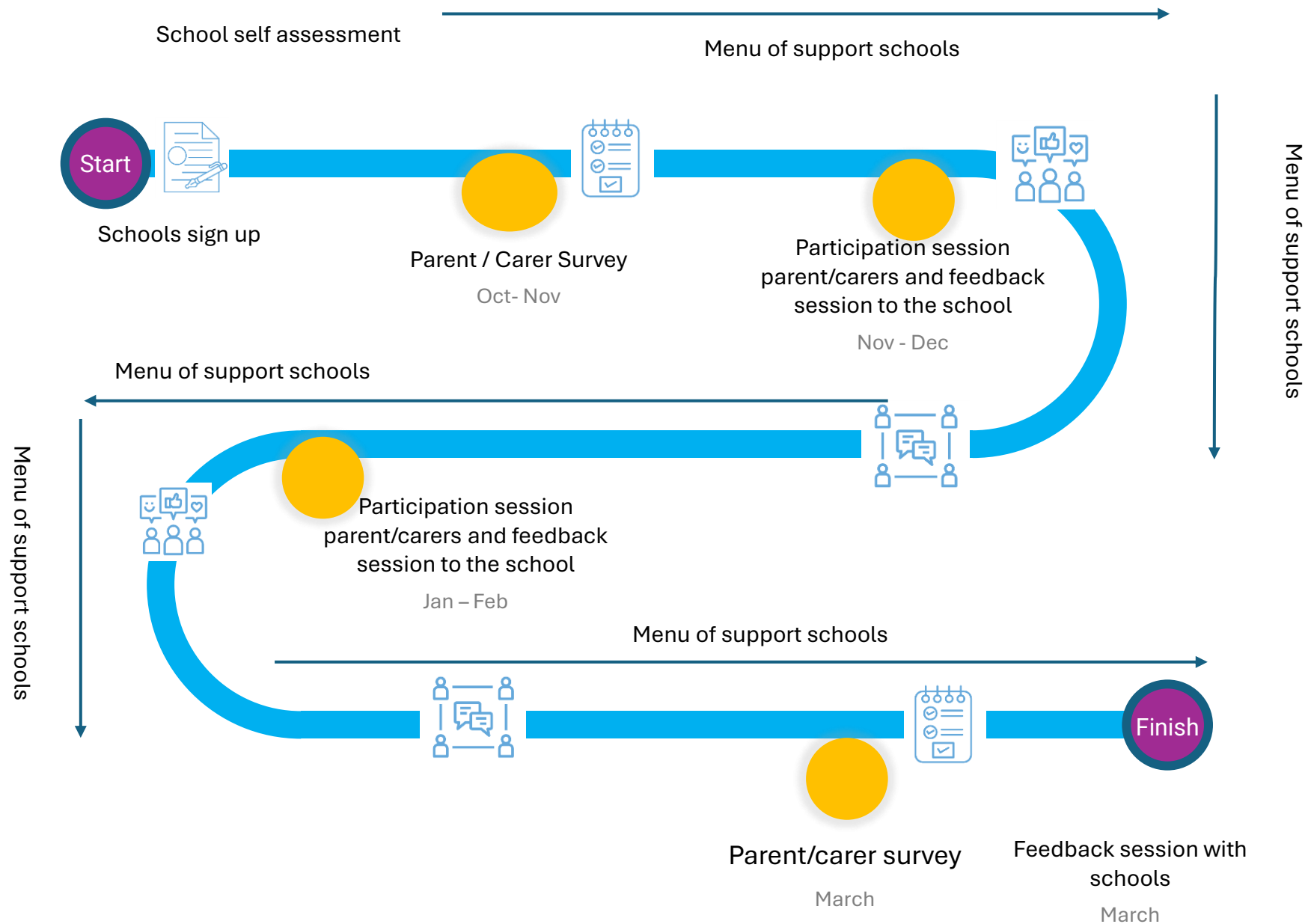
 **What to do:**

For each domain, briefly summarise your top priorities for support.

 This will:

- Give your ICB a clear picture of your school's needs
- Help commission the **right support from health, education and parent-carer specialists**

 **This section is on the same form as Part A**



What now?

You will receive an email with the slides and everything you need by Friday 6 June :

- A link to complete your **self-assessment**
- A separate link and briefing pack to share with your **governors**, including:
 - A short briefing sheet
 - A draft email you can forward to your Chair of Governors
 - Link to the guidance (explanatory notes) and youth voice resources

Please complete your self-assessment by the end of June

July webinars

We'll share early insights and next steps with participating schools

Tues 8 July 4.00 – 4.45pm and Thurs 10 July 8.15am – 9.00pm

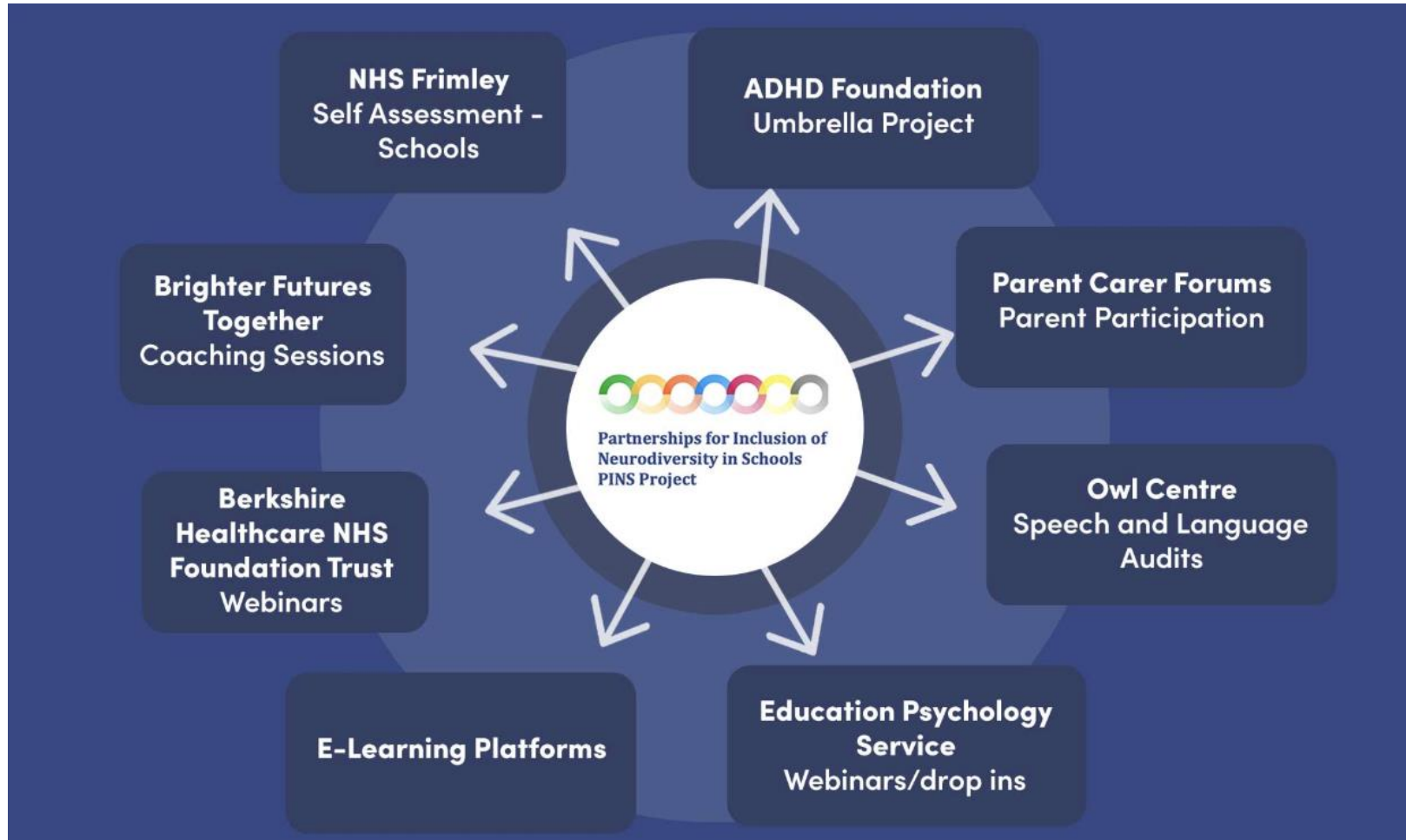
Your school will receive:

- A **bespoke report** based on your self-assessment
- Information on the **menu of support** and **professional discussion** to align your priorities from the self assessment with bespoke support offer for your school

What happens after?

- Summer: **Support commissioning** begins
- September: Schools start receiving tailored support as an intervention

PINS phase 1 – at a glance



PINS

Email pins@brighterfuturestogether.org.uk

Brighter Futures Together CIC who will be helping with project management



<https://pins.brighterfuturestogether.org.uk/>