



Partnership for  
Inclusion of  
Neurodiversity in  
Schools

# Offer for schools 2025/2026





# WELCOME

## The offer

Within this booklet you will find the offer which has been designed based on the self evaluations completed as part of the PINS project.

Each school has an allocated offer of 37.5 hours.

All schools will have received a bespoke list which outlines which parts of offer have been matched to your school.

Please use the links within the booklet to book your spaces.

## Changes

We are aware that circumstances change. If you are not able to complete any of the elements of your offer please contact us so we can discuss options.

We want this to be a positive experience and will work with you to find a solution which works for you.

## Additional Online Options

Some items within the offer are being delivered online. As a result, we are able to extend access to these sessions to a greater number of schools. This means you are welcome to exceed the standard 37.5-hour allocation for any of the online items. These sessions can be identified by their listing on the orange pages.

If you come across an item on an orange page that is not currently on your school's list but you would like to participate, please feel free to book a space for your school.

## Booking

Booking links have been included for each part of the offer. If you have any difficulties please email [pins@somersetparentcarerforum.org.uk](mailto:pins@somersetparentcarerforum.org.uk) or call 01458 259384.



Domains 1&6

# PINS PORTAL

## PINS Portal

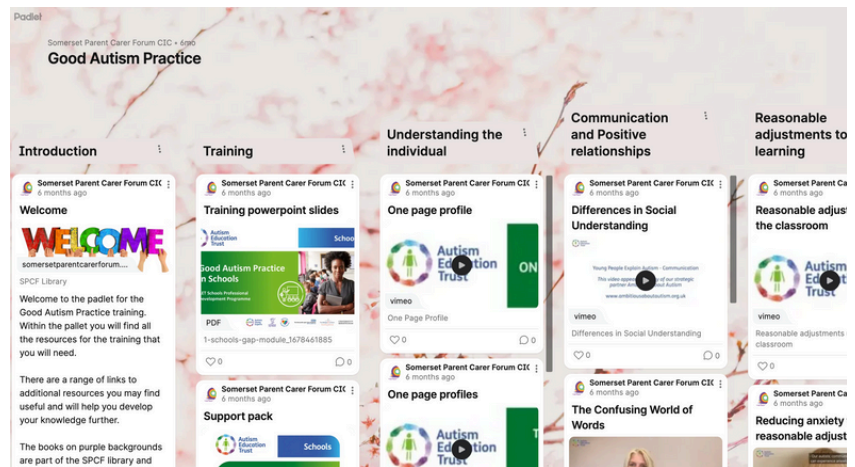
The new PINS online portal provides access to:

- AET training materials
- Recorded sessions
- Supporting resources via Padlets

All schools in the project have been sent the password to be able to access.

## Padlets

On the portal, you will have access to a variety of training resources available through a range of Padlets.



## Who

Open to schools taking part 2024/2025 and 2025/2026

## Hour allocation

N/A

## Community of Practice

You are invited to join our 2 online Community of Practice via Microsoft Teams. The 2-hour sessions will focus on sharing best practices and generating new knowledge to strengthen professional practice.

Aims:

- Enable members to actively learn from each other and share knowledge.
- Exchange ideas, best practices, and resources to enhance neurodiversity support.
- Use PINS Peer Problem Solving to collaborate on real-world challenges.

Session Dates:

23 October 2025 – 9:30–11:30. 21 January 2026 – 14:00–16:00

Calendar invites will be sent directly to you.



Domains 1&6

# YOUNG UNSTOPPABLES

## Dates

Autumn term

Spring term

## SEF areas

School leaders ensure that pupils are involved in transition planning and create opportunities for their voices to be heard in decision making around next steps.

We ensure that staff work closely with parents and carers and children to understand the causes of any mental health issues or anxiety and implement actions that might help manage it.

## Who

Each session will aim to include 10 children.

## Offer details

Sian from the Engagement and Participation Team at Somerset Council will be visiting the school to lead a pupil voice session.

This session will focus on pupils' experiences of school life as well as their access to and involvement in the wider community.

Sian will contact the school directly to discuss the arrangements for the session, including any specific needs or requirements you may have.

Following the session, the school will receive feedback from the discussions. In addition, feedback gathered from children across the wider programme will be collated, and emerging themes will be shared with the SEND Partnership. This will support the identification of strengths and areas for development across Somerset.

## Hour allocation

3 hours



Domain 1

# PARENT CARER SESSIONS

## SEF areas

Leadership, Culture and Values part 2: co-production and parental engagement

Parents and carers of neurodiverse children have opportunities to input into school practice and policy at the school, such as through parental voice or a parent carer group.

## Dates

Summer term  
Autumn  
Spring

## Who

Parent Carers of neurodiverse children and wider SEND are welcome to attend.

## Advertising

Promotional flyers will be sent to the school in advance.

We ask the school to provide a room and refreshments.

The PCF representative will lead the session and we welcome staff to attend.

## Offer details

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.

Somerset Parent Carer Forum CIC will be running parent groups during the project at each school. The sessions will run for 1.5 hours each and will be shaped by the needs of the parents and the school.

If you would like one of the sessions to focus on the coproduction of the schools SEN Information report or the reviewing of any school policies, please let the forum know.

## Booking

Please book via the link below or by scanning the QR code

<https://shorturl.at/Zdowi>



Domains 1&3

# REASONABLE ADJUSTMENTS TO SCHOOL POLICES



## Date and Venue

**2 February 2026**

**9:30-12:30**

Edgar Hall  
Unit 8 Cary Court  
Somerton Business  
Park,  
Somerton  
TA11 6SB

## Who

School Senco or  
SEND lead

## Hour allocation

3 hours

## Booking

Booking via the school offer or the PINS portal

## SEF areas

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

Our behaviour policy is inclusive and acknowledges how neurodiverse needs can impact emotional regulation, and therefore behaviour, and includes making reasonable adjustments where necessary.

## Offer details

### Workshop for SENCO's

Half a day workshop with SENCO's to develop a checklist for schools to use to review existing policies and help design new ones to ensure reasonable adjustments.

The workshop will be designed and facilitated by the Children and Young People's Neurodevelopmental Partnership (CYPNP) and the Educational Psychology service.

The workshop will enable schools to ensure their policies reflect reasonable adjustments for students with additional needs.

Domain 1

# SUPPORTING SCHOOLS WITH EFFECTIVE USE OF DATA



## Date and Venue

**2 October 2025**

**16:00 - 17:00**

Online

## Who

School Senior Leadership Team members

## Hour allocation

2.5 hours

## 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.

## Offer details

### Part 1 - Data webinar

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

### Part 2 1.5-Hour Online Meeting for Individual School Leaders

Following the data webinar, each school will be offered a 1.5-hour online meeting with a consultant. This session will provide the opportunity for tailored support and advice specific to your school's context. The consultant will contact your school directly after the webinar to arrange a convenient time for the meeting.

## Booking

Booking via the school offer or the PINS portal



Domains 1&6

# CAPTURING THE CHILDS VOICE

## SEF areas

School leaders ensure that pupils are involved in transition planning and create opportunities for their voices to be heard in decision making around next steps.

We recognise that neurodiverse children may have a wide range of language and communication needs and can identify which of these might be met by universal support or adapted teaching strategies, and when to access specialist support.

## Dates and Venues

16 September 2025

10-12

Edgar Hall

Unit 8 Cary Court  
Somerton Business Park,  
Somerton. TA11 6SB

## Who

2 spaces per  
school

## Hour allocation

2 hours

## Offer details

### **Capturing the Voice of All Learners: Focus on Neurodiverse Students**

Join the Educational Psychology Service for a practical session exploring strategies to support you in gaining the voice of neurodiverse students.

This session will also consider effective approaches for gathering the views of all children, including those who are pre-verbal or non-verbal.

You will leave with a range of useful strategies to help you meaningfully capture pupil voice and incorporate it into individual plans and support frameworks.

## Booking

Booking via the school offer or the PINS portal



**Autism  
Education  
Trust**

# GOOD AUTISM PRACTICE

Domain 3,4&6

## Who

This is a module for practitioners who work directly with autistic children in schools.

Suitable for teachers and learning support assistants

## SEF areas

We ensure that staff understand how neurodiverse needs can impact a child's behaviour and ability to learn.

We adjust our teaching practice to facilitate the engagement of all our learners, and offer high quality teaching to all pupils, including opportunities to build on individual strengths.

We plan, scaffold and support opportunities for neurodiverse children to communicate in the classroom such as group work, talking partner activities and class discussions.

## Hour allocation

4 hours training

## Offer details

Gain practical knowledge, and discover hands-on tools and techniques to support autistic children in your setting.

What will you learn?

- Develop your knowledge and understanding of good autism practice
- Reflect on and improve your practice in working with autistic pupils
- Understand strategies and approaches you can draw upon for autistic pupils you work with
- Reflect on the kind of information you need to collect
- for creating a person-centred education plan
- Consider how to involve the autistic pupil and their family in setting learning goals

## Booking

**Face to Face**

**22 October 2025 10:00-14:00**

Albermarle Centre.

Albermarle Road, Taunton. TA1 1BA

Booking - Via school offer/PINS Portal

## Twilight Online

**Part 1 -20 November 2025 4:00-6:00**

Booking -Via school offer/PINS Portal

**Part 2- 27 November 2025 4:00-6:00**

Booking - Via school offer/PINS Portal



**Autism  
Education  
Trust**

**Domains 1&6**

# **AUTISM AND ANXIETY**

## **Dates and Venue**

**24 September 2025**

**10:00-12:00**

Online

This session will also be available as a recorded session via the PINS Portal

## **SEF areas**

We are confident that staff understand what poor mental health, including anxiety, is and how it may present differently for a neurodiverse child, including the possible impacts on behaviour and learning.

## **Offer details**

This module will provide delegates with an understanding of what we mean by anxiety, how it appears in autistic pupils, what the key triggers are and what delegates can do to support autistic pupils and prevent and reduce anxiety.

### **What will you learn?**

The training will support delegates to understand:

- How autistic pupils might express anxiety
- What can cause anxiety in autistic pupils
- What you can do to prevent and reduce anxiety in autistic pupils

## **Who**

Teachers

Learning support assistants

SENCOs

## **Hour allocation**

2 hours

## **Booking**

Please book your space via the school offer/PINS Portal



Domain 2

# HOW TO REDUCE ANXIETY IN NEURODIVERGENT YOUNG PEOPLE

## SEF areas

We are confident that staff understand what poor mental health, including anxiety, is and how it may present differently for a neurodiverse child, including the possible impacts on behaviour and learning.

We ensure that staff work closely with parents and carers and pupils to understand the causes of any mental health issues or anxiety and implement actions that might help manage it.

## Date and Venue

**18 November 2025**

**13:30-15:30**

Online

## Offer details

### **Autism and Mental Health - How to Reduce Anxiety in Neurodivergent Young People**

Neurodivergent young people report higher levels of anxiety. This session will look at the common causes of anxiety associated with neurodivergence and how to support young people around these areas by education, adaptation and validation.

We will also cover when anxiety might be an additional difficulty for a neurodivergent person that needs more specialist support, and how to access these services.

## Who

Teachers

Learning support  
assistants

SENCOs/SLT

## Hour allocation

2 hours

## Booking

Via school offer/PINS Portal



Domain 1,3 & 4

# CREATING, IMPLEMENTING AND MONITORING NEURO-AFFIRMATIVE SUPPORT PLANS

## SEF areas

School leaders ensure that pupils and parents and carers are involved in transition planning and create opportunities for their voices to be heard in decision making around next steps.

We ensure that staff work closely with parents and carers and pupils to understand the causes of any mental health issues or anxiety and implement actions that might help manage it.

## Date and Venue

20 January 2026

12:30-14:00

Online

## Who

Teachers

Learning support assistants

SENCOs/SLT

## Hour allocation

1.5 hours

## Offer details

Creating, Implementing and Monitoring Neuro-Affirmative Support Plans.

The SPACE framework is a simple yet memorable framework helping to support neurodivergent pupils regardless of diagnosis.

Using the SPACE framework, we will look at how to create individual support plans for neurodivergent young people. SPACE encompasses five core needs: Sensory needs, Predictability, Acceptance, Communication and Empathy.

Three additional domains are represented by physical space, processing space and emotional space

## Booking

Via school offer/PINS Portal



## Domain 3

# EMOTIONAL BASED SCHOOL AVOIDANCE

## SEF areas

We understand some of the possible reasons behind non-attendance and emotionally based school avoidance in neurodiverse children and promote good attendance across the school, including for neurodiverse children.

We have a school-wide approach to increasing attendance by providing support for both children and parents and carers to successfully reintegrate children back into the school environment.

## Who

Teachers

Learning support assistants

SENCOs/SLT

## Offer details

This two-part offer from the Educational Psychology Service is designed to support schools in developing and embedding effective strategies for children experiencing Emotionally Based School Avoidance (EBSA).

### **Part 1: Online Webinar – Developing and Embedding Strategies**

**Duration: 1.5 hours**

An informative and practical webinar introducing key approaches to understanding and supporting children experiencing EBSA. The session will focus on whole-school, targeted, and individual strategies that can be implemented and sustained over time.

### **Part 2: Individual School Meeting**

**Duration: 1.5 hours**

A follow-up meeting with your school and an Educational Psychologist to explore your specific context, needs, and current approaches. This session provides tailored advice and support to further develop effective strategies within your setting.

## Booking

School will be contacted directly by the EP service



Domain 4

## MANAGING BEHAVIOUR THAT CHALLENGES

### SEF areas

We ensure that staff understand how neurodiverse needs can impact a child's behaviour and ability to learn.

We are confident that staff understand the challenges that can exist at home for neurodiverse children that impact their ability to engage well in school. e.g. the impact of reduced sleep and have strategies in place to support this.

We engage with parents and carers to develop consistent approaches (e.g. to behaviour) from home and school to ensure neurodiverse children are happy, healthy, supported and ready to learn and engage in the classroom.

### Date and Venue

24 February 2026

14:00-16:00

Online

### Who

Teachers

learning support assistants

SENCOs/SLT

### Hour allocation

2 hours

### Offer details

Understanding and working with behaviour that challenges in the context of Autism.

This session will be delivered by the Children and Young People's Neurodevelopmental Partnership (CYPNP).

This is an opportunity to explore and think together about the various drivers of behaviour that challenges, exhibited by some Autistic people, with a view to considering preventative and reactive strategies for managing such behaviours within school settings.

### Booking

Via school offer/PINS Portal

# MANAGING BEHAVIOUR THAT CHALLENGES - AUDIT



## SEF areas

Staff understand the functions of behaviour and to consider strategies to support behaviours that may challenge and/or dysregulated behaviour in neurodiverse children.

Appropriate leadership and support is in place to staff members who work with behaviour that challenges and/or dysregulated behaviour

The school behaviour policy is inclusive and acknowledges how neurodiverse needs can impact emotional regulation and therefore behaviour and includes making reasonable adjustments where necessary.



## Who

This will be based on the schools individual support needs.

## Offer details

The objective of this project is to develop schools whole-school approach to neurodiversity. Looking through the lens of positive behaviour management and how strategy translates into consistency of practise throughout the school.

- Audit
- Verbal report on observations
- Written report with observations and recommendations
- Delivery of bespoke 3 hour CPD staff

## Hour allocation

9 hours

## Booking

Each school will be contacted directly to book in the sessions.



**Domain 3**

# SLEEP CHALLENGES IN CHILDREN

## SEF areas

We ensure that staff understand how neurodiverse needs can impact a child's behaviour and ability to learn.

We are confident that staff understand the challenges that can exist at home for neurodiverse children that impact their ability to engage well in school. e.g. the impact of reduced sleep and have strategies in place to support this.

### Date and Venue

**28 January 2026**

**10:00-11:30**

Online

### Who

Parents

Teachers

Learning support assistants

### Hour allocation

1 hour

## Offer details

A child who does not sleep well can affect the whole family. Disabled children, and those with certain medical conditions, are more likely to experience problems with sleeping.

These session will discuss some of the common issues and strategies that can be used to support your child or young person.

There will be an opportunity to discuss your personal challenges around sleep and come up with an action plan.

### Booking

Via school offer/PINS Portal

# EATING DIFFICULTIES



## Date and Venue

**12 February 2026**

**10:00-12:00**

Online

## Who

Parents

Teachers

Learning support  
assistants

## Hour allocation

2 hours

## SEF areas

We ensure that staff understand how neurodiverse needs can impact a child's behaviour and ability to learn.

We are aware of the prevalence of sensitivity around food and eating for neurodiverse children and have strategies to support children with this.

## Offer details

Food and eating can be a huge issue for autistic children.

Sensory issues and anxiety can lead to a person having a very restricted diet.

What can you do to help neurodiverse children with eating difficulties? In this 2 hour session, we will explore autism and food sensitivities.

The session covers -

Sensory sensitivities and their role in eating Anxiety's role in eating.

The difficulties we usually see.

Strategies that work to help a child.

## Booking

Via school offer/PINS Portal



Domain 1

# GRADUATED RESPONSE TO NEURODIVERSITY

## SEF areas

School leaders understand the difference between and process for accessing universal, targeted and specialist levels of support for neurodiverse children.

We support needs-led SEND provision within our school, rather than waiting for an EHCP or diagnosis.

## Date and Venue

8 December 2025

13:00-15:00

Edgar Hall

Unit 8 Cary Court  
Somerton Business  
Park,  
Somerton. TA11 6SB

## Who

2 spaces per school

## Hour allocation

2 hours

## Offer details

In Somerset we want to ensure that the needs of children and young people have been fully considered as part of early help, which identifies needs being met through assessment, planning, carrying out evidenced-based interventions and strategies, which are reviewed regularly.

Schools and education settings are an integral part of the pre assessment pathway and this session will look at the graduated response including the updated toolkit to help settings.

The session will be delivered by Children and Young People's Neurodevelopmental Partnership (CYPNP) and the Educational Psychology service.

## Booking

Via school offer/PINS Portal



Domain 5

## SENSORY ENVIRONMENT AUDIT AND ACTION PLAN

### SEF areas

We are confident that teaching staff are aware of sensory differences and how the physical environment can impact neurodiverse pupils differently.

We consider the needs of neurodiverse pupils when organising our classrooms and school environment to create an inclusive and accessible learning environment for all, including making reasonable adjustments where necessary.

We are aware of the benefits of sensory audits and have conducted one in the last three years.

### Date and Venue

**20 October 2025**  
**14:00 - 15:30**

Online and will be recorded for those unable to attend

**26 February 2026**  
**9:30-12:30**

Albermarle Centre.  
Albermarle Road,  
Taunton. TA1 1BA

### Who

SENCO or nominated staff member  
2 spaces

### Hour allocation

4.5 hours

### Booking

### Offer details

Join us for an online training sessions to learn about the principles behind the sensory audit process. We will share tools to support you to conduct an audit in your school.

You will then have time to complete audit within your setting.

A 3-hour face to face facilitated session with other schools across the pilot will provide an opportunity for you to discuss the audit results and create an action plan.

Via school offer/PINS Portal



Domain 6

## COMMUNICATION AUDIT AND ACTION PLAN

### SEF areas

We recognise that neurodiverse children may have a wide range of language and communication needs and can identify which of these might be met by universal support or adapted teaching strategies, and when to access specialist support.

We confidently use a range of universal strategies to support speech and language needs for neurodiverse children, such as adapting our language, teaching vocabulary, using Makaton to reinforce language, and building on what children say.

We are aware of the benefits of a classroom language audit to ensure that the spoken environment meets the needs of neurodiverse children and have conducted one in the last three years.

### Date and Venue

**4 November**  
**9:30-11:00**

Online and will be recorded for those unable to attend

**3 March 2026**  
**9:30-12:30**

Albermarle Centre,  
Albermarle Road,  
Taunton. TA1 1BA

### Who

SENCO or nominated staff member

### Hour allocation

4.5 hours

### Offer details

Join us for an online training sessions to learn about the principles behind the communication audit process. We will share tools to support you to conduct an audit in your school.

You will then have time to complete an audit within your setting.

A 3-hour face to face facilitated session with other schools across the pilot will provide an opportunity for you to discuss the audit results and create an action plan.

### Booking

Via school offer/PINS Portal



Domain 1 & 6

## CELEBRATING NEURODIVERSITY

### SEF areas

We have clear plans in place (including structured curriculum time) regarding peer acceptance and celebrate neurodiversity and inclusion.

Parents and carers of neurodiverse children would say the school promotes a positive and respectful relationship between parents, carers and pupils with SEND.

### Date and Venue

21 January 2026

10:00-11:30

Online

### Who

Teachers

Learning support  
assistants

SENCOs/SLT

### Hour allocation

1.5 hours

### Offer details

#### Celebrating Neurodiversity

We all have different brains and different ways of learning and thriving in the world. Sometimes these differences can be described by a diagnosis like Autism or ADHD.

This session will cover how to support a wider understanding of these neurodivergent differences within your school environment with staff, pupils and the wider school community.

### Booking

Via school offer/PINS Portal

# AUTISM, ADHD & EXECUTIVE FUNCTIONING WEBINAR

## Date and Venue

**23 September 2025**

**9:30-11:30**

Online

## Who

Teachers

Learning support  
assistants

SENCOs/SLT

## Hour allocation

3.5 hours

## Booking

Via school  
offer/PINS Portal

## SEF areas

We ensure that staff understand how neurodiverse needs can impact a child's behaviour and ability to learn.

Our staff understand the range of typical learning styles of neurodiverse children and feel confident supporting them in their classrooms.

We adjust our teaching practice to facilitate the engagement of all our learners, and offer high quality teaching to all children, including opportunities to build on individual strengths.

## Offer details

This webinar will delve into the executive functioning model, helping you understand how memory, attention, and cognitive flexibility shape daily experiences for neurodivergent people.

Through expert insights and real-world examples, we'll break down key executive functioning areas, including:

- Memory – Why working memory challenges affect learning & daily tasks
- Emotional Control – Navigating big feelings & emotional regulation
- Impulse Control – Understanding impulsivity
- Flexible Thinking – Adapting to change & overcoming cognitive rigidity
- Self-Monitoring – Recognising mistakes & adjusting behaviour in real time
- Organisation & Planning – Strategies to manage time, space, and responsibilities
- Task Initiation – Overcoming procrastination & getting started
- Prioritising – Deciding what's important when everything feels urgent

This webinar will provide valuable knowledge and practical tools to support better focus, productivity, and emotional well-being.



Autism  
Education  
Trust

Domain 1

# LEADERSHIP FOR NEURODIVERGENT PUPILS

## Date and venue

9 October 2025

9:30-13:00

Albermarle Centre.  
Albermarle Road,  
Taunton. TA1 1BA

## SEF areas

We ensure that staff understand how neurodiverse needs can impact a child's behaviour and ability to learn.

We are aware of the prevalence of sensitivity around food and eating for neurodiverse children and have strategies to support children with this.

## Who

Senior Leadership  
Team (2 spaces)

## Hour allocation

3.5 hours

## Booking

Via school  
offer/PINS Portal

## Offer details

This module intends to equip leaders with the knowledge, understanding and practical strategies to develop inclusive schools that support the learning and wellbeing of all children and young people, including those who are neurodivergent.

### **In completing this module, delegates will:**

Be inspired to develop a culture in their setting which enables all children and young people, including those who are neurodivergent, to feel listened to, supported and included.

Understand the vital role that they have in enabling inclusion and systemic good practice across their school.

Understand the educational policy and legislation related to inclusion and how this must steer their vision, strategy and actions in their school.

A prerecorded version will be available for those unable to attend any of the session times on the next page.



**Autism  
Education  
Trust**

**Domain 1**

# TRANSITIONS

## Date and Venue

**Early years**

**17 September 2025**

**13:30-15:30**

Online

**Schools age**

**2 December 2025**

**9:30-11:30**

Online

## SEF areas

School leaders ensure that pupils and parents and carers are involved in transition planning and create opportunities for their voices to be heard in decision making around next steps.

## Offer details

This module aims to provide delegates with the knowledge, skills and understanding to plan transitions and implement processes to improve the education and wellbeing of children in the schools.

### What will you learn?

The module will help delegates to:

- Identify examples of transitions and understand whether these might be described as 'macro' or 'micro'.
- Understand the demands of transitions across the early years, primary or secondary school phases for all children, but especially autistic children and young people.
- Be able to identify why autistic children and young people require enhanced support to reduce the negative impact of transitions on their education and wellbeing.

## Who

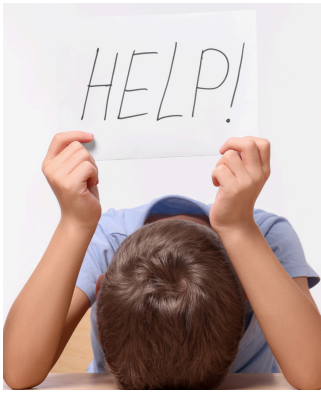
This module is for any member of staff working with autistic pupils.

## Hour allocation

2 hours

## Booking

Via school offer/PINS Portal



# DYSLEXIA - UNDERSTANDING THE NEW DEFINITION AND HOW TO UPDATE YOUR IN- SCHOOL SCREENING AND SUPPORT

Domain 4

## Date and Venue

**7 October 2025**  
**12:45-15:45**

Great Bow Wharf,  
Langport  
TA10 9PN

**27 January 2026**  
**13:00 – 16:00**

Albermarle Centre,  
Albermarle Road,  
Taunton. TA1 1BA

## Who

TAs/HLTAs/ Assistant  
SENCOs or new  
SENCOs

## Hour allocation

3 hours

## SEF areas

Our staff understand the range of typical learning styles of neurodiverse children and feel confident supporting them in their classrooms.

We are evidence-based in our use of classroom resources and are confident that they promote effective outcomes for all our children, including those who are neurodiverse

## Offer details

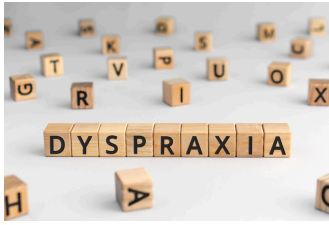
This is a course will include the theory of assessments, how to get the most out of identification checklists as well as basic assessments, and also look at what the next steps might be following the assessments.

When you book, we will ask what assessments you may wish to have covered and we will try our best to include them (although this cannot be guaranteed). We will look at assessments that cover all four broad areas of need.

Participants will be given a number of free assessments and checklists, a short powerpoint to disseminate what they have learned with other members of staff, and a certificate.

## Booking

Via school offer/PINS Portal



Domain 4

# UNDERSTANDING & SUPPORTING DYSPRAXIA

## Date and Venue

**23 March 2026**

**9:30-11:30**

Online

## SEF areas

We ensure that staff understand how neurodiverse needs can impact a child's behaviour and ability to learn.

We are evidence-based in our use of classroom resources and are confident that they promote effective outcomes for all our children, including those who are neurodiverse

## Who

Parents

Teachers

Learning support assistants

## Offer details

Is your child, or the children and young people you work with unusually clumsy, struggling with tasks their peers find easy, or finding daily routines challenging? They might be showing signs of dyspraxia (Developmental Coordination Disorder - DCD)

In this session you will learn:

- What Dyspraxia is
- Spotting the Signs: Recognising observable behaviours and difficulties in children aged 0-7 years.
- Lived Experience: Gain valuable perspective from personal stories.
- Sensory Connections: Understanding the crucial link between sensory processing and dyspraxia.
- Practical Support: Discover effective strategies, the role of Occupational Therapy (OT), and helpful equipment

## Hour allocation

2 hours

## Booking

Via school offer/PINS Portal



# INTRODUCTION TO DYSCALCULIA

Domain 4

## SEF areas

Our staff understand the range of typical learning styles of neurodiverse children and feel confident supporting them in their classrooms.

We are evidence-based in our use of classroom resources and are confident that they promote effective outcomes for all our children, including those who are neurodiverse

## Date and Venue

7 November 2025

9:30-11:00

Online

## Who

Open to both parent carers and school staff

## Hour allocation

1.5 hours

## Booking

Via school offer/PINS Portal

## Offer details

Join us for a practical training session on dyscalculia and the wider challenges faced by learners who struggle with maths.

You'll gain a deeper understanding of maths-related learning difficulties and leave with effective strategies to support your students.

Topics include:

- Dyscalculia Awareness – What it is, how common it is, and how it presents.
- 2025 Definitions – Learn about the latest updates in diagnosis and understanding.
- Co-occurring Conditions – Explore overlaps with ADHD, autism, and dyslexia.
- Maths Anxiety – Address emotional barriers to learning.
- Spotting the Signs – Identify key indicators and distinguish from low attainment.
- Assessment & Intervention – Understand the process and how to tailor support.
- The Jenga Effect – Why maths can feel fragile for some learners.
- Practical Strategies – Evidence-based tools to use in class.
- The Power of Play – How games can boost confidence and fluency.

Ideal for educators and support staff, this session offers practical tools and fresh insights to help make maths more accessible for all learners.



Domain 4

# AET PROGRESSION FRAMEWORK

## Date and Venue

17 March

9:30 - 11:00

Online

## SEF areas

We are evidence-based in our use of classroom resources and are confident that they promote effective outcomes for all our children, including those who are neurodiverse.

We support our teaching staff to work collaboratively, including with SENCOs and teaching assistants, to share good practice, seek advice, and coordinate support.

## Who

Senco's

Teachers

## Hour allocation

1.5 hours

## Offer details

The AET Progression Framework is a comprehensive and extensive resource designed to support education professionals in identifying learning priorities and measuring progress in areas which relate closely to autism differences:

Social Understanding and Communication  
Sensory Processing and Integration  
Flexibility, Information Processing and Understanding.

The Framework can be used flexibly and adapted to existing systems for pupil assessment and as a whole progression solution to support autistic learners.

This session will introduce the framework and guide you through the new format.

## Booking

Via school offer/PINS Portal



# MAKING SENSE OF NEURODIVERSITY

Domain 1,3 & 4

## SEF areas

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.

We ensure that staff understand how neurodiverse needs can impact a child's behaviour and ability to learn.

Our staff understand the range of typical learning styles of neurodiverse children and feel confident supporting them in their classrooms.

## Date and Venue

**16 October 2025**

**19:00-20:30**

online

**02 February 2026**

**18:00-19:30**

Online

## Who

School governors  
school staff including  
support staff may  
wish to attend

## Hour allocation

1.5 hours

## Offer details

This module aims to provide delegates with increased knowledge, skills and understanding about neurodiversity and the impact on children.

### What will you learn?

An opportunity to extend your understanding of how neurodivergence affects pupils in school.

Increase your expertise in recognising a pupil's individual strengths and differences.

Develop your skills in identifying barriers to learning for neurodivergent pupils.

Develop your understanding of what reasonable adjustments need to be made to support a neurodivergent pupil in your setting.

## Booking

Via school offer/PINS Portal

Domain 3 & 4

# AET UNDERSTANDING ANXIOUS NON ATTENDANCE



## SEF areas

We ensure that staff understand how neurodiverse needs can impact a child's behaviour and ability to learn.

We understand some of the possible reasons behind non-attendance and emotionally based school avoidance in neurodiverse children and promote good attendance across the school, including for neurodiverse children.

## Date and Venue

12 November

13:00-15:00

online

## Who

SENCO's

SLT

## Hour allocation

2 hours

## Offer details

Anxious Non-Attendance (also referred to as Emotionally Based School Avoidance) is a growing concern for autistic people, their families, and the professionals who work with them.

By listening to the voices of those with lived experience, we were able to co-produce a module that helps others to understand how anxiety can lead to absence from school and its impact on an autistic pupil's daily life.

The session will:

- increase delegates' understanding of the causes and impact of Anxious Non-Attendance.
- develop delegates' knowledge and understanding of practical strategies and approaches that can support pupils experiencing Anxious Non-Attendance.
- develop delegates' knowledge of where to find further support for pupils experiencing Anxious Non - Attendance.

## Booking

Via school offer/PINS Portal



Domain 3 & 4

## SCERTS AND AET

### Date and Venue

3 February 2026

9:00-15:00

online

### SEF areas

We ensure that staff understand how neurodiverse needs can impact a child's behaviour and ability to learn.

We understand how social communication challenges for neurodiverse children can impact their peer relationships and school experience and we implement strategies to support neurodiverse children.

### Who

SENCO's

Teachers

Learning support assistants

### Offer details

This workshop will introduce the SCERTS® (Social Communication, Emotional Regulation, Transactional Support) framework, a comprehensive, multidisciplinary educational approach designed for autistic learners and learners with diverse social emotional learning profiles.

This workshop will begin with an introduction of the neurodevelopmental foundation of SCERTS, a discussion of the empirical evidence, and the core domains of implementing this neurodiversity affirming, relationship-based approach.

Next, the content will shift toward how this framework relates to and supports the Autism Education Trust Standards and Progression Framework. We will discuss outcomes for learners who are communicating pre-symbolically using gestures, facial expressions and vocalisations, learners who are at emerging language stages, and learners who are at conversational levels.

As we scaffold development at these stages, the important role of the interactive partners in providing transactional support will be highlighted. It is our role to adjust our interpersonal support and the learning settings to meet the unique needs of a learner and strengthen active engagement.

### Booking

Via school offer/PINS Portal

Domain 3 & 4

## DEVELOPING PLAY IN THE EARLY YEARS



### SEF areas

We ensure that staff understand how neurodiverse needs can impact a child's behaviour and ability to learn.

We are evidence-based in our use of teaching assistants and provide the right training and support so that they work confidently and effectively with a range of children, including those who are neurodiverse.

### Date and Venue

1 October 2025

3:30 - 5:00

online

### Who

All education professionals working in the EYFS

### Hour allocation

1.5 Hours

### Offer details

This module is designed to help participants understand the vital role of play in the Early Years Foundation Stage (EYFS) and explore how the Three Areas of Difference in autism can influence children's play development. The module also introduces practical ways in which person-centred planning and reasonable adjustments can support autistic children in developing their play skills.

By the end of this module, participants will:

- Understand the significance of play in the Early Years and its impact on a child's overall development.
- Explore how the characteristics of autism may affect a child's ability to engage in and enjoy play.
- Identify practical strategies to support and promote play development in autistic children through inclusive and personalised approaches.

### Booking

Via school offer/PINS Portal

Domain 3 & 4

## DEVELOPING TOILETING



### SEF areas

We ensure that staff understand how neurodiverse needs can impact a child's behaviour and ability to learn.

We are evidence-based in our use of teaching assistants and provide the right training and support so that they work confidently and effectively with a range of children, including those who are neurodiverse.

### Date and Venue

8 January 2026

3:30 - 5:00

online

### Who

All education professionals working in the EYFS

### Hour allocation

1.5 hours

### Offer details

This module is designed to develop participants' understanding of how autism can impact toileting development. It also aims to provide practical strategies to support autistic children with their toileting, both in early years settings and at home.

A key focus of the module is the importance of effective communication with parents and carers to ensure consistent and supportive approaches.

By the end of this module, attendees will:

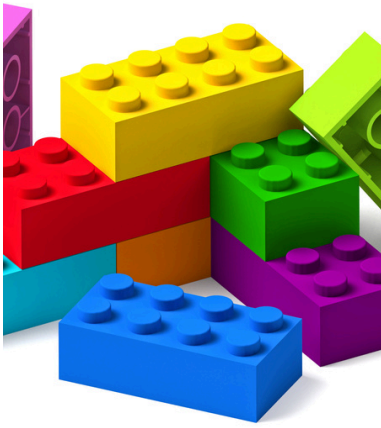
- Increase their understanding of typical toileting development in young children.
- Develop their awareness of how autism may affect a child's progress with toileting.
- Identify effective, practical strategies to support autistic children in developing toileting skills, through collaborative working with families and personalised support.

### Booking

Via school offer/PINS Portal

Domain 4 & 6

## BLOCK THERAPY



### SEF areas

We are evidence-based in our use of teaching assistants and provide the right training and support so that they work confidently and effectively with a range of children, including those who are neurodiverse.

We plan, scaffold and support opportunities for neurodiverse children to communicate in the classroom – such as group work, talking partner activities and class discussions.

### Date and Venue

**29 January - 9:30-13:30**

**13 March - 9:30-13:30**

Bradbury Training  
Centre  
Fiveways School  
Victoria Road  
Yeovil  
BA21 5AZ

### Who

Learning Support  
Assistants

### Hour allocation

6 hours

### Offer details

The day will give you the background to Lego® Therapy, the knowledge, skills and structures for you to be able to run Lego®-Based Therapy sessions with your children / young people in an education setting.

Lego® Therapy was originally designed for autistic children with social and communication needs. It is now widely recognised to be used with a wider variety of young people with speech, language and communication needs.

It can be ideal for developing communication, cognitive, fine motor skills as well as emotional and behavioural responses. It can also support self-esteem, self-confidence and cooperative skills.

The day is a mix of theory and practical activities. All resources are provided on the day with resources and ideas to take away to start your own Block Therapy sessions.

### Booking

Via school offer/PINS Portal



# AUDHD

Domain 3 & 4

## Date and Venue

15 January 2026

13:30-15:30

online

## Who

SENCO's

Teachers

Learning support  
assistants

## Hour allocation

2 hours

## Booking

Via school offer or  
PINS Portal

## SEF areas

We ensure that staff understand how neurodiverse needs can impact a child's behaviour and ability to learn.

Our staff understand the range of typical learning styles of neurodiverse children and feel confident supporting them in their classrooms.

## Offer details

Living with both Autism and ADHD—often referred to as AuDHD—is not simply a blend of two diagnoses. It's a distinct neurotype with its own challenges, contradictions, and remarkable strengths. Yet, most support systems still focus on either Autism or ADHD, often leaving those with AuDHD feeling misunderstood and underserved.

### What You'll Learn

- Decode the AuDHD Paradox
- Explore how the autistic need for routine and predictability can conflict—and coexist—with ADHD's drive for novelty and stimulation.
- Unmask Safely
- Understand the toll of masking autistic traits while managing impulsivity, and learn practical, affirming strategies to support authenticity and self-acceptance.
- Navigate Sensory & Executive Function Challenges
- Discover how sensory sensitivities can interact with ADHD-related executive dysfunction, and develop tools for managing overwhelm, task initiation, and emotional regulation.
- Build Your AuDHD Toolkit
- Gain insight into the AuDHD experience from someone who lives it, and leave with strategies that honour both neurotypes.



# DEMAND AVOIDANCE

Domain 3 & 4

## Date and Venue

26 November 2025

14:00-16:00

online

## Who

Parents

SENCO's

Teachers

Learning support assistants

## Hour allocation

2 hours

## SEF areas

We ensure that staff understand how neurodiverse needs can impact a child's behaviour and ability to learn.

We are confident that staff understand the challenges that can exist at home for neurodiverse children that impact their ability to engage well in school. e.g. the impact of reduced sleep and have strategies in place to support this.

## Offer details

Join us online for an informative introduction to Demand Avoidance – a profile that is increasingly recognised within the autism spectrum but presents with unique traits and challenges.

In this one-hour session, we'll explore:

- What DA is, and how it relates to and overlaps with autism
- Types of demands that can trigger anxiety or avoidance
- Sensory demands and their impact on tolerance and behaviour
- The concept of the "Window of Tolerance" and how it applies to DA
- An overview of the PDA PANDA approach – a person-centred, compassionate framework for support

This session is ideal for parents, educators, and professionals seeking a foundational understanding of DA and practical strategies for support.

## Booking

Via school offer/PINS Portal



Domain 3 & 4

## INTRODUCTION TO TOURETTES

### SEF areas

We ensure that staff understand how neurodiverse needs can impact a child's behaviour and ability to learn.

We are confident that staff understand the challenges that can exist at home for neurodiverse children that impact their ability to engage well in school.

### Date and Venue

6 October 2025

15:45-17:15

online

### Who

SENCO's

Teachers

Learning support assistants

### Hour allocation

1.5 hours

### Booking

Via school offer/PINS Portal

### Offer details

This informative session is designed to help education professionals build a comprehensive understanding of Tourette Syndrome (TS) and how it can affect students within school environments. The session will provide practical insights, promote inclusive practices, and offer access to expert guidance.

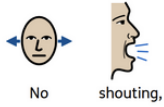
#### What You'll Learn

- Gain a clear understanding of Tourette Syndrome, including the nature and types of tics
- Explore common challenges that students with TS may face in accessing the curriculum
- Understand co-occurring conditions that frequently accompany TS, such as ADHD or OCD
- Learn to distinguish between tics and other behaviours, such as defiance or disruptive conduct
- Discuss the teaching challenges you may encounter and how to adapt your approach
- Examine safeguarding considerations when working with students who have TS
- Discover the support available from our charity for both educators and parents

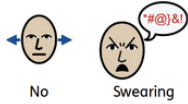
At the end of the session, you'll have the opportunity to ask questions and discuss any immediate concerns related to individual students or school-wide practices.



House Rules



No shouting,



No Swearing



Quiet voice, children sleeping

## Domain 6

# MAKING USE OF VISUALS

## SEF areas

We ensure that staff understand how neurodiverse needs can impact a child's behaviour and ability to learn.

We are aware of the prevalence of sensitivity around food and eating for neurodiverse children and have strategies to support children with this.

## Date and Venue

**13<sup>th</sup> Oct**  
**12:30 - 14:30**  
**Wincanton**

**19th January**  
**10:00-12:00**  
**Bridgwater**

**12<sup>th</sup> March**  
**10:00 - 12:00**  
**Highbridge**

## Who

Open to both parent carers and school staff

## Hour allocation

N/A as part of existing offer which is being extended.

## Offer details

Many children with additional needs benefit from having routines. Routines can help children learn so much from learning how to perform a task such as getting dressed, brushing teeth etc.

They can also be used to help children learn how the world works and what they need to do in order to interact successfully in it.

The sessions will look at how you can use visuals to support your child or young persons understanding and promote independence. You will have an opportunity to create visuals that you can use at home or in school.

## Booking

Via school offer/PINS Portal



## Domain 1

# INFORMATION FOR GOVERNORS ON NEURODIVERSE STUDENTS

### Date and Venue

**SENCO networks in Spring term**

### Who

SENCO's or SEND lead

### Hour allocation

N/A

### Booking

[Available via the PINS portal](#)

### SEF areas

The needs of neurodiverse children feature regularly as an agenda item (standalone or under SEND) at staff meetings and governors' meetings.

School leaders recognise and respond to feedback from other stakeholders, such as parents, community members and external partners on how they support neurodiverse children.

### Offer details

The Inclusion service reviewed the report to governors process to ensure it includes information on Neurodiverse students.

A new template has been developed for schools to use. This is now available in the document section of the PINS portal.