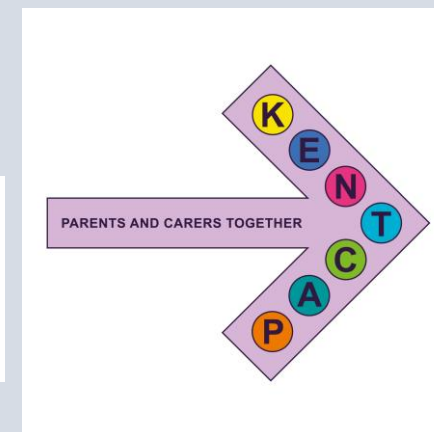


Partnership for the Inclusion of Neurodiversity in Schools

(PINS Phase 2)



**Partnership for
the Inclusion of
Neurodiversity in
Schools**

**Kent and Medway
Schools all
phases**

Welcome

Fire Alarms

Tea break

Toilets

Sign in Sheets

Partnership for the Inclusion of Neurodiversity in Schools

Kent and Medway
Schools all
phases

Welcome

| Item | Time | Min | Agenda Item | Lead |
|------|---|-----|--|--------------------------------|
| | | | Welcome | |
| 1 | From 08:30 | 30 | Teas and Coffees | |
| 2 | 09.00 | 20 | Welcome | Kate Melissa Sean |
| 3 | 09:20 | 20 | Developing an Inclusive Culture and Practice | Lorraine Lewin Fortis Trust |
| 4 | 09.40 | 15 | Inclusive education An insight into growing up with SEND through school | Logan Tyrrell SEND IAG |
| 5 | 10.00 | 30 | Discussion | Kate Melissa Sean |
| 6 | 10.30 | 15 | Data: Can it help us better support our ND pupils? | Kate |
| 7 | 10:45 | 15 | Refreshment break | |
| 8 | 11.00 | 45 | What next? - Facilitated Discussion and Action Planning | Table professionals |
| 9 | 11.45 | 10 | ICB Update | Simon Storey |
| | 11.55 | 5 | Questions | Kate Melissa Sean |
| 10 | 12.00 | | End of Session | |
| | Next Meeting Swale PINS Schools: 15th October 2025 Hempstead House Hotel 8.30am - 12.30pm This meeting will be for all PINS Schools | | | |

Partnership for the Inclusion of Neurodiversity in Schools

Medway Updates

Things to be aware of:

- **19th November: Communities of Practice- Emotional Regulation**
- **25th February: Communities of Practice- Supporting Communication**
- Medway Menu of Support
 - **Core offer** (mandatory organised with schools already) available to year 2 schools
 - **Wider Menu of Support** available to PINS Year 1, Year 2, This is Me schools
 - Teams Channel “PINS Schools”

Partnership for the Inclusion of Neurodiversity in Schools

Kent Updates

Menu of Support [Calendar of events - KELSI](#)

Paul Dix - When Adults Make the Change 6 month programme

- 18th September 2025 – 8am and 4pm

Kingsnorth Literacy Hub - Reading Ambition for All

- Enghubadmin@kingsnorth.kent.sch.uk

There are six modules:

- Guiding principles of SEND in mainstream schools – in person
- Understanding children's needs; ensuring access to learning
- Adaptive teaching and appropriate adaptations to use in class
Neurodiversity: increasing understanding and supportive strategies for teachers and pupils.
- Leading reading: High expectations for every child; using assessment to create specific and effective support using your SSP programme.
- Supporting children with a more complex SEND

Parent SEND Day 16th October 2025

Partnership for the Inclusion of Neurodiversity in Schools

SPOC PINS 2

| School Name | SPOC | SPOC Contact Details |
|---------------------|------------------|--------------------------------------|
| Canterbury Road | Eleanor Constant | eleanor.constant@nelft.nhs.uk |
| Eastchurch | Kate Le Page | headteacher@thewellsfreeschool.co.uk |
| Halfway Houses | Eleanor Constant | eleanor.constant@nelft.nhs.uk |
| Milton Court | Kate Le Page | headteacher@thewellsfreeschool.co.uk |
| Minster-in-Sheppey | Eleanor Constant | eleanor.constant@nelft.nhs.uk |
| Minterne Juniors | Melanie Wenban | Melanie.Wenban@kent.co.uk |
| Queenborough | Elizabeth Pole | Elizabeth.Pole@kent.gov.uk |
| Regis Manor | Hester Mckay | Hester.Mackay@kent.gov.uk |
| Richmond | Melissa Devine | Melissa.devine@kent.gov.uk |
| Rose Street | Eleanor Constant | eleanor.constant@nelft.nhs.uk |
| St Clements | Kate Le Page | headteacher@thewellsfreeschool.co.uk |
| St Edwards Catholic | Melissa Devine | Melissa.devine@kent.gov.uk |
| St Georges | Melissa Devine | Melissa.devine@kent.gov.uk |
| South Avenue | Elizabeth Pole | Elizabeth.Pole@kent.gov.uk |
| The Oaks | Melanie Wenban | Melanie.Wenban@kent.co.uk |
| Thistle Hill | Melissa Devine | Melissa.devine@kent.gov.uk |
| Westminster | Kate Le Page | headteacher@thewellsfreeschool.co.uk |
| Westlands | Hester Mckay | Hester.Mackay@kent.gov.uk |

Lorraine Lewin
Fortis Trust Outreach Lead

Developing an Inclusive Culture

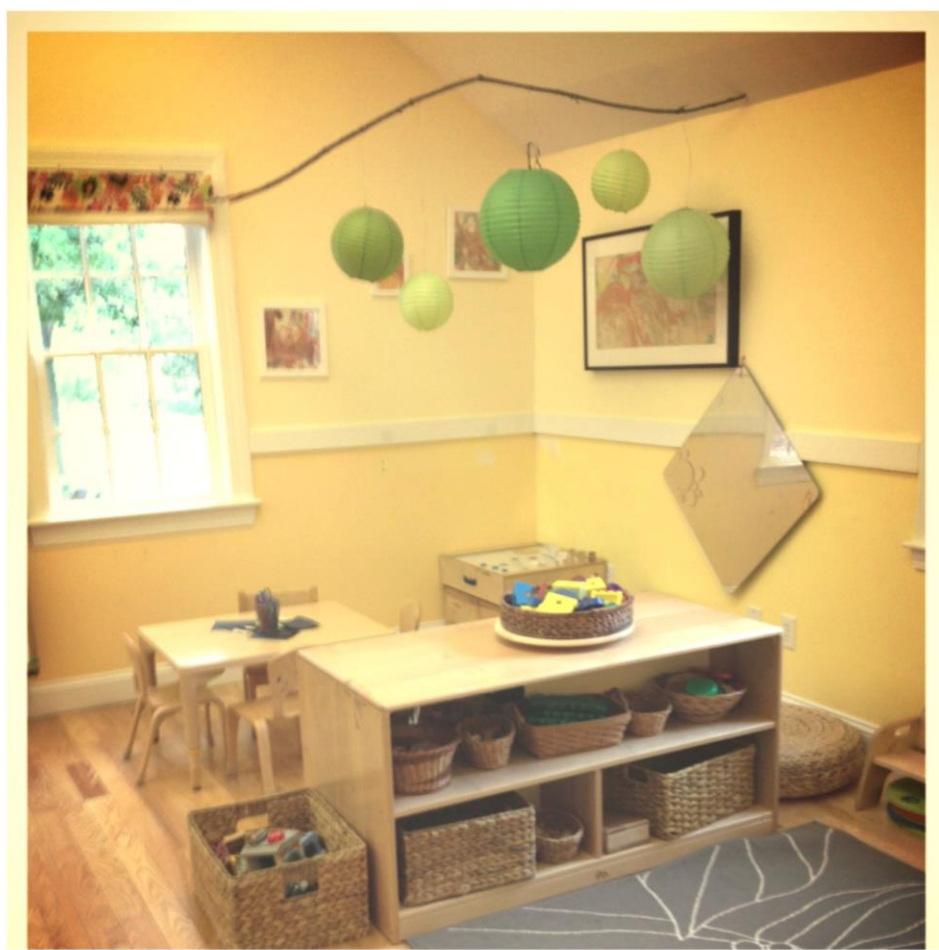
Inclusive education can be defined as...

“an on-going process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination”.

▶ (UNESCO, 2009, p.126).

Environment

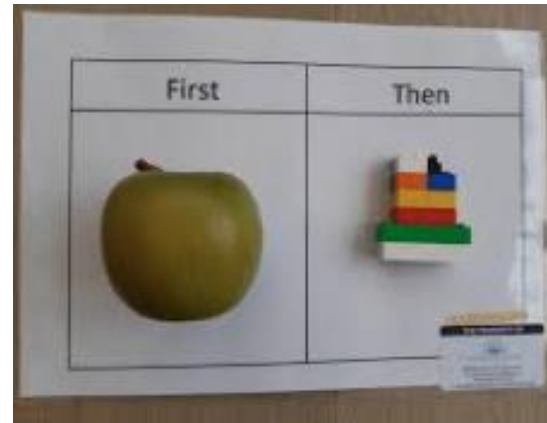
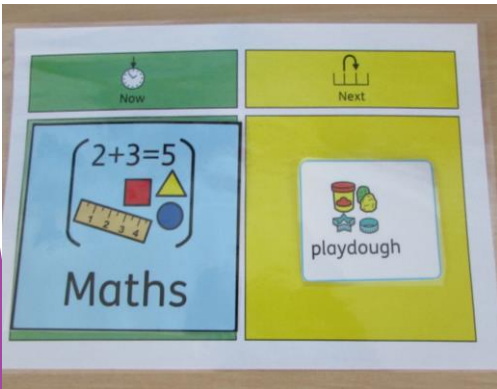
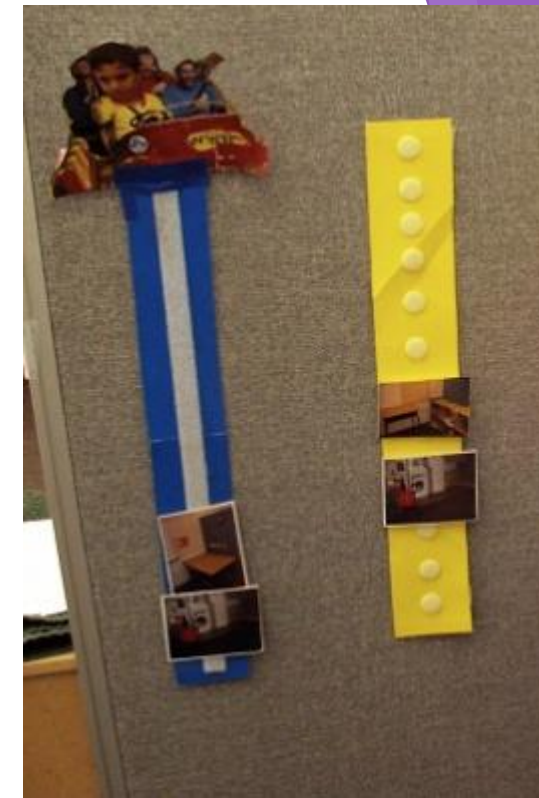
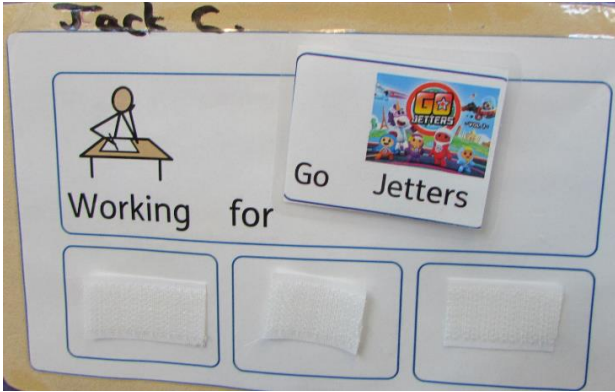




Effective Communication



Visuals



Expectations

High Teacher Expectations

Everything You Need to Know



What are teacher expectations?



Teacher expectations are beliefs that teachers hold about pupils that affect their interactions: pupils interpret teachers' expectations through these interpretations and behave accordingly.

Why do high teacher expectations matter?

The decisions teachers make about the level of work, support, type of response and pretty much everything within the classroom habitat all affect what pupils believe about themselves and their potential to learn.

Teachers with high expectations generally believe that all pupils are capable of significant progress despite their starting points. Fundamentally, pupils make more progress when teacher expectations are high.



Characteristics of High Expectation Teachers



They have a strong understanding of how pupils learn the content of their subject (pedagogical content knowledge).



They group pupils by need rather than pre-conceived ability.



They do not interact with pupils differently based on pupils' prior attainment e.g. responses to incorrect answers.



They create a warm classroom environment where mistakes are welcomed and feedback is valued.



They develop student autonomy: they give pupils and students the chance to make choices about their learning (in a positive way, of course).



They believe that all pupils can make substantial progress regardless of their prior attainment.

Source: Rubie-Davies (2019)

The Expectation Effect

Teachers form their expectations based on a wide range of pupil characteristics, with prior attainment being the most prominent. Their interactions communicate their expectations to pupils.

Pupils are incredibly able to perceive the expectation that teachers hold of them, especially when different expectations of different pupils are being communicated within the classroom. When teachers communicate high expectations to their pupils, pupil self-belief grows slowly across the year; when low expectations are communicated, their self-belief is damaged at a much quicker rate.



Practices of High Expectation Teachers



Use positive body language and facial expressions; these communicate more than the words teachers use.



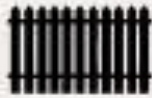
It is not enough just to tell or believe in high expectations, teachers use actions to communicate their high expectations to pupils.



Pitch lessons high and scaffold up - so children know that their learning is not being capped.



Refuse to use negative language about 'ability'.



Don't make assumptions about lower prior attainers. Teachers should consider the barriers that pupils might face and adapt their teaching accordingly.



Question all pupils and provide sufficient wait time for responses.

Source: Rubie-Davies (2007)

Expectation Interventions

Whilst behaviours of high expectations cannot be completely embodied and distilled into a list, teacher behaviours can be adopted through interventions which consequently raises pupils' attainment and their perceptions of their teachers' expectations (Rubie-Davies et al., 2016).

Ding and Rubie-Davies (2019) found that all pupils benefit from such interventions in terms of their attainment; however, the positive effects were more profound for pupils with lower prior attainment.



High Expectation Teaching



Be positive when pupils make mistakes. Provide feedback rather than reacting negatively to incorrect responses.



Be flexible with grouping pupils. Avoid having 'ability' groups.



Don't limit the learning of pupils by selecting challenges and level of work based on prior attainment.



Teacher Self-Efficacy

There're hints in the research literature that a teacher's self-efficacy - their belief in their own ability - affects their expectations of the potential progress pupils can make. By supporting teachers to build their self-efficacy, through professional learning in their subjects, it is likely that their expectations of pupils' potential will increase. Teachers beliefs in their own ability to make a difference matters.

School Culture and Practices

If a school has a culture of high expectations, this can mediate the impact of individual teachers' expectations. However, it does not prevent variation between teachers.

It is possible to train teachers to adopt 'high expectation practices'. Through professional learning, teachers can be taught approaches which transmit high expectations to their pupils. This correlates with improved academic achievement.



Source: Wang, Rubie-Davies and Maxwell (2018)

Adaptations

High quality teaching benefits pupils with SEND

The 'Five-a-day' principle



The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5 Using technology

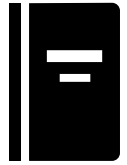
Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



A positive and supportive culture

- ▶ Culture is difficult to see and is different in every setting, but it is core to a successful organisation. It is a set of expectations and beliefs which all members of the community have agreed and bought into. They are at the forefront of every decision and are continually referred to. Relationships are based on this mutual understanding of what is expected of everyone and how this should be modelled.
- ▶ Culture is about “the way we do things”- the practices and procedures which set high expectations. Colleagues should be able to see everyone working in the same way, setting the same high expectations for all. It is about the strategic direction of a school with everyone on board sharing the same values and expectations (Bennett, 2017).
- ▶ BEING aware of language –e.g. not making comments :he is a little bit autistic

Logan Tyrrell
SEND Information Hub
Coordinator

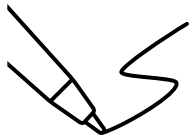


Inclusive education

An insight into growing up with SEND through school

Presented by Logan Tyrell

September 2025



Primary School



Glue ear at age 4-5

Autism Diagnosis at age 10-11

Isolated from other students

Loss of lunch break

Seen as a troublemaker

Secondary School and Sixth form


TEACHERS NOT
MADE AWARE OF
MY DIAGNOSIS

1-2-1 WELLBEING
SUPPORT EVERY
1 TO 2 WEEKS

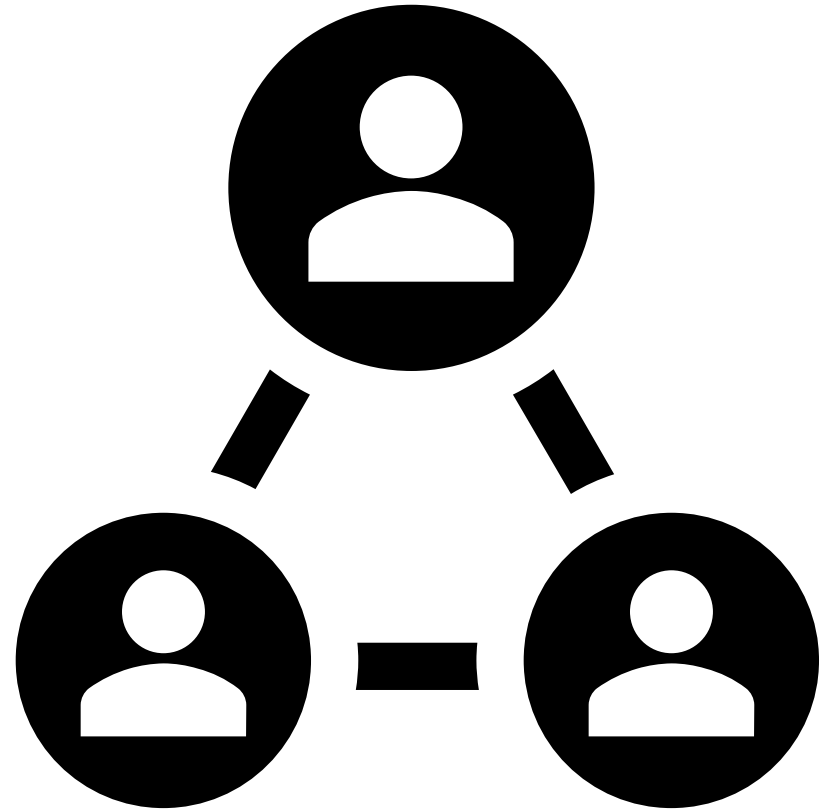
HIGH SOCIAL
ANXIETY

SOCIAL
ISOLATION

ORGANISED
AUTISM
AWARENESS




Support that
could have
helped



Inclusive Support in Primary ...

Support that could have provided a better start in education...


- Wellbeing checks
- Listening to the child
- Included with other students rather than segregated
- No 'quick fixes'



Inclusive practices in secondary school...

Proactive rather than reactive: if a child is known to have disabilities meet with them and ensure problems don't arise

- 1-2-1 meetings
- Support with studying
- Support in managing anxiety



Thank you for
listening, are
there any
questions?



Activity

Partnership for the Inclusion of Neurodiversity in Schools

Icebreaker

Share with the table an example of a whole school inclusive approach in your school that is effective and consistent?

- Why did you implement this?
- What impact was there following implementation?
- How did you bring all staff/community onboard?

Where are you now?

Using the coloured cards and the grid, answer these questions about your setting.

Do these stakeholders have an understanding of neurodiversity, types of need and how these can impact learning?

Can these stakeholders identify, develop and evaluate reasonable adjustments based on children's needs?

Are stakeholders able to understand and manage their own reactions to ND pupils and their behaviours?

Partnership for the Inclusion of Neurodiversity in Schools

Where are you now?

Using the coloured cards and the grid, answer these questions about your setting.

- Do these stakeholders demonstrate a knowledge and understanding of neurodiversity, types of need and how these can impact learning?
- Can these stakeholders identify, develop and evaluate reasonable adjustments based on children's needs?
- Are stakeholders able to understand and manage their own reactions to ND pupils and their behaviours?
- Do these stakeholders demonstrate an understanding and knowledge about intersectionality, such as ND and race, in their role?
- Do these stakeholders understand the difference between equality and equity and how this can influence policy making?
- Do these stakeholders support children with speech and language needs in teaching, unstructured times and within the school environment?
- Do these stakeholders support parents and pupils through discussion, coproduction, and review?

Partnership for the Inclusion of Neurodiversity in Schools

What are the strengths that you already have within your stakeholders?

How can these be utilised to create consistency within the whole schools approach?

What needs to happen to move your answers to the left?

Kate Le Page
Headteacher Wells Free School,
Inclusion Champion KCC

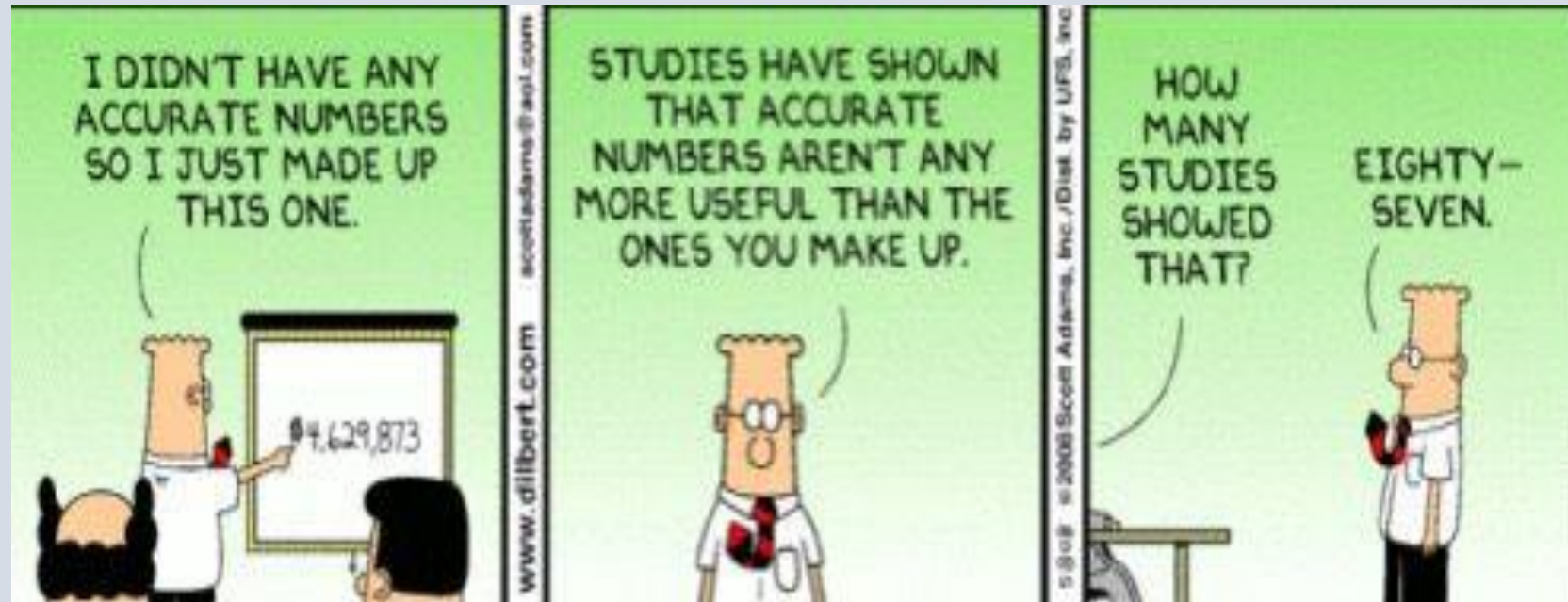
Data:
**Can it help us better
support our
Neurodivergent pupils?**

**HE USES STATISTICS AS A DRUNKEN MAN
USES LAMPPOSTS—FOR SUPPORT RATHER
THAN ILLUMINATION.**

- ANDREW LANG -

Data: Our ND Children

Data:
Can it help us better support our Neurodivergent pupils?



**Data:
Can it help us better
support our
Neurodivergent pupils?**

- There are many different types of data that we can use but they should all be used cautiously and in a way that never loses sight of the individual in front of us
- The quality of questions that lead from the data you collect will be key to working with young people or groups of young people and their families in working out the best plan for support and outcomes
- Looking for patterns in academic assessment, relational reactions, attendance and lateness are important; always apply your knowledge of an individual child and how their needs could impact on these

Final Thoughts

- Focus on the information you hold and consider your ND children as a separate group and individually
- Truly *see* these children as you use the data you hold on them
- Any plan which uses the data you hold should be formulated by as many stakeholders as possible and never in isolation – professional dialogue and challenge is important as there are often complex issues to consider

Refreshment Break
15 minutes

**Domain 1:
Leadership, culture and
values
What next?**

What is coproduction?

A process in which people use their lived and learned experience and knowledge to make decisions together, on an equal power sharing basis:

- **Co-design**
- **Co-decision making**
- **Co-delivery**
- **Co-review**

**What might it look like? Examples include:
Workstreams for large projects,
inclusion in steering groups from inception,
inclusion at the same point as
those with learned experience.**

Kent and Medway Lived Experience Engagement
and Employment Framework

**Domain 1:
Leadership, culture and
values
What next?**

Coproduction

“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 forum.”

- What does coproduction look like in your school?
How can schools ensure parents and children are a meaningful part of the decision-making process- not just consulted?
- What are the barriers within your control and what are the external constraints?
- How do we know co-production is working and how do we show pupils and families that their voices have made a difference?

**Domain 1:
Leadership, culture and
values
What next?**

Policy

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

- How are policies in your school supporting ND pupils? E.g. SEND, behaviour, bullying, attendance, uniform
- How do policies demonstrate equity as well as equality for ND pupils?
- Are there contradictions between policies that create challenges for ND pupils (e.g., uniform vs sensory needs)?
- How is coproduction used to develop policies in your school?

**Domain 1:
Leadership, culture and
values
What next?**

Needs Led Provision

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

- What are the challenges to implementing a needs-led approach for ND pupils?
- What can be done to overcome these barriers?
- What factors are within your control, and what are external constraints?
- What role does leadership play in embedding a needs led culture?

Domain 1: Leadership, culture and values What next?

| Leadership, Culture and Values 2.School leadership and culture | | | | | |
|--|-------------------|-------------------------|---|--|---|
| <ul style="list-style-type: none"> Schools to promote and develop an inclusive whole school culture, ensuring they have appropriate skills to engage with neurodiverse children. Schools to articulate a plan that embodies a whole school approach to neurodiversity. Leadership teams to understand the value of reviewing their policies and guidance to support inclusivity in their schools. SLT, governing bodies, SENCOs and whole school staff to sustainably create inclusive schools, including influencing teaching | | | | | |
| Action | What will change? | Why are we changing it? | Expected changes for the children/young people? | Expected changes for the staff practice and language | Expected changes for the school and wider community |
| | | | | | |
| | | | | | |

**Domain 1:
Leadership, culture and
values
What next?**

Reflections

Partnership for the Inclusion of Neurodiversity in Schools

Future Dates.

| Dates | Dates | Topic |
|---------------------------------------|-------------------------------------|---|
| 10th September 2025 | Kent and Medway PINS 1 and 2 | Whole School Approaches |
| 15 th October 2025 | PINS 2 Swale | Environments |
| 19th November 2025 | Kent and Medway PINS 1 and 2 | Policy Writing – Relational Approaches |
| 14 th January 2026 | PINS 2 Swale | Supporting Mental Health for staff and pupils |
| 25th February 2026 | Kent and Medway PINS 1 and 2 | Communication and Language |
| 25 th March 2026 | PINS 2 Swale | Celebration |
| | | |

**Partnership for
the Inclusion of
Neurodiversity in
Schools**

ICB Update

Questions?

**Partnership for
the Inclusion of
Neurodiversity in
Schools**

**Next Meeting Swale PINS Schools:
15th October 2025
Hempstead House Hotel
8.30am – 12.30pm**

Relational Approaches