

June 2024

# Webinar for schools



Partnership for  
Inclusion of  
Neurodiversity in  
Schools

# Project Steering group

**Ruth Hobbs** – CEO, Somerset Parent Carer Forum CIC and PINS programme lead

**Natalie Bobbett** – Director, Somerset Parent Carer Forum CIC and PINS programme Admin

**Julie Cook** - Transformation Manager – Learning Disability, Autism and Neurodiversity (acting),  
NHS Somerset

**Sian Smiley** - SEND Engagement & Participation Officer, Somerset Council

**Ashley Bloom** - Senior Educational Psychologist, Somerset Council

**Ella Baker** - Operational Manager Link LD/A – Somerset's Key working Programme, Somerset  
NHS Foundation Trust

**Mary Trotman** - Operational Manager, CYP Neurodevelopmental Partnership, Somerset NHS  
Foundation Trust

**Jeremy Handscomb**- Senior Expert Advisor, Inclusive Curriculum and Teaching, Somerset  
Council

**Alison Jefferies** - Head of Service, Curriculum and Training, Somerset Council



# Project Overview

- The programme is funded by the Department for Education (DfE), supported by the Department for Health and Social Care (DHSC) and NHS England (NHSE).
- Based on ICB area
- Partnership approach led by the Integrated Care Board
- 30 mainstream primary schools
- Embedding work with year one cohort
- The project runs until March 2026



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# Project Overview continued



- Partnerships for Inclusion of Neurodiversity in Schools (PINS) will bring health and education specialists and expert parent carers into mainstream primary settings to:
  - Help shape whole school SEND provision
  - Provide early interventions at a whole school level
  - Upskill school staff
  - Support strengthening of partnerships between schools and parent carers
- The project will focus on strengthening knowledge, skills and improving environments to better meet the needs of neurodiverse children
- The offer to participating schools includes 37.5 hours of support outlined in the nationally designed menu of support

“Supportive learning environment and well-equipped school can improve the outcomes for this group of children”

# Project Overview continued

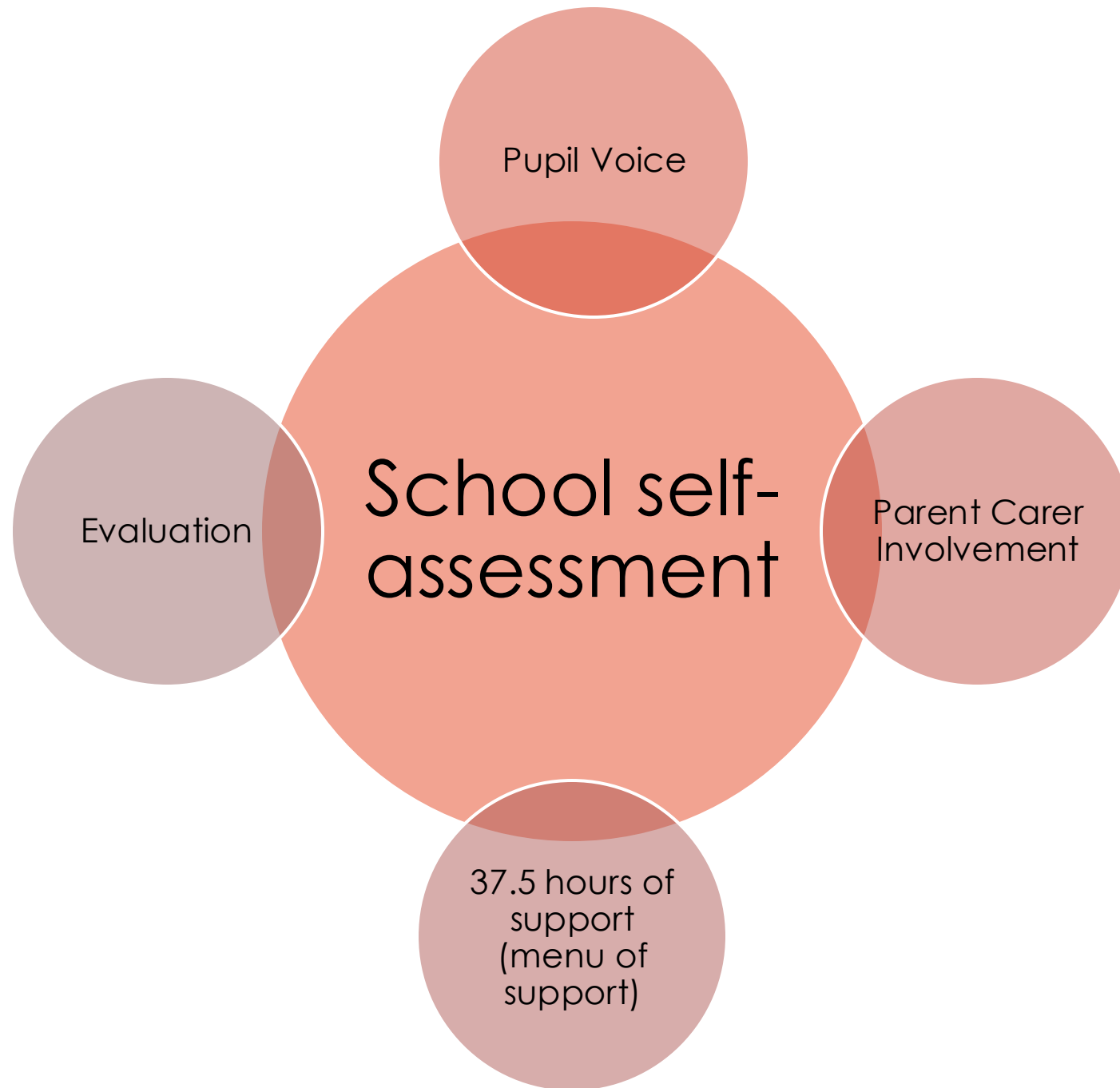
This programme covers the full range of neurodiversity, and any training and support provided should cover a range of needs, including (but not limited to) ADHD, autism, neurodiversity and anxiety, dyslexia, dyspraxia, dysgraphia, dyscalculia, developmental language disorder, fetal alcohol spectrum disorder, and other forms of developmental learning differences and needs (this list is not exhaustive).

Being needs rather than diagnosis-led, it also covers children without a formal diagnosis.





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# Key components

# Self-Assessment tool

- Your school will be asked to complete a self-assessment tool to help identify the strengths and weaknesses of your whole school approach to neurodiversity.
- It seeks input from school leaders, the governing body and SENCO
- It should be considered alongside your school's children and parent carer voice feedback



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# Self-Assessment tool



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There are three sections to this self-assessment tool:

1. SENCO and school leader input: this should be completed by a school leader (we recommend a Headteacher or Deputy Headteacher), with input from the SENCO
2. Governing body input: a summary comment which should be completed by the Chair of Governors, following input from the SEND governor and ideally from the rest of the governing body.
3. Summary sheet: this should be completed by a school leader to capture your identified support priorities and must be returned to [pins@somersetparentcarerforum.org.uk](mailto:pins@somersetparentcarerforum.org.uk) by 23 May 2025



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# Self-Assessment tool

You will be asked to assess how true a range of statements are for your school, and record a score for each statement using the following scale:

- 
- |   |                            |
|---|----------------------------|
| 1 | Strongly disagree          |
| 2 | Disagree                   |
| 3 | Neither agree nor disagree |
| 4 | Agree                      |
| 5 | Strongly agree             |
- 

<https://somerseparentcarerforum.org.uk/home/our-projects/partnerships-for-inclusion-of-neurodiversity-in-schools-pins/pins-school-self-assessment/>

# Self-Assessment tool and menu of support



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## Domain 1: Leadership, Culture and Values part 1: school ethos and awareness

In my school...

Score (1 to 5)

School leaders are knowledgeable about neurodiversity and the diverse ways in which a child with neurodiverse needs might present. This includes the strengths and differences associated with neurodiversity.

Neurodiverse children are visible and valued. School leaders can confidently identify which of their school cohort has been either diagnosed with, or presents with needs associated with, neurodivergence.

We are committed to the inclusion of neurodiverse children through the development of school policy and practice, including making reasonable

Domain ( <i>indicative link to Ofsted inspection framework</i> )	Topic	Descriptor for schools	Indicative content
<b>Leadership, Culture and Values</b> ( <i>Leadership and management</i> )	<b>1. Understanding the needs of neurodiverse students</b>	Support for schools to better understand the needs of neurodiverse children as a basis to develop and implement universal and targeted strategies within the school environment.	<p>Providing an overview of neurodiversity and types of need and how these can impact learning.</p> <p>Exploring the difference between equality and equity.</p> <p>Supporting schools to identify, develop and evaluate reasonable adjustments based on children's needs.</p> <p>Supporting staff to understand their own reactions to neurodiverse children and their behaviours, and the importance of double empathy.</p> <p>Delivering specific training around girls and neurodiversity: identifying and intervening effectively.</p> <p>Looking at intersectionality, such as neurodiversity and race.</p> <p>Recognising that a large proportion of neurodivergent children will have speech and</p>

# Pupil Voice Assessment tool



- Children's feedback is very important to the PINS Programme, and we encourage you to seek the views of children in your school, especially those children you think may benefit from the programme.
- We also want to ensure the views of children who may not attend school on a regular basis are represented.
- Children can provide feedback in any way that suits their needs.
- You know your children best and how to capture voice, so you are free to use what approach you like.

# Pupil Voice Support



- There is a Children's Voice Self-Assessment Tool which is aligned with the six self-assessment domains, so that children's feedback can feed into your school support priorities
- There is also a Participation toolkit on the local offer with ideas on activities which can be used
- The pupil voice assessment should feed into the school's overall assessment.
- Sian will contact each setting each setting once they have returned the SEF and book your sessions. These will be 1 per term with Sian running the session alongside at least one member of school staff.



# Parent Carer involvement

- Collaboration with parents and carers is critical to the success of the PINS programme, in order to build or strengthen parental relationships with schools, and to build confidence in local ways of working and the support that parents can expect for their children. Parent carers are key partners in the delivery of PINS and there will be parent carer representation at all levels.
- Parent carers will be asked for their views at the start and end of the project at all the schools involved in the project.
- There is a nationally design survey which is facilitated by the local Parent Carer Forum.

# Parent Carer involvement cont...



- Parent Carer Forum's are representative local groups of parent carers of children and young people with disabilities. They work alongside LAs, education, health and other service providers to ensure the services meet the needs of children and families.
- The core objectives for PCFs taking part in the project are:
  - To work strategically with the ICB and LA partners to develop and deliver the project.
  - To work with schools and parent carers to strengthen relationships between schools and their parent carers of neurodiverse children in their schools.
  - To support the development of improved co-production with families to facilitate service design and delivery.

# Parent Carer involvement cont...



- There are defined responsibilities for schools, and the PCF's taking part in PINS. This includes:
  - holding termly meetings (minimum of 3) with the school leadership team
  - hold a minimum of 3 parent carer participation group meetings within the school per year, that are open to all parent carers with children, in the school community
  - supporting communication between the PCF and the parent carer community through the use of the school's communication channels
  - promoting a person-centred approach to working with parent carers as outlined in the Children and Families Act and SEND Code of Practice.
- A Memorandum of Understanding (MOU) will be put in place to clearly identify these roles and responsibilities.

# Parent Carer involvement cont...



- The Memorandum of Understanding (MOU) are prepared and will be sent to all schools
- Booking system for the parent carer sessions (coffee mornings/discussion groups).
- Each school will be advised who the pcf rep will be and DBS certificates will be sent to the school in advance
- Meeting with SLT will be 1 hour either face to face or online and will be a member of the PCF leadership team. You will be contact directly with the times of these. We combine these with the project check ins so we make the best use of your time.

# Menu of support



- The menu of support has been created by the Department for Education and NHS England, with input from parent carers, health professionals, school and MAT leaders, educational psychologists, SENCOs, and specialist advisors.
- The menu of support is designed to help you identify the most appropriate, evidence-informed support for your school setting, based on the areas that you have prioritised from your self-assessment.
- Support given should focus on a whole school approach and funding cannot be used for direct support for individual groups of children, SENCOs and school leaders can choose the best audience for each element of the support delivered
- You may choose support in the form of training for all school staff, smaller groups, 1:1 coaching with relevant professionals or, if desired, jointly run sessions for schools and parent carers on a topic in the menu of support



## Domain 1

# SUPPORTING SCHOOLS WITH EFFECTIVE USE OF DATA

### SEF areas

The school use data effectively to analyse and act on the inclusion of neurodiverse children and their parents and carers in our clubs, activities, events, celebrations and parents' evenings.

The school use data effectively to analyse and act on any disproportionate representation of neurodiverse children in our sanctions, poor attendance and suspension rates.

### Date and Venue

20th November

16:00 - 17:00

Online

### Who

School Senior Leadership Team members

### Hour allocation

2.5 hours

### Offer details

#### Part 1

Online webinar providing an overview on the effective use of data sets.

#### Part 2

1.5 hr online meeting with individual school leaders where you will be able to get support/advice tailored to your setting.

Brief report for each school

### Booking

<https://forms.office.com/e/vc1HUE6Tif>



# 37.5 hours of support



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- There is flexibility on how you decide to timetable the five days of support, either in sessions or hours this will need to be agreed with the project team.
- We understand that schools may have already booked their INSET days in advance, and we do not expect that all support will be delivered in full day sessions. Instead, you may choose to split the chosen support over a number of hours or weeks either as INSET, embedded within the school day or delivered through twilight sessions.

# Evaluation



- DfE will commission a high-quality mixed method and multi-informant process and impact evaluation. The evaluation will run for 18 months between January 2024 and July 2025 in parallel with delivery and completion of the programme.
- To evaluate the programme, ICBs and their strategic partners including schools will be expected to cooperate with the appointed evaluator and provide information when requested.
- The parent carer survey will be repeated after the school receives support and these findings will feed into the evaluation of PINS at a national level.
- Schools will review their self-assessment tool at the end of the project and submit to [pins@somersetparentcarerforum.org.uk](mailto:pins@somersetparentcarerforum.org.uk)



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# TIMELINE

## EOI & Webinar

Submission of EOI and an Information session for Schools

April

## School selection

Establish steering group and select 30 schools

2<sup>nd</sup>  
May

## Paperwork sent out

SEF and MOU sent to school

8<sup>th</sup>  
May

## Parent Survey goes live

Parent carer survey launched

9<sup>th</sup>  
May

3<sup>rd</sup>  
June

## SEF review

Project team to review and support that may need to be commissioned

23<sup>rd</sup>  
May

## MOU and SEFS returned

Optional drop in for schools who would like advice and support

13<sup>th</sup>  
June

## Book parent sessions

Booking will be opened 8<sup>th</sup> May. Book 1 session summer, autumn and spring

9-20  
June

## School support Offer meetings

Return summary sheet and menu of support

20<sup>th</sup>  
June

## Review meeting Dates confirmed

Dates will be sent to schools for TEAMS meetings

June  
to  
March

## Delivery of support

Parent sessions and support from menu

# Next steps



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- All the information will be available on Somerset's SEND Local Offer and SPCF website.
- SPCF website also has a dedicated area which is password protected where you can access the resources.
- [pins@somersetparentcarerforum.org.uk](mailto:pins@somersetparentcarerforum.org.uk)
- We will be in touch individually to book in school SLT sessions

