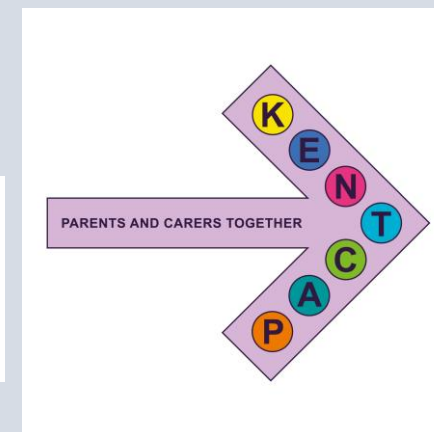


Partnership for the Inclusion of Neurodiversity in Schools

(PINS Phase 2)



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

(PINS Phase 2)

Welcome

**Fire Alarms
Tea break
Toilets**

Partnership for the Inclusion of Neurodiversity in Schools

(PINS Phase 2)

Welcome

| Item# | Time# | Min# | Agenda-Item# | Lead# |
|-------|-------------------------|------|--|--------------------------------------|
| | | | Welcome# | |
| 1# | From# 08:30# | 30# | Teas-and-Coffees# | Group# |
| 2# | 09.00# | 15# | Welcome-# | Kate-# Melissa-# |
| 3# | 09:15# | 15-# | School-Based-Review-Assessment-Evaluation# | Matthew- Bushell# |
| 4# | 09.30# | 30# | What-do-I-want-to-achieve-for-my-school-using-the-PINS-Menu-of-Support?# | Melissa-# Table- Discussions-# |
| 5# | 10.00# | 15# | Feedback-and-Questions-# | Kate-# Melissa# |
| 6# | 10.15# | 10# | Kent-Community-Health-# | Zoe-Fish# |
| 7# | 10:30# | 15# | Refreshment-break-# | # |
| 8# | 10.45# | 10# | The-Balance-System# | Hester-McKay# |
| 9# | 10.55# | 10# | Emotional-Literacy-Support-Assistants-(ELSA)-# | Maria-Vukoja# |
| 10# | 11.05# | 10# | Kent-Educational-Psychology-Services# | Nikki- Carpenter-# |
| 11# | 11.15# | 10# | Autism-Education-Trust-Training-and-Frameworks# | Morag-Hards# |
| 12# | 11.25# | 10# | Family-Hubs# | Lara-East# |
| 13# | 11.35# | 10# | NELFT-Emotional-Wellbeing-Team-(MHST)# | Katie-Gulliver# |
| 14# | 11.45# | 10# | The-Education-People# | Melissa-# |
| 15# | 11.55# | 5# | Questions# | Kate-# Melissa# |
| | 12.00# | 10# | End-of-Session# | |

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

(PINS Phase 2)

Updates

Baseline Evaluation – School and Governor Questionnaires.

Celebrating Swale and Sheppey Kelsi pages

Parent SEND Information Day (Transport)

Speech and Language offer

Happiness Project

AI Projectors Project

Sensory Processing and Introception Project

MOA

Partnership for the Inclusion of Neurodiversity in Schools

(PINS Phase 2)

1. Commitment of PINS Phase 2 Schools

The PINS Phase 2 Schools will commit to:

- Use the Kent Menu of Support Activities to access a minimum of 37.5 hours of support
- Senior Leaders will attend Monthly Network Meetings and provide oversight for the programme
- Senior Leaders will meet with the PACT Engagement Officer once a term with a focus on co-production, family support and how we can provide information and training on a range of topics to upskill parents.
- Facilitate a meeting with the PACT Engagement Officer and parent and carers to support with the creation (develop further) of a Parent Carer Forum.
- Relevant leaders to meet with SPOC (Single Point of Contact) to discuss progress and action planning linked to PINS
- Support all staff including members of the wider workforce to access relevant aspects of the Menu of Support including network opportunities

Menu of Support – Autistic Girls Network virtual events

Partnership for the Inclusion of Neurodiversity in Schools (PINS Phase 2)

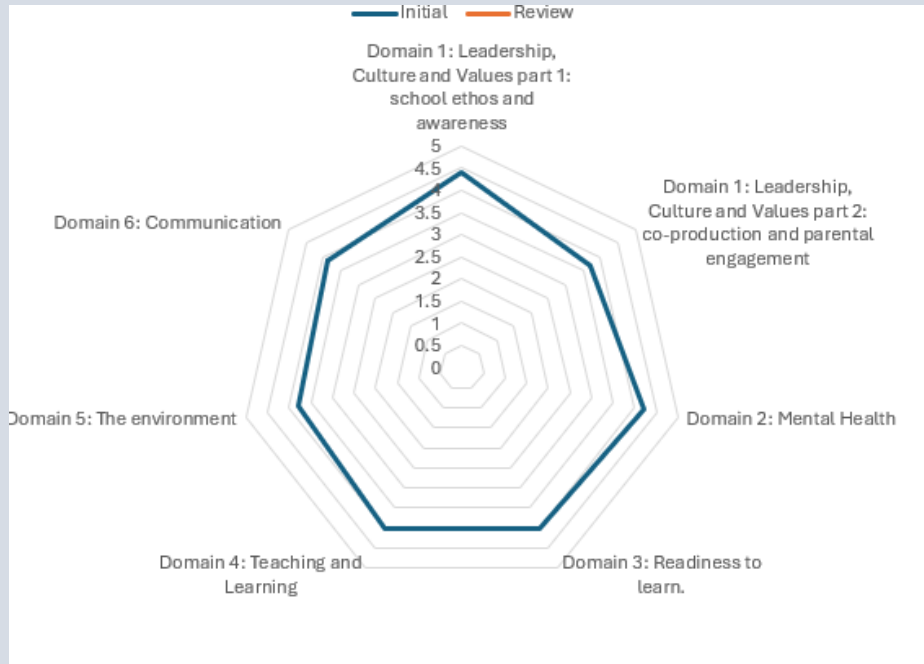
| WEBINAR | DATE | TIME | DURATION | AUDIENCE |
|--------------------------------------|-------------|---------|----------|----------|
| Intersectionality (Schools) | 2 October | 3.30 pm | 90 mins | Schools |
| A Strong Sense of Social Justice | 9 October | 3.30 pm | 90 mins | Schools |
| Energy Accounting | 16 October | 8.00 pm | 90 mins | Parents |
| Masking | 23 October | 3.30 pm | 90 mins | Schools |
| Alexithymia | 6 November | 3.30 pm | 90 mins | Schools |
| Friendships | 13 November | 8.00 pm | 90 mins | Parents |
| Autism Girls & Keeping it All Inside | 20 November | 3.30 pm | 90 mins | Schools |
| Emotional Regulation | 27 November | 3.30 pm | 120 mins | Schools |
| Intersectionality (Parents) | 4 December | 8.00 pm | 90 mins | Parents |
| Intersectionality (Schools) | 15 January | 3.30 pm | 90 mins | Schools |
| A Strong Sense of Social Justice | 22 January | 3.30 pm | 90 mins | Schools |
| Energy Accounting | 29 January | 8.00 pm | 90 mins | Parents |
| Masking | 5 February | 3.30 pm | 90 mins | Schools |
| Alexithymia | 12 February | 3.30 pm | 90 mins | Schools |
| Friendships | 26 February | 8.00 pm | 90 mins | Parents |
| Autism Girls & Keeping it All Inside | 5 March | 3.30 pm | 90 mins | Schools |
| Emotional Regulation | 12 March | 3.30 pm | 120 mins | Schools |
| Intersectionality (Parents) | 19 March | 8.00 pm | 90 mins | Parents |



Evaluation



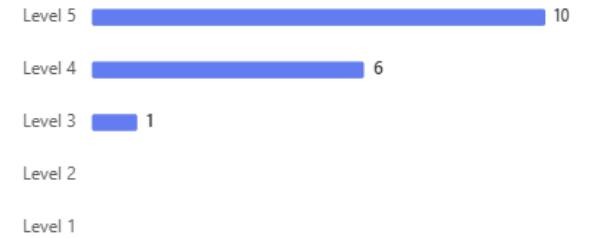
- Self Assessment submission – school to KCC on NHSe format
- Governor version also submitted
- Information from the above put into Strengths and Development Areas Analysis
- Thematic analysis of highest presenting area informing Menu of Support
- Parent surveys to follow
- Pupil Voice
- End of PINS period, review of the above and impact change
- Local area and NHSe analysis



7. School leaders understand the difference between and process for accessing universal, targeted and specialist levels of support for neurodiverse children. [More details](#)

4.53

Average Rating



Capturing Self Assessments

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

1 2 3 4 5

17 of 18 self assessments in

Areas of greatest need analysed

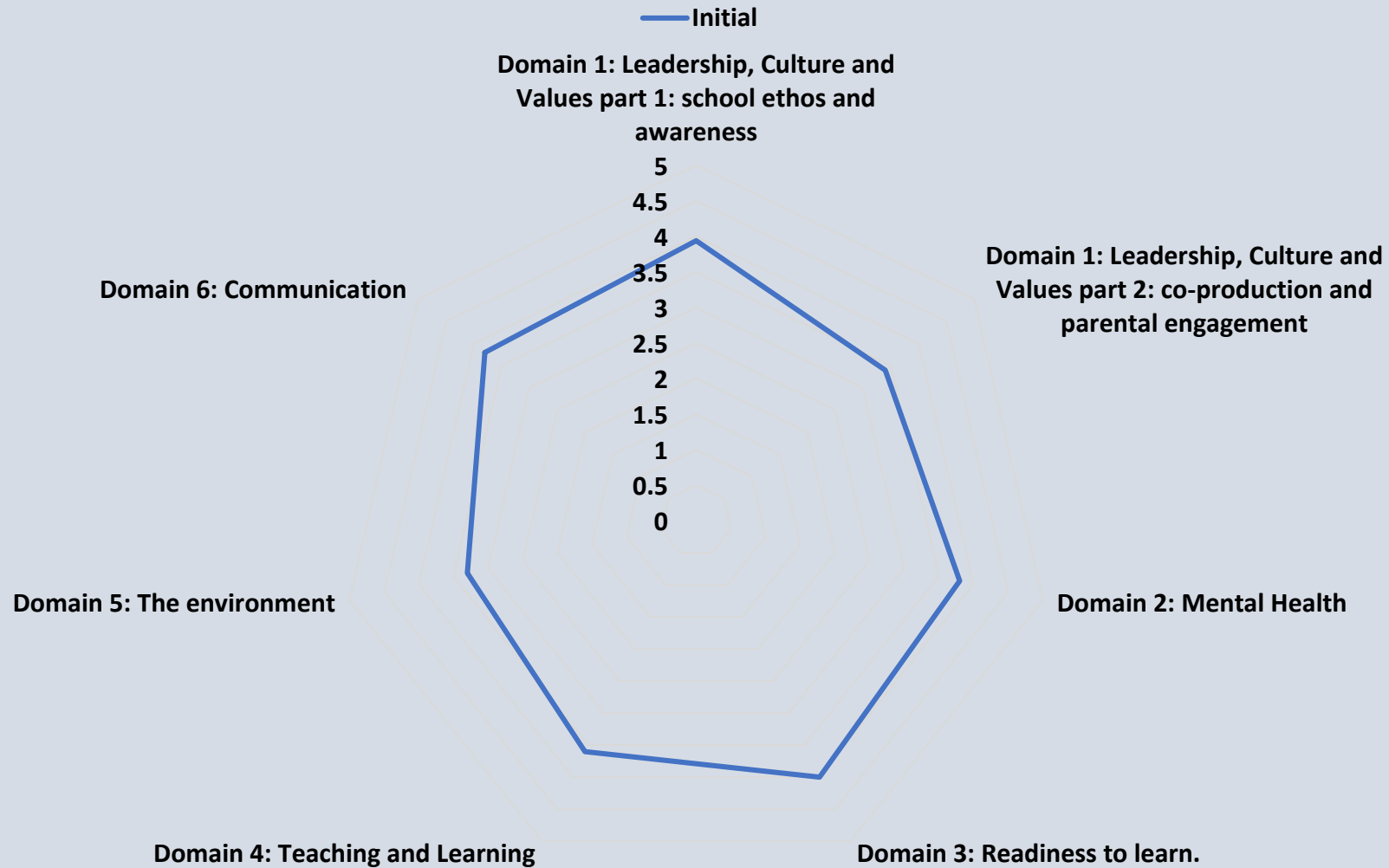
| | |
|--|----|
| Sensory need audit | 16 |
| Physical need audit | 15 |
| Parent collaboration and co-production advice | 15 |
| Parent voice help | 14 |
| Classroom Language audit | 10 |
| Strategies for supporting dysregulation & distress | 10 |
| Whole school MH approaches to ND pupils | 9 |
| Data analysis | 8 |
| Leaders knowledge on SEN continuum of support | 8 |
| Access to MH Support Team | 8 |
| Implementing evidence-based ND support | 7 |
| AET training support | 7 |
| MH first aid training/lead needed | 6 |
| Upskilling of support staff, including TA 1 to 1 and classroom | 6 |
| Peer acceptance and support | 5 |
| S and L support | 3 |

Highest scored questions

| | |
|--|----|
| School leaders recognise and respond to feedback from other stakeholders, such as parents, community members and external partners on how they support neurodiverse children. | 76 |
| Our behaviour policy is inclusive and acknowledges how neurodiverse needs can impact emotional regulation and therefore behaviour and includes making reasonable adjustments where necessary. | 73 |
| We support needs-led SEND provision within our school, rather than waiting for an EHCP or diagnosis. | 73 |
| When a child is identified as having a sensory difference, we make changes and do our best to adapt the school environment to meet their needs, including making reasonable adjustments where necessary | 72 |
| 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. | 72 |

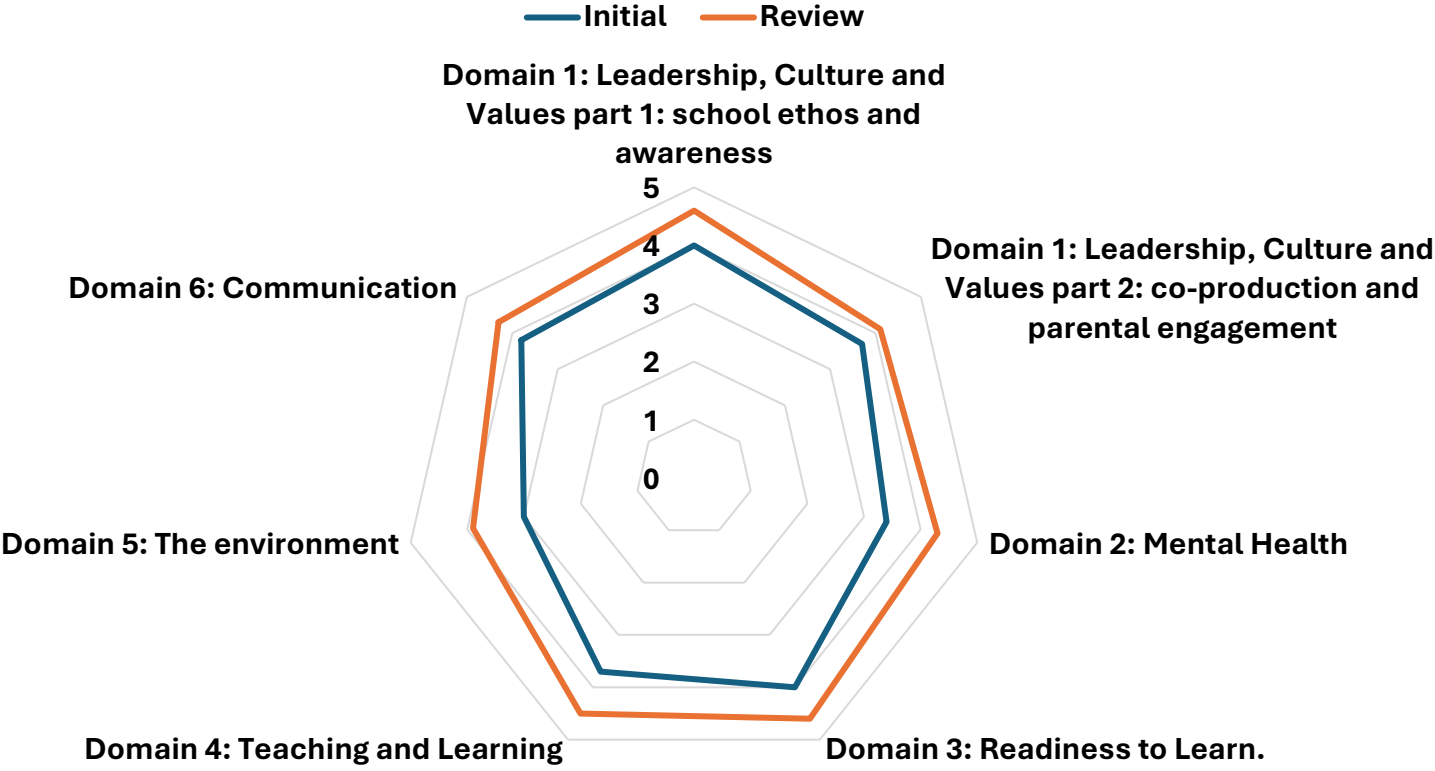


Combined self assessment domain scores PINS 2



Maidstone overall changes

PINS Self-Assessment Impact





Kent School Health





Primary school age

We provide advice, support and help on a variety of health issues and will refer to specialist services, when needed.

- Daytime and night time wetting and soiling
- behaviour issues
- healthy eating and lifestyle
- emotional health and wellbeing
- puberty and growing up
- sleep
- complex health needs.



The Lancaster Model



Topics covered

- Universal health
- Family health
- Risk and protective factors
- Emotional health and wellbeing
- Lifestyle choices
- Drugs/alcohol/smoking/vaping/solvents (year six, 10 and 12)
- Internet safety (year six, 10 and 12)
- Gambling (year 10 and 12)
- Sexual Health (year 10 and 12)



Feedback from school staff

“This is the first time I have seen the results of your excellent work and the service is fantastic. The resources you have shared in response to the findings are outstanding and will be of benefit across the school.”

“Thank you so much for this detailed reply. I was aware of the Schools Resource Hub but there is a lot of information here that I was not aware of. I really do appreciate this.”

Feedback from pupils

“That I got to tell my worries to you “

“I learned a bit about myself”

“It help with my thoughts”

“This experience was so great and amazing!”

“You were very helpful”



Resilience Toolkit

Resilience toolkit guides schools through the process of celebrating good practice already in place to support resilience and wellbeing, but also encourages schools to assess their current approach, identify any gaps and put actions in place to develop this further.

At the end of the process, schools can apply for the **Kent Award for Resilience and Emotional Wellbeing**, to recognise their hard work in developing their approach to resilience and wellbeing.



Resilience and Wellbeing



Transition



Have you any worries or concerns about moving to your next school?

Celebrating our differences assembly

HOW TO SUPPORT OUR FRIENDS

Supporting our friends requires understanding and empathy.

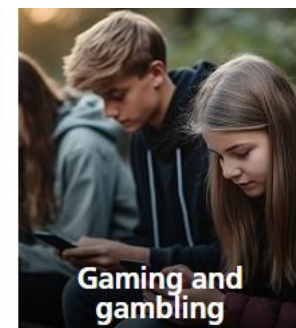
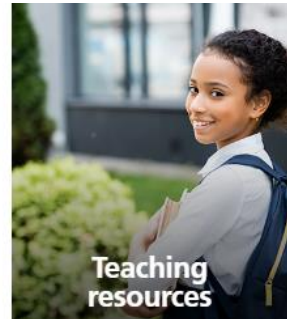
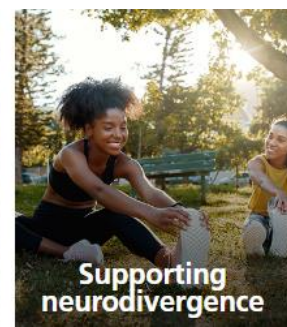
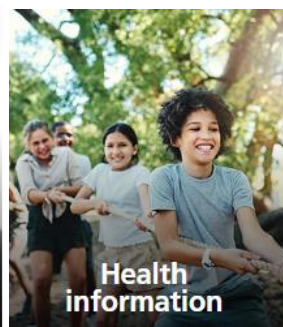
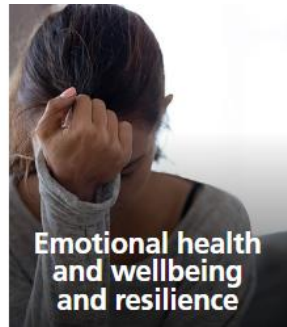
Don't tease or make fun of anyone in your class who is different or who is finding something difficult.

Simple acts of kindness can uplift those facing challenges, reinforcing that everyone has unique strengths to offer.

Be kind, understanding and encouraging.



School resource hub



Feedback from PINS 1 Parent Resilience workshop

The techniques were helpful as well as learning how important we are in modelling behaviours

Some really simple but effective ways to help with communication

Reframing language, positivity jar, website links.

Hearing other people's views and suggestions/opinions

Feedback from PINS 1 YR6 Transition workshop

*Personalised
feedback from
our pupilsurvey*

*Useful places
to go for
support*

The Basic's page

Kent School Health offer to PINS schools

- Year 6 transition workshop following TLM
- How to support your child's resilience and wellbeing for parents
- Celebrating our differences assembly KS1 & KS2
- Resilience Toolkit/Kent Award
- Resilience and Trauma Informed Practice – webinar training if required





Compassionate



Aspirational



Responsive



Excellent

(In everything we do, we care)



The Balanced System[®] Scheme for Schools and Settings Accreditation

Balanced System® The Kent Context

- Kent has adopted the [Balanced System®](#) framework as practical solution for a whole system to work together to meet speech, language and communication needs (SLCN).
- Everyone in Kent is working to achieve the Balanced System® outcomes which helps us to ensure children's needs are met by the most appropriate people in the most appropriate environments.
- This is your opportunity to work towards a nationally recognised Balanced System® accreditation created by Better Communication CIC and endorsed by NAPLIC and Afasic.

Visit our [KELSI](#) page for more information about how the Balanced System® is working in Kent



What Matters Most...



My family know how to support my speech, language and communication needs at home

The places where I spend my time are set up to help me understand and express myself

The other adults who support me know how to help me develop my speech, language and communication skills

If I am struggling and need extra help, I can trust someone will see and hear me and know what to do

I am given support at the right time to help me make progress





| FAMILY SUPPORT | ENVIRONMENT | WORKFORCE | IDENTIFICATION | INTERVENTION |
|--|---|--|---|--|
| <p>FS3. Specialist - Parents and carers of children with specialist SLCN receive specific specialist support to ensure confidence in their role as a key communication partner for their child and to increase their understanding of the specific communication challenges associated with their child's needs. Young people with SLCN are enabled to be active participants decisions about their support.</p> | <p>EE3. Specialist - Places where children and young people with specialist and complex SLCN spend their time for learning and leisure are communication friendly. The necessary adaptations are in place to maximise access in addition to the enhancements expected at a universal and targeted levels.</p> | <p>WW3. Specialist - Knowledge skills and expertise are developed in identified members of the wider workforce in order to ensure that, working with specialist support, there are staff that are confident and competent to support the delivery of specialist interventions including individual and small group work, support parents, adapt the environment and identify children who need specialist support.</p> | <p>ID3. Specialist - Children with specialist SLCN have their needs identified effectively and quickly. This includes multidisciplinary assessment where appropriate.</p> | <p>IN3. Specialist - Children and young people needing specialist intervention for their SLCN receive appropriate and timely provision in the most functionally appropriate context for their needs. Progress measures will include activity, participation and well-being goals in addition to goals relating to their core SLC impairment.</p> |
| <p>FS2. Targeted - Parents and carers of children with identified speech, language and communication needs (SLCN) access additional specific support to ensure confidence in their role as a key communication partner and educational support for their child. Families and young people with SLCN are supported to make choices and access services.</p> | <p>EE2. Targeted - Places where children and young people with identified SLCN spend their time for learning and leisure are communication friendly. Appropriate additional enhancements are made that enable children and young people with identified SLCN to more easily understand and to express themselves.</p> | <p>WW2. Targeted - The wider workforce is supported to develop specific knowledge and skills to support children and young people with identified SLCN. Setting and school staff are confident and competent to deliver targeted interventions, support parents, adapt the environment and identify children who need additional support.</p> | <p>ID2. Targeted - Efficient and accessible processes are in place that support the identification of more specific SLCN. The wider workforce, setting and school staff are supported to be confident and competent to identify children and young people who may require targeted support and/or referral to specialist services for their SLCN.</p> | <p>IN2. Targeted - Children and young people benefiting from targeted interventions will have access to evidence based targeted interventions to develop core speech, language and communication skills delivered in the most appropriate functional context. These might include 1:1 and / or small group interventions that are typically designed by specialist practitioners and delivered by those with appropriate training.</p> |
| <p>FS1. Universal - All parents and carers are supported with information and resources to encourage their role as effective primary communicative partners for their children. Families and young people are able to make proactive choices with respect to their child's or own needs.</p> | <p>EE1. Universal - Places where children and young people spend their time for learning and leisure are communication friendly. Environments have appropriate enhancements that make it easier for all children and young people to understand and express themselves.</p> | <p>WW1. Universal - The wider workforce is supported to have a good basic understanding of speech, language and communication including supportive strategies. Setting and school staff are confident in their role as facilitators of communication. The wider workforce has access to appropriate training around speech, language and communication.</p> | <p>ID1. Universal - Early identification of children and young people whose speech, language and communication needs may require targeted or specialist support is as efficient and accessible as possible. Preidentification information and advice is available in a given area, school or setting.</p> | <p>IN1. Universal - Homes, settings and schools are supported to develop the language and communication skills of all children and young people through language enrichment and supportive activities.</p> |

Balanced System® for Schools and Settings

- [Scheme for Schools and Settings®](#) is the licenced accreditation scheme which uses the Balanced System® outcomes framework.
- It enables schools and settings to develop a systematic approach to improving outcomes for children and young people with SLCN.
- The scheme provides schools with a clear development pathway for improving provision for speech, language and communication with tools to help audit existing good practice, identify gaps in provision, plan against identified outcomes and then implement their development programme.



What you will get...

Access to full suite of tools to work through Understand Phase, Plan and Do, and Review



What you will get...

A Kent Local Mentor assigned to your school to help support you through the accreditation journey and beyond

- Local mentors are able to support schools in developing their provision within the Kent context and navigate changes which are happening in the wider system

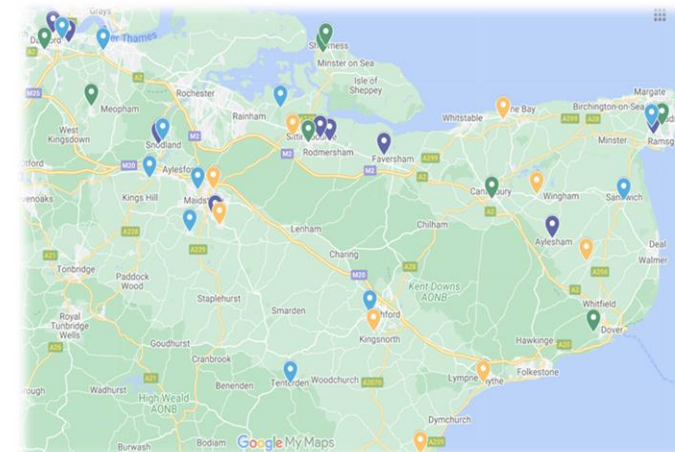
School Quote from the Online reflection tools

This has given us the opportunity to scrutinise what we do with the help of our Mentor and to open up discussion about what we do well (which we don't always acknowledge) and what we would like to improve.

What you will get...

Access to Kent Community of Practice for SLCN

- Join over 40 schools and settings who have achieved or are working to achieve Balanced System[®] accreditation including
 - 8 Early Years Settings
 - 13 Centres of Excellence
- Get access to a wealth of information and support from accredited schools who are already seeing the impact of their good practice in supporting SLCN
- Link in with other schools and settings who are working towards accreditation as part of a cohort for peer support



Key Information...

The licence runs over 5 academic years

- **The accreditation journey typically takes 12 to 18 months and includes...**
 - access to online tools for each individual school or setting to support the accreditation journey and beyond
 - local mentoring
 - access to local networks and a Kent community of practice for SLCN
 - the opportunity to gain national recognition through the Balanced System[®] accreditation.
- **Following successful accreditation, schools and settings hold the licence for a further 3 years and this includes...**
 - continued access to the online tools to support ongoing development of SLCN provision
 - ongoing local mentoring
 - ongoing access to local networks and a Kent community of practice for SLCN
 - yearly updates to evidence the impact of your provision to maintain accredited status

What the Schools say....

We are able to support more children by streamlining our identification processes and enhancing staffing structure. We can also support children with more complex needs as a result of the range of training we have accessed. Children have better outcomes as a result of the changes we have made.

We have led a number of training sessions with staff and developed resources to support the use of Language through Colour and Cued Articulation at a whole school level - previously it had only been used at the targeted and specialist level.

We have a greater focus on SLCN provision with improved communication with parents. Children continue to be identified early but their language needs are supported in class through visuals and explicit vocabulary teaching as part of our new teaching structure. Training revisits on things such as 'thinking time' have ensured these are given greater thought during teaching.

Developing the role of a specialist has been pivotal in championing the needs of children with SLCN across the school, in looking at identification of need, intervention, working with Specialists and feeding this back to classroom support.

Reduced Cost Licence Opportunity in Kent

Licence for a 5 year process including local mentor support to work towards achieving accreditation

This represents a 50% savings in costs

£1000 exc VAT

This is based on a minimum of 6 schools taking a licence ready for a September 2025 start



Next Steps

- In order to secure your school's licence and support, you need to email SLCN@kent.gov.uk with your school name and district, as well as a *key contact name and invoice details*.
- A confirmation email will be sent to acknowledge the allocation of a licence
- Your school will be contacted in September with details of your first 'Understand Phase' Workshop
- If you have any questions about the accreditation, please contact SLCN@Kent.gov.uk and we will be happy to help.



Theory Focus

UNDERSTANDING THE ELSA PROGRAMME IN KENT

Learning Objectives



- 1) To understand the Emotional Literacy Support Assistant (ELSA) programme in Kent
- 2) To understand what is required from schools to have a registered ELSA



What is an ELSA?

ELSAs are Emotional Literacy Support Assistants working in schools. They:

- **Plan and deliver** individual (and small group) support programmes
- Help children **recognise, understand and manage emotions** so they can be successful
- Receive **training and supervision** from Educational Psychologists (EPs).



Origins

- Peripatetic ELSAs working for Psychology Service (Southampton)
 - School-based ELSAs given training and supervision by Educational Psychology Service (Hampshire)
- School-based model adopted in other local authorities.

ELSA Network



ELSA NETWORK

About ELSA Research Resources Area Directory News Contact

ELSA Network

Emotional Literacy Support Assistants

Search

An educational psychology led intervention for promoting the emotional wellbeing of children and young people.

[Find out more](#)

[Find an ELSA contact for your area](#) [Get in touch](#) [ELSA Trainer's Forum](#)

www.elsanetwork.org

Accreditation



- Full accreditation as a Kent ELSA happens following **6 days of training** and the first **year of termly group supervisions**
- Certificates are awarded for completion of all the training and supervision sessions
- Regular **attendance at supervision is required** in order to maintain accreditation

Structure of the Course



- Day 1) Introduction to ELSA
- Day 2) Attachment, Belonging, and Friendship
- Day 3) Resilience and Self-Concept
- Day 4) Managing Emotions
- Day 5) Bereavement and Loss
- Day 6) Getting Started as an ELSA

Able to develop good relationships with pupils who experience difficulties

Good time management and organizational skills

Able to remain calm under pressure

Able to work independently and show initiative

Caring

Warm and friendly personality

Able to nurture pupils' belief in themselves

Creative

Enjoys learning

Good interpersonal skills with pupils and adults

Respects Confidentiality

Able to see things from the child's perspective

Qualities that make a great ELSA

Able to develop programmes of support matched to pupils' needs



What else do we need?

- The **belief** that all children can be helped to improve whatever their circumstances or starting point
- A **positive** problem-solving approach
- **Commitment**
- Desire to **learn**
- To be ready to **support each other** when the going gets tough

Kent Educational Psychology Service Commitment



- ✓ Deliver training to develop ELSA skills
- ✓ Advise on planning programmes of support
- ✓ Provide group supervision (and sometimes individual support)
- ✓ Advise on useful published resources
- ✓ Assist in dissemination of 'home-grown' resources and ideas, and in problem solving general ELSA issues

School Commitment

- ✓ Release ELSA for training and supervision sessions
- ✓ Designate time for planning and delivery of ELSA support to pupils
 - ✓ Provide suitable space for ELSA work
- ✓ Allocate funds to develop small bank of resources over time
 - ✓ Maintain ELSA role within school



Benefits for Pupils



- Feel very supported by having ‘special time’ and being listened to
- Develop greater self-awareness
- Learn to talk about difficulties
- Develop coping strategies
- Interact more successfully with others
- Feel better about themselves
- Manage and learn better in school
- Turn negative cycles into positive ones

Benefits for School



- Access to **prompt support** for pupils in need
- **Positive changes** in pupils with behavioural, emotional or social difficulties
- **Improved learning** for target pupils and their peers, raising academic standards
- New skills/ideas cascaded to **other staff**
- Increased **confidence** in managing 'problems' from within



Benefits for **ELSA**s

- Extensive **training** in how to support pupils effectively using evidence-based approaches
- Understanding of **psychological theories**
- Increased **confidence** in helping pupils
- **Accreditation** as a Kent ELSA
- **Continuing learning** and development using peer support and regular access to an EP



Benefits to Kent Educational Psychology Service

- Indirect input to increased number of pupils
- Continuity of support through regular supervision groups
- Development of working relationship with ELSA through regular contact
- Ability to contribute to school development
- Time and cost-effective support to schools.



Conclusion

The ELSA initiative is:

- A long-term partnership between the Educational Psychology Service and schools
- A tried and tested means of building capacity in schools
- An effective way of providing quality support to vulnerable children and young people

ELSA: Good Practice Guidelines and Getting Started

Week in the Life of an ELSA



- **One day per week** (or half a day for small schools)
- **Weekly sessions** for three or four individual children or small groups, that:
 - Last between 30 – 50 minutes per session
 - Run for between 6 – 12 weeks
- Time each week to:
 - **Plan and prepare** sessions
 - **Record** sessions
 - **Liase** with parents/carers and teachers
- **Meet with Line Manager** regularly to manage referrals, discuss resources or support needed to maintain the intervention
- **Group Supervision** with EP once a short term

Allocation of time



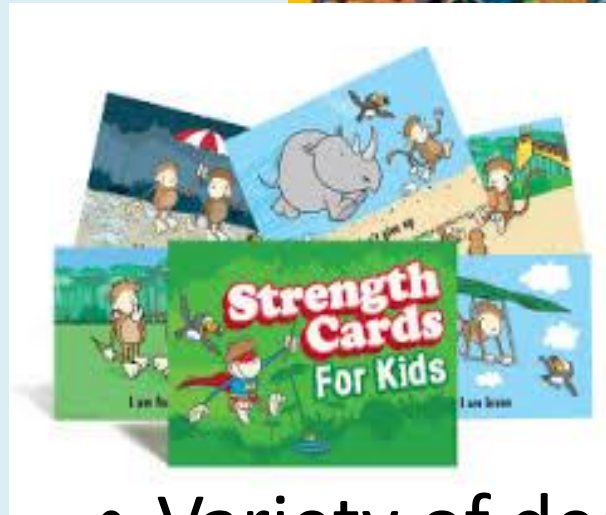
- One day a week (or equivalent) per ELSA – or half day in small schools (e.g. 100 pupils or less)
- Includes planning time and recording – equal to the amount of time spent delivering sessions
- Regularity of delivery important

Work space



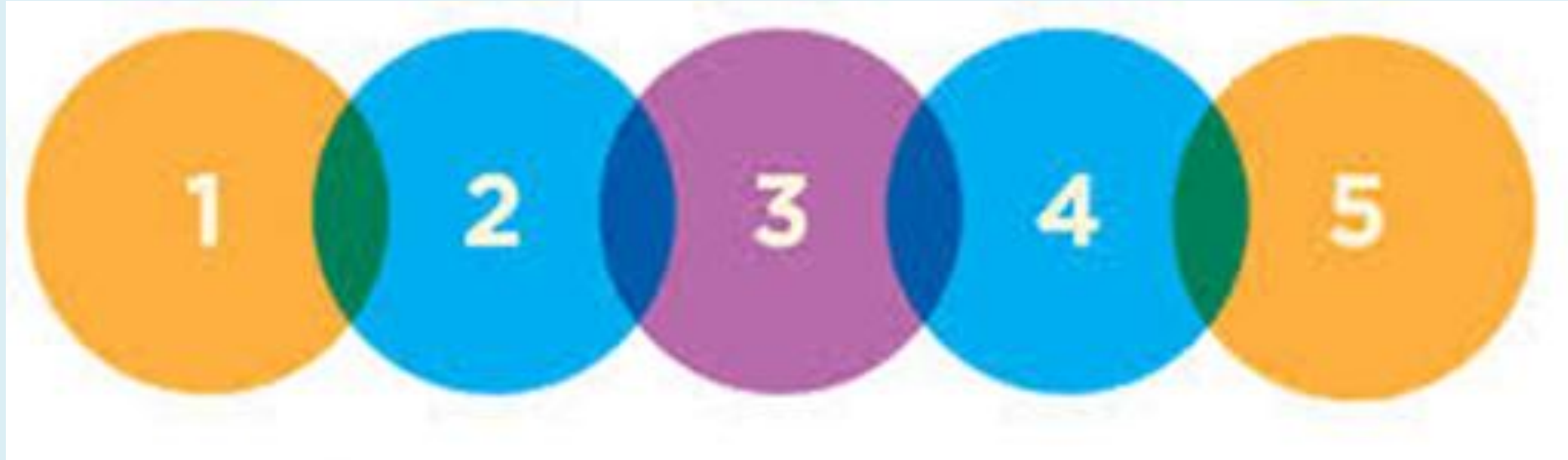
- Consistency
- Degree of privacy
- Freedom from interruption
- Storage and display space

Resources



- Variety of dedicated resources to support range of needs
- Budget to develop resource bank
- Time for developing resources
- Access to online resources

Referral of pupils



- Manageable workload
- Prioritising referrals
- Identifying programme aims
- Length of involvement

Session planning

Basic requirements:

- Session objective
- Resources needed
- Activities
- Evaluation of session afterwards
- Record keeping



Supervision



- Half-termly in small groups with link EP
- Secondary ELSAs grouped together
- Supportive supervision (not managerial)
- Problem-solving approaches are used
- Peer group support – sharing ideas/ resources

Parental support



- Raising awareness of ELSA provision to all parents
- Notifying involvement
- Encouraging parental support / liaison
- Reviewing outcomes

Whole school support



- Effective communication between ELSAs and other staff
- Respecting pupil and family privacy
- Limits of confidentiality



Roles and Responsibilities



Line Manager Responsibility

- Understanding and communicating ELSA role
- Overseeing workload and ELSA welfare
- Ensuring appropriate working conditions
- Supporting identification of programme aims
- Supporting evaluation

Role of Supervision



- Threefold purpose:
 - To develop skills and competence
 - To safeguard pupils
 - To sustain and support ELSAs
- Requirement of regular attendance to continue practising as an ELSA
- Responsibility of ELSA to communicate needs and provide feedback



Role of EP Supervisor

- Arrange and facilitate sessions
- Record attendance
- Follow up non-attendance
- Negotiate group working agreement
- Provide professional support to ELSAs
- Provide psychological perspective on pupil (and ELSA) needs to support planning
- Encourage shared problem-solving
- Uphold principles / guidelines of ELSA project



Role of EP Service

- Maintain availability and quality of ELSA training and supervision
- Develop and deliver supplementary courses to support ELSAs
- Maintain integrity of project in liaison with schools and Local Authority colleagues



Theory Focus

KEY THEORIES UNDERPINNING THE ELSA PROGRAMME

Framework and Rationale for Emotional Literacy Support



- As an inclusive society we all have a responsibility to encourage the emotional wellbeing of all children.
- A child's ability to succeed within a learning environment is enhanced by their emotional wellbeing.
- The emotional wellbeing of children in school is promoted through both its culture and ethos, and the clarity of expectations and purpose.

Some Psychological Foundations



Self-Actualisation



Self-Esteem

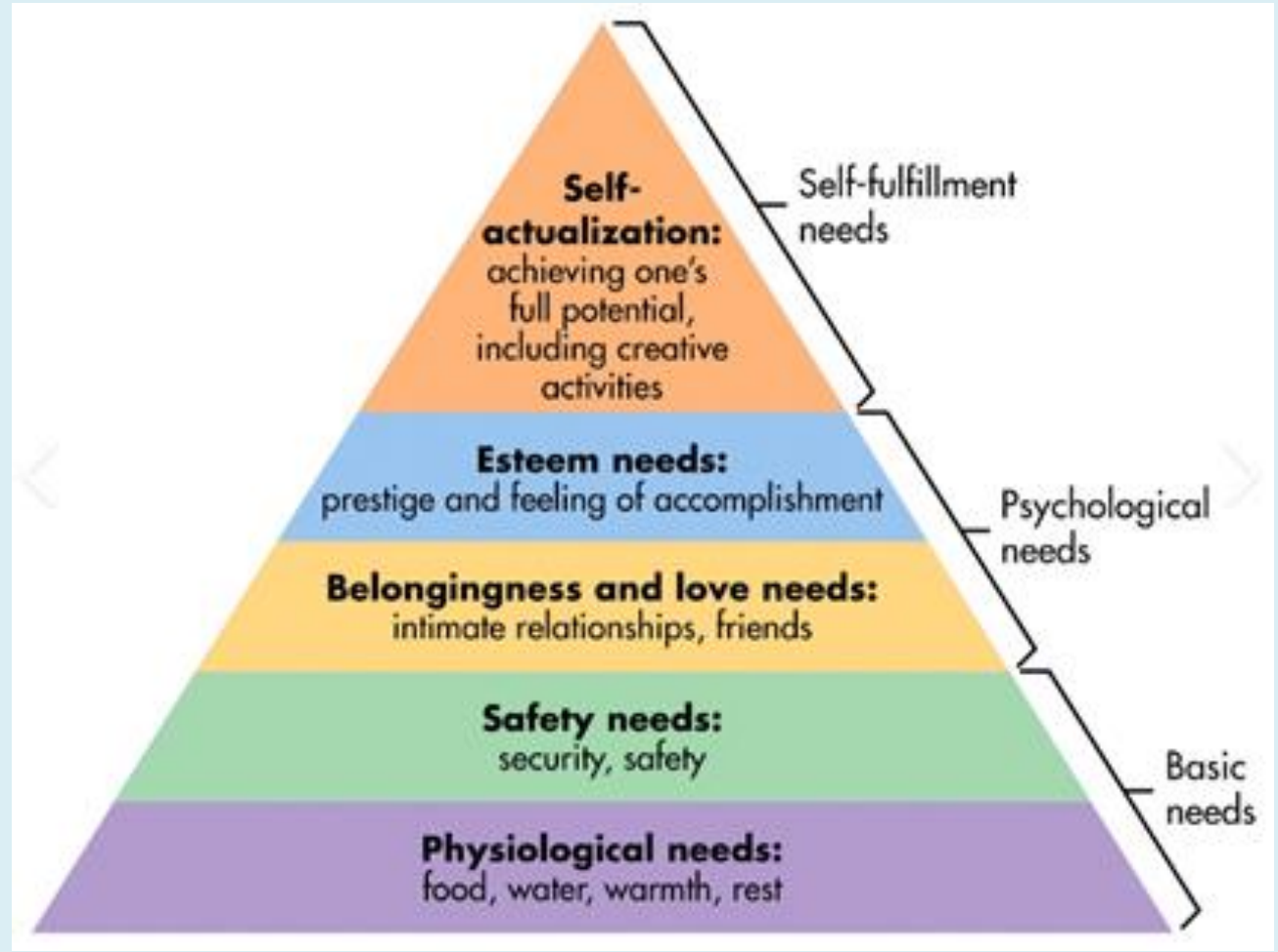


Emotional Intelligence



Social Learning Theory

Self-Actualisation



Maslow's Hierarchy of Needs (1970)



Self-Esteem



Security

Feeling of being comfortable and safe; knowing what is expected; being able to depend on individuals and situations; comprehending rules and limits.

Self-Hood

Feeling of individuality. Gaining self-knowledge, including an accurate and realistic self-description, and knowledge of sources of influence on the self.

Affiliation

Feeling of belonging, acceptance, or relatedness, particularly in important relationships. Feeling approved of, appreciated, and respected by others.

Mission

Feeling of purpose and motivation in life. Empowerment through setting realistic and achievable goals and being willing to take responsibility for the consequences of one's decisions

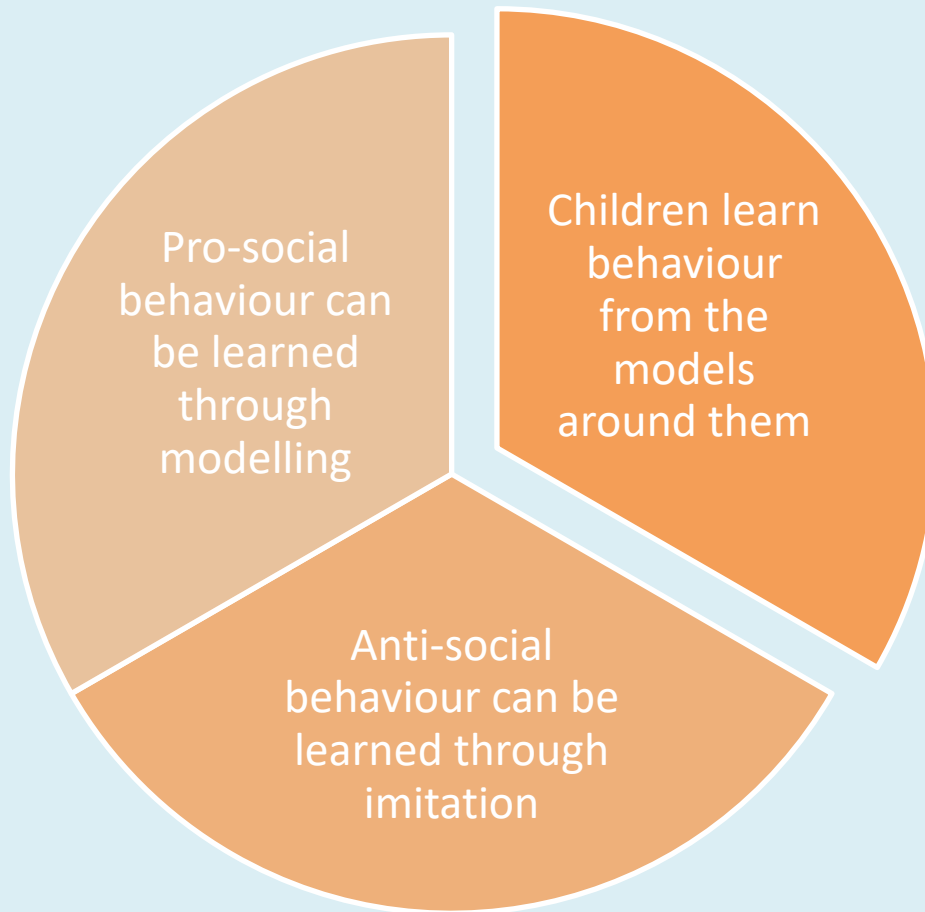
Competence

Feeling of success and accomplishment in things regarded as important or valuable. Aware of strengths and able to accept weaknesses.

Borba's Five Building Blocks of Self-Esteem, 2012



Social Learning Theory



There must see consistency in both the system of rewards and the behaviour of models

Bandura, 1977

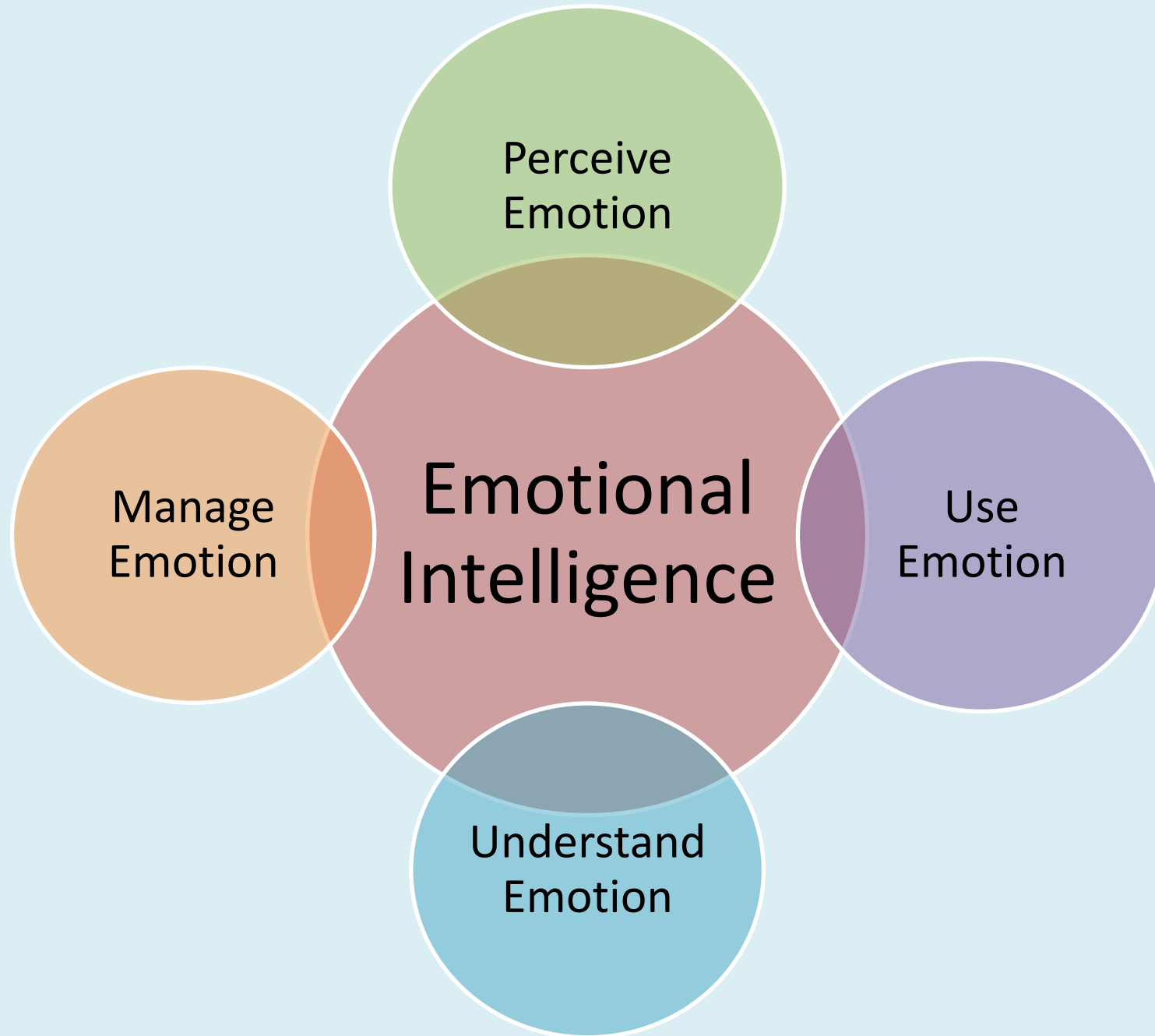


Emotional Intelligence



*“The ability to **perceive** accurately, **appraise** and **express** emotion: the ability to access and/or **generate feelings** which facilitate thought; the ability to **understand** emotion and emotional knowledge; the ability to **regulate** emotions to promote emotional and intellectual growth”*

(Mayer and Salovey, 1997)



Two Processes in Emotional Intelligence:

Personal Competence

How we manage ourselves

Self-awareness

Self-regulation

Motivation

Social Competence

How we handle relationships

Empathy

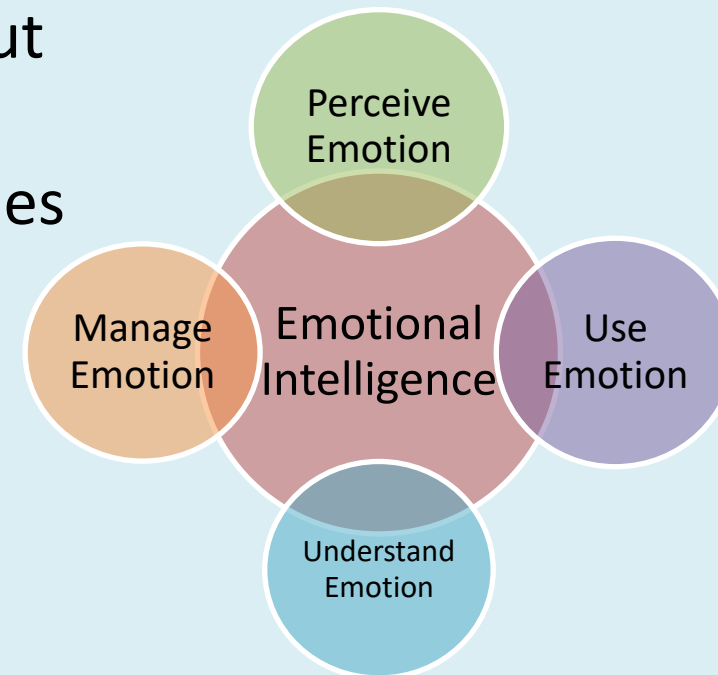
Social skills



Emotional Literacy

Those who cope well and achieve in their learning are more likely to be able to:

- Know and articulate their own feelings
- Manage their emotional life, without being overwhelmed by it
- Be persistent in the face of difficulties
- Show empathy, be able to read the emotions of others
- Handle relationships with skill and harmony.



Emotional Literacy Curriculum



Primary

- Recognising emotions
- Self-esteem
- Social skills
- Anger management

Secondary

- Developing individuality
- Exploring social roles
- Stable relationships
- Empowerment to ask 'why' questions
- Tolerating ambiguity of having both positive and negative feelings about something

'Nurturing Emotional Literacy: A Practical Guide for Teachers, Parents, and those in the Caring Professions' Peter Sharp, 2001



Primary Age Curriculum for Emotional Literacy

- Recognising emotions
- Building resilience and self-esteem
- Social skills
- Friendship skills
- Emotional regulation including anger management
- Loss and bereavement
- Empowering pupils to make informed choices

Secondary Age Curriculum for Emotional Literacy



The Primary Aged Curriculum plus:

- Fostering the development of individuality
- Encouraging a longer-term view of the student's role in life
- Exploration of role (student, sibling, offspring, grandchild, friend, citizen)
- Forming and maintaining stable relationships (friends, peers, teachers, parents/carers)
- Empowering young people to ask 'why' questions
- Helping them learn to tolerate the ambiguity associated with both comfortable and uncomfortable feelings about the same person or thing (parents/carers, teachers, school)

(Sharp, 2001)

Kent ELSA Commitment Agreement 2025-26

Discussion: Setting Up ELSA



- **Where** are you going to have ELSA sessions?
- How much **time** each week for ELSA and when?
- What **resources** does school already have?
- What **budget** is there for new resources?
- How will children/young people be **referred**?
- How and when will **parents/carers** be informed?
- How will you **work together** and with other wellbeing staff in school?

ELSA Intervention Record

(Plan, Do, Review)



A framework for each of your ELSA interventions which provides:

- Clear process and structure for each intervention
- Way of gathering and recording referral information
- Consent form for parents and pupils
- Tools for evaluating the impact of each intervention
- Session plan framework
- A format for safely and respectfully recording personal information gathered about pupils receiving the intervention
- Process for reviewing each intervention when it ends



Step 1

- ELSA and Line Manager
- Gathering background information

Step 2

- ELSA, Line Manager, Parent, and Pupil
- Gaining consent and pre-assessment

Step 3

- ELSA and Pupil (first session)
- Build rapport and agree SMART target

Step 4

- ELSA
- Sessions planned

Step 5

- ELSA and Pupil
- Sessions delivered and evaluated

Step 6

- ELSA, Line Manager, Parent and Pupil
- Joint review of progress

ELSA Intervention Record (Plan, Do, Review)

Step 1

- ELSA and Line Manager
- Identify pupil(s), agree overall aim and complete relevant background information
- Ensure the work will be safe and supported

Step 2

- ELSA, line manager, parent/carer and pupil (if appropriate)
- Discuss: ELSA role; overall aim; data held; and seek informed consent of parent/carer and pupil (if present)
- Complete pre-assessment together

Step 3

- ELSA and pupil
- First ELSA session: get and SMART target tog (if not already done)

Step 4

- ELSA (with support fr
- Overall planning of 6
- Next session planned:

Step 5

- ELSA and pupil(s)
- 6 to 12 sessions deliv
- SMART target adjuste

Step 6

- ELSA, line manager, p
- Review and evaluator
- Decision to end or cor

ELSA Intervention Record 2024/25

PART 1: REFERRAL TO BE COMPLETED BY LINE MANAGER AND EL

Name: _____ Date of birth: _____ Year: _____

Reason for referral: _____

Please comment on the following:

- Attendance
- Learning Needs
- Exclusions

Any other important or relevant information that might have an impact on d ELSA support: _____

Other agencies currently involved (please tick):

| | |
|---|--|
| Speech and Language Therapy (SLT) | Child and Adolescent Mental Health Service (CAMHS) |
| Occupational Therapy (OT) | Paediatrician |
| Educational Psychology (EP) | Early Help |
| Specialist Teaching and Learning Service (STLS) | Social Services |
| Other (please specify): _____ | |

Please comment on any potential safety concerns for the ELSA when working child or young person and the arrangements that will be made: _____

Is this work within the professional competence of the individual ELSA? Yes/No

Please comment on any additional support that might be needed for the ELSA from the line manager and the arrangements that will be made: _____

Name of ELSA: _____ Signature: _____ Date: _____

Name of Line Manager: _____ Signature: _____ Date: _____

ELSA Intervention Record 2024/25

PART 2: INFORMED CONSENT AND PRE-ASSESSMENT TO BE COMPLETED BY ELSA, LINE MANAGER, PARENT/CARER and PUPIL (if appropriate)

Please discuss the role of the Emotional Literacy Support Assistant (ELSA) in school and what will happen to the information recorded before completing this section so that parents/carers and pupil (if appropriate) can give their informed consent.

Name of pupil: _____

Agreed overall aim of ELSA work: _____

Number of sessions planned: _____

Start date: _____

Review date: _____

I understand how working with an ELSA could help my child, w information recorded and I consent to this work.

Parent/carer signature: _____ Date _____

Name (please print): _____

I understand how working with an ELSA could help me, what i information recorded and I consent to this work.

Pupil signature: _____ Date _____

Please note that pupil consent is essential for all young people

Pre-assessment information: _____

Please complete the table on the next page indicating your agr pupil's social and emotional strengths and difficulties before E marking the level of ability selected each time with a 'B' for 'E used to review progress at the end of the ELSA work and for ge purposes. It is designed to remain anonymous so that it can be please do not add the pupil's name to the next page.

ELSA Intervention Record 2024/25



Social and Emotional Literacy Strengths and Difficulties

| | Skill | Ability | | | | |
|---------------------|---|-------------|---|---|---|-------------|
| | | 1 very poor | 2 | 3 | 4 | 5 very good |
| Emotional awareness | Ability to recognise how they feel | | | | | |
| | Ability to say how they feel and why | | | | | |
| | Knowledge and use of strategies to help regulate emotions | | | | | |
| Social skills | Ability to seek adult help when needed | | | | | |
| | Making eye-contact | | | | | |
| | Taking turns | | | | | |
| | Speaking in a pleasant tone of voice | | | | | |
| | Sharing | | | | | |
| Friendship skills | Ability to ask for help | | | | | |
| | Paying attention when spoken to | | | | | |
| | Ability to initiate friendships | | | | | |
| Self-esteem | Ability to maintain friendships | | | | | |
| | Understanding what friends do and do not do | | | | | |
| | Ability to identify strengths | | | | | |
| | Ability to accept praise | | | | | |
| | Ability to accept constructive criticism | | | | | |
| | Perseverance for tasks they find difficult | | | | | |
| | Ability to cope with new experiences/change | | | | | |
| | Ability to seek adult help when needed | | | | | |

This page is designed to remain anonymous so that it can be copied separately as part of our service evaluation of the impact of ELSA work so please do not add any names.

ELSA Intervention Record 2024/25

Outcome Setting



What are we aiming for?



- Agreed with all those involved
- Reinforced outside of ELSA session
- Clear and measurable, i.e. SMART

Outcome Setting

How to?

Find a baseline

- What can the child or young person do now?
- What are things like for them at the moment?

Set the long-term goal

- What would you (and others) like this child or young person to be or to do in the future?

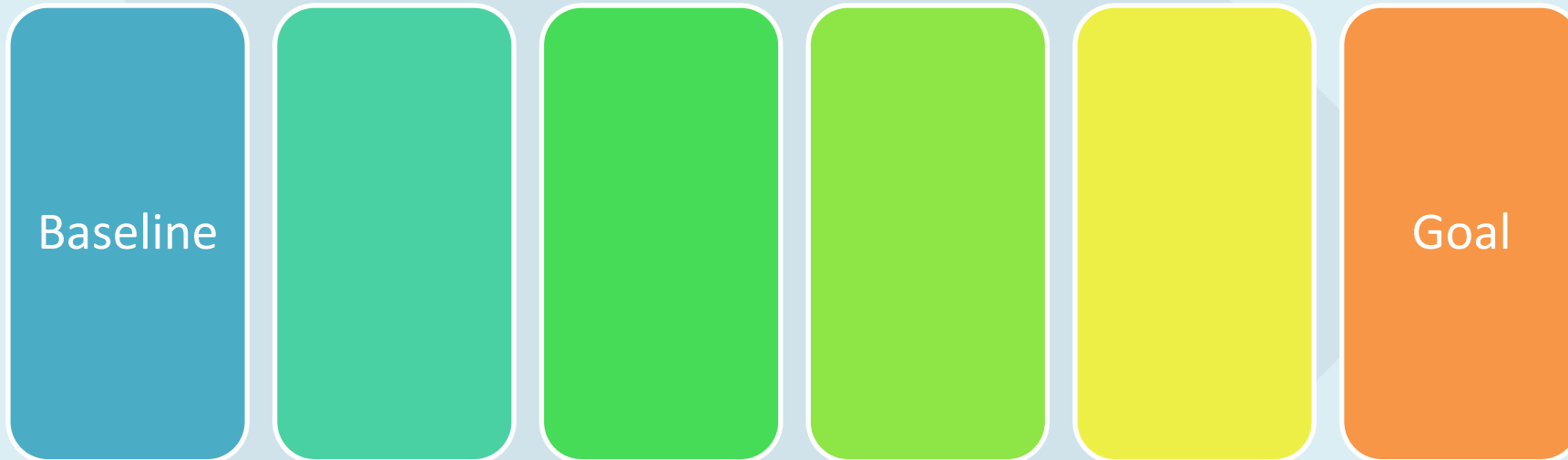
Agree the short-term outcome

- What is the next step towards this goal?
- What needs to happen next to move one step closer to the goal?

Outcome Setting



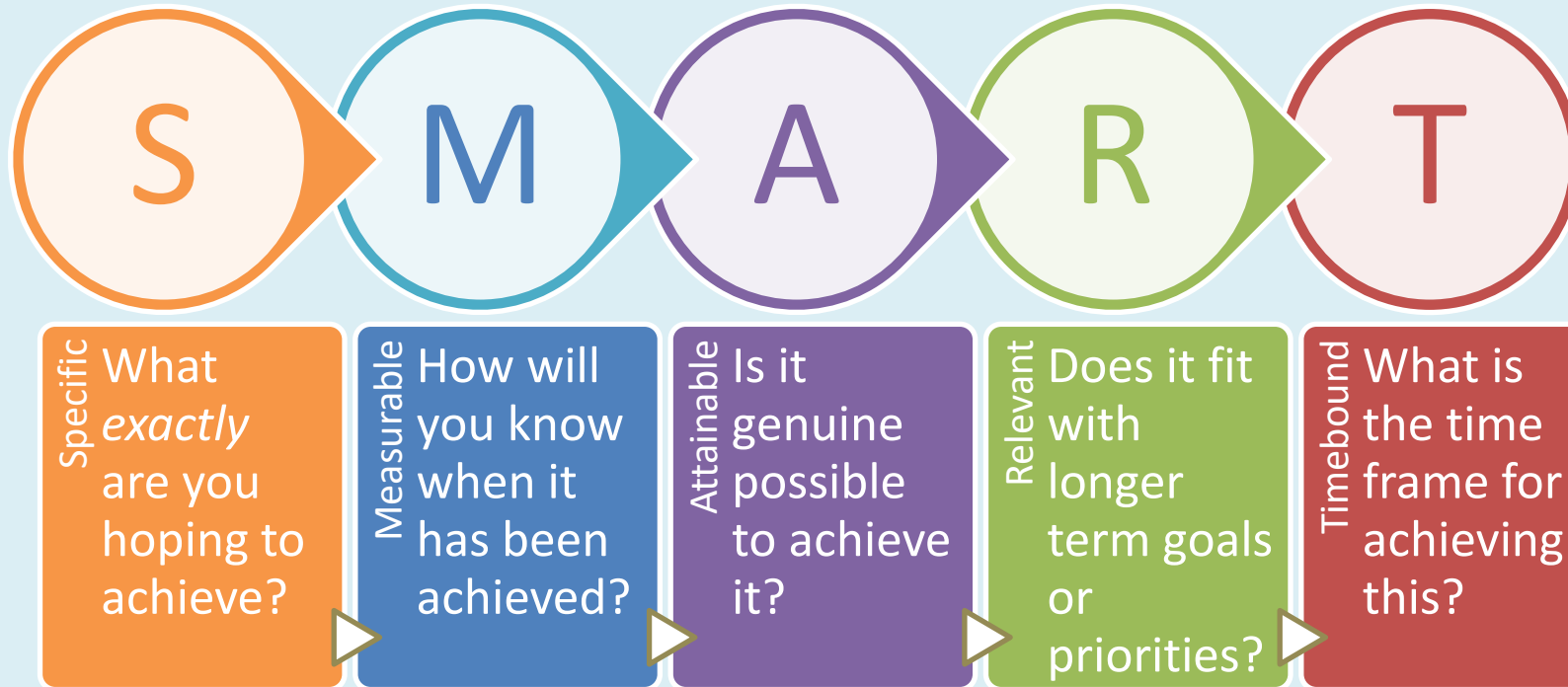
Think Back: What Emotional Literacy skills do they need to move forward?
i.e. those core elements of Emotional Literacy or Emotional Literacy Curriculum may help



Information Gathering: from teachers, SENCO, parents, pupil

Longer Term Priorities: How are these issues affecting their learning or development?

Outcome Setting



Examples

By the end of Term 5, James will be able to take turns with another child in a simple game on three out of four occasions.

In six weeks time, Kayleigh will be able to recognise the feelings happy, worried and cross in herself during small group activities on four separate occasions.

Discussion: Session Planning



PARTS 4 and 5: ELSA SESSION PLANS TO BE COMPLETED BY THE ELSA

ELSA Session Plan

Pupil name: _____ Date: _____

Overall aim of ELSA sessions: _____

SMART target (when agreed): _____

Objective for this session: _____

Activities

- Starter/warm up activity
- Recap
- Focus activity

- Evaluation with pupil
- Ending/cool down activity

Resources

ELSA's review and evaluation (what went well, informing next session, sharing)

Name of ELSA:



PART 3: TO BE COMPLETED BY THE ELSA AND PUPIL TOGETHER

Please complete this after getting to know each other and when ready to create a SMART (specific, measurable, achievable, realistic and time-related) target together, using the pupil's own words where possible.

Overall aim of ELSA work for pupil:

Smart Target: By the end of the ELSA programme I hope I:

Some examples of SMART targets:

- take turns with another person when playing a game
- know when I am feeling (e.g. worried, sad, angry)
- ask to join in a game at break time and know when to leave
- say three things that have gone well each day

For your SMART target, please rate on a scale of 1 - 10 how well you are doing now with a 'B' for 'Baseline':



Rating 1 means:

Rating 10 means:

Description of how things are now (Baseline):

Pupil comments:

This page is designed to remain anonymous so that it can be used for our service evaluation of the impact of ELSA work so please do not write your name on this page.

ELSA Intervention Record 2024/25

PARTS 4 and 5: ELSA SESSION PLANS TO BE COMPLETED BY THE ELSA

ELSA Session Plan

Pupil name:

Date:

Overall aim of ELSA sessions:

SMART target (when agreed):

Objective for this session:

Activities

- Starter/warm up activity
- Recap
- Focus activity

- Evaluation with pupil
- Ending/cool down activity

Resources

ELSA's review and evaluation (what went well, informing next session, share any ideas for next time)

Name of ELSA:

ELSA Intervention Record 2024/25

PART 6: REVIEW OF PROGRESS BY ELSA, LINE MANAGER, PUPIL AND PARENT / CARER

For the SMART target, please mark a number on the scale of 1 to 10 on Page 5 using an 'A' for 'Achieved' to show where the pupil is now after the ELSA work.

Description of Achievement:

Please complete the table again on Page 4, indicating your agreed assessment of the pupil's social and emotional strengths and difficulties after the ELSA work, marking the level of ability selected each time with 'A' for 'Achieved'.

General comments on progress:

Pupil's comments about what they have enjoyed as well as achieved:

ELSA's comments about what has gone well and their hopes for the pupil in future:

Parent/carer views:

ELSA work for this pupil: is now complete or will continue with a new target (please circle agreed decision)

ELSA Intervention Record 2024/25

Discussion: Whole School Awareness of ELSA



Take 5 minutes to discuss and plan:

- How will you introduce and explain ELSA to the wider staff team in your school?



What is Supervision?



‘Supervision interrupts practice. **It wakes us up to what we are doing.** When we are alive to what we are doing, we wake up to what is, instead of falling asleep in the comfort stories of our clinical (**teaching**) routines and daily practice. We have profound learning difficulties when it comes to being present to our own moment-to-moment experiences’

(Ryan, 2004)

Supervision is...



‘...a place of trust where a healthy relationship gives me a safe place to acknowledge and work with my concerns, stresses, fears and joys as a worker’

‘...a regular, protected time for facilitated, in-depth reflection on practice’

What is Supervision for?



Connection and Support



Learning and Development



Quality Control

Group Supervision



- Maximum of 8 ELSAs in each group
- Use clear supervision models to structure the discussion
- Everyone is invited to bring an ELSA work-related problem or concern to the group for discussion



Feedback Form



Thank you for your participation today 😊

Headteacher Feedback Form:
Introduction to the ELSA
Programme



Kent Educational Psychology Service
Offer for PINS
2025-26

Nicki Carpenter Senior EP –
Canterbury/Swale
EAST

nicki.carpenter@kent.gov.uk



Universal Offer-Statutory

Statutory Assessment psychological advice -

Joint Assessment Meetings EY

App 5

Person-Centred Planning /PATH meetings for post-16 young people.

Capturing a range of strengths and needs relating to neurodivergence in educational setting, informing strategies and intervention through a range of neurodivergent assessment.

KEPS –Core Crisis support

Crisis support service for schools – sad and critical incidents

- to support educational establishments process and manage the initial shock of crisis situations
- to support the senior management of the school/institution with the re-establishment of normal routines
- to mobilise individual and collective resources for dealing with trauma;
- to use psychological support to promote understanding of the event to reduce distress
- to identify vulnerable individuals who need more intensive support.
- Tele - 03000 41 01 00 WWW - [Crisis support service - KELS!](#)

KEPS - County Wide Offer

Emotional Literacy Support Assistant (ELSA)

- A yearly 6 x day Emotional Literacy Support Assistant course (one offered in North/West Kent and one offered in South/East Kent)
- Ongoing ELSA supervision TERMPLY
- 18 ELSA in Swale already delivered 134 interventions

Measures

- Impact on attendance – up 4%
- Outcomes for child Before 3.6 and after 6.9
- PINS priority for training. Required commitment to SV, practice and data collection
- ELSA@kent.gov.uk

KEPS - County Wide Offer

Autism Education Trust (AET)

- Support to training MSA
- Action plans, standards frameworks and embedding good practice with follow up meetings

KEPS - County Wide Offer

Emotional Based School Avoidance (EBSA)

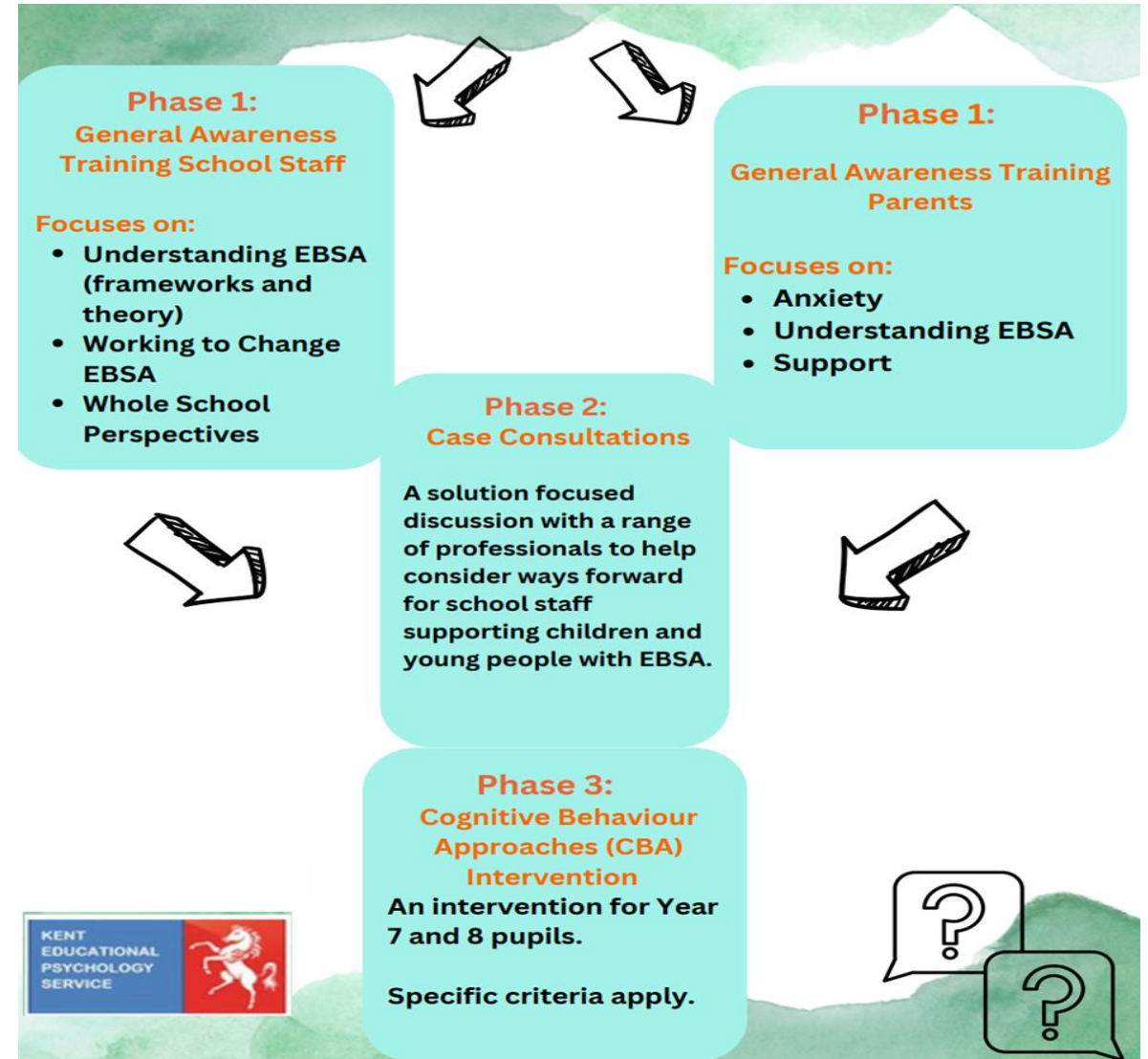
Emotionally Based School Avoidance (EBSA) – KELSI

Training Parent and Schools

Multi-agency case consultations -
kepsebsa@kent.gov.uk

N=17 Before 3.8 after 7.7

Changing Your Mind intervention
Wide range of measures



KEPS - County Wide Offer

Parent/Carer Consultation Line

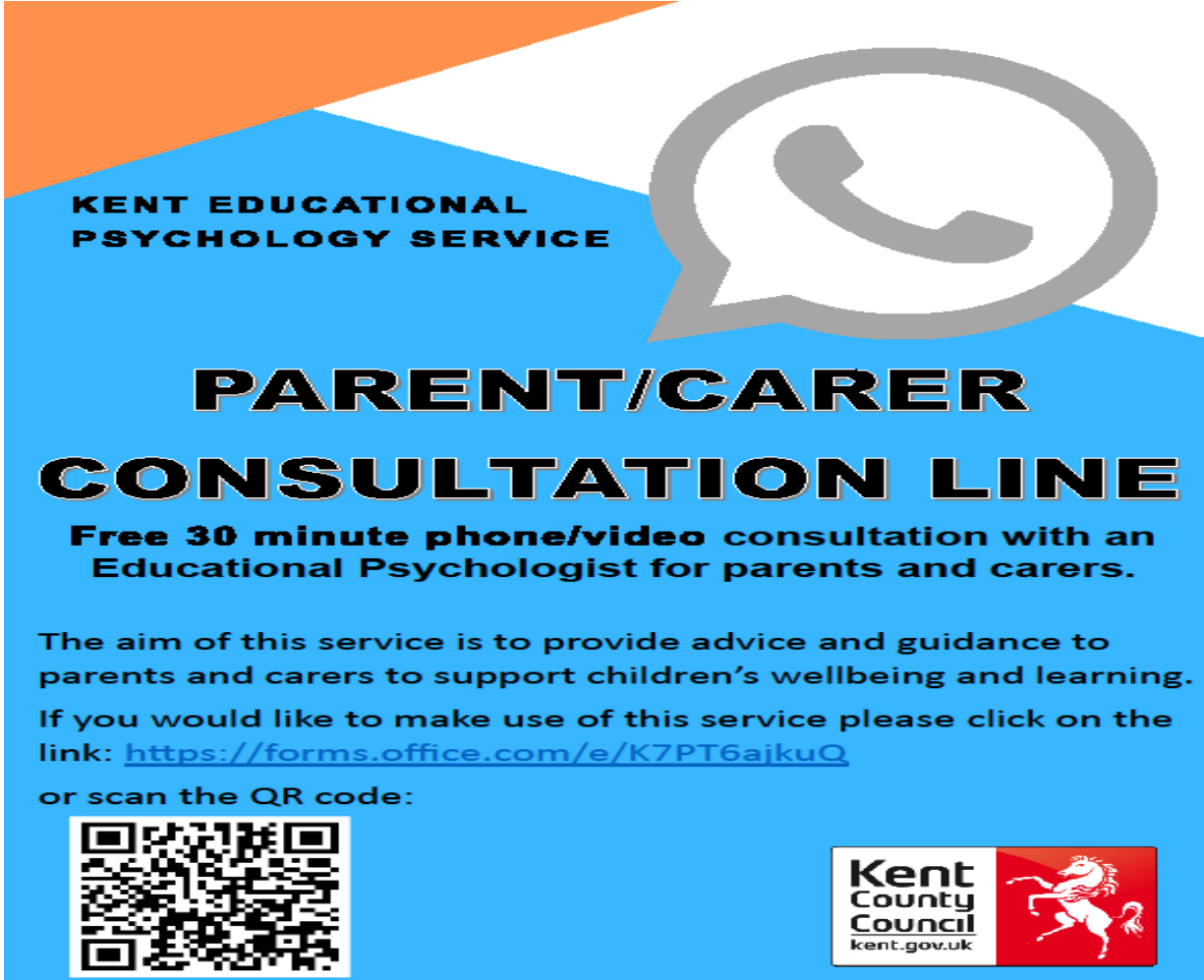
Parents access a 30 min call with EP to discuss concerns/needs of child.

Space to explore solution focused approach

Email follow up provided

Before 1.5 After 4.5/5

By referral only





**KENT EDUCATIONAL
PSYCHOLOGY SERVICE**

**PARENT/CARER
CONSULTATION LINE**

**Free 30 minute phone/video consultation with an
Educational Psychologist for parents and carers.**

The aim of this service is to provide advice and guidance to parents and carers to support children's wellbeing and learning. If you would like to make use of this service please click on the link: <https://forms.office.com/e/K7PT6ajkuQ> or scan the QR code:



KEPS - County Wide Offer

Early Years Support

KEPS have link EPs as part of multiagency Professional Resource Group to EY communities - support, guidance and consultation to promote outcomes and inclusion of pre-school children in settings

This will include:

- Attendance at Family Hubs across the county termly to establish family and community based links and relationships
- Delivery of The Solihull Approach for Practitioners 2 x day course and supervision
- Video Enhanced Reflective Practice for Early Years staff

Community of Schools: Role of the Link EP

We work with:

- Individuals and groups of children and young people (0 to 25 years of age) and their parents or carers
- Educational establishments and adults who educate and care for children and young people
- Professionals from other agencies and practitioners in educational settings and communities.

Community of Schools: Role of the Link

Each community as a link EP.

Application of psychology to aid in reflective thinking, to support learning, development, emotional wellbeing and positive outcomes for children, young people and their families by;

- supporting teams and organisations who work with children and young people
- promoting an understanding of children's psychology
- promoting better outcomes for vulnerable children, and enabling them to express their own views on how their needs might be supported
- supporting schools in challenging circumstances.

Community of Schools: Role of the Link

Our work involves the following activities:

- consultation with teachers, parents or carers and other adults who work with children and young people
- psychological assessments, advice and interventions
- professional development and training
- research and evaluation
- support for critical incidents in schools.

Community of Schools: Offer

3 x School based reviews (yearly)

- Proposed **3 x hours of time three times/year** that can be used to creatively discuss issues/needs/cohorts/themes/training/supervision/staff needs/support to parents
- Strength based
- Relational
- Multiagency?
- Outcomes can be planned and developed with the school and beyond into communities

Community of Schools: Strategic work

Each Community of School will also have the opportunity to use their link EP in a **strategic** ways to promote positive outcomes for children and young people such as:

- Whole community-wide training – e.g. Solihull Approach Foundation Stage Training (multiagency, poss two courses with follow up supervisions?) 4 sessions
- Strategic support extended work around EBSA/Relational Approaches and supporting distressed behaviour- 2/4 sessions e.g. follow up on Conference Themes/School environment/Practice development
- Community parent workshops/facilitation of parent support groups e.g. EBSA, wellbeing/relational/Solihull Approach 2 sessions
- Staff supervision/sharing group/ECT support 2 sessions
- Multi-Family Groups with Keep in Touch/Supervision sessions = TBC [The multi-family approach: The Family School London](#)
[— A manual for ...](#)
- Emotion Coaching = TBC [Emotion Coaching - United Kingdom](#)
- VERP/VIG 6 sessions

Solihull Approach Resources

- Foundation Stage Training for School age and EY (TBC)
- School staff “understanding your child’s behaviour” training to facilitate your own parent groups (TBC)
- Parent resources-direct free access/support to a range of courses with the code INVITA
- [Online courses for emotional health and wellbeing](#)
- Health and Family Hubs supporting and delivering Solihull Approach too!



Autism Education Trust

Kent County Council has made a commitment to improving the experience of education for autistic children and young people.

To achieve this goal Kent have partnered with the Autism Education Trust (AET).



AET Vision, Mission and Brand

Vision - Our vision is a world where all autistic children and young people experience a positive education that supports wellbeing.

Mission - Our mission is to empower the education workforce and support them in securing a positive education that supports wellbeing for all autistic children and young people.



AET Rollout

85 Trainers from the Specialist Teaching Service, Educational Psychologists and Neurodiversity Team

Since April 2023, there have been 444 school settings and 308 Early Years settings that have been delivered as well as 30 to Post 16 settings .

Since April 2023, we have trained 77% of school age settings.

Schools

Modules

Making Sense of Autism

Good Autism Practice

Progression Framework

Elective topic based modules

Anxiety Module

Inclusion Module

Editable framework documents

Standards Framework

Competency Framework

Progression Framework

Leadership Resources

Leadership Modules

GAP Resources



| | Domains |
|----|---|
| 1a | Leadership, Culture and Values Part 1: school ethos and awareness - 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. |
| 1b | Leadership, Culture and Values Part 1: Co-production and parental engagement - Supporting schools to hear the voice of neurodiverse children and their parents and carers, ensuring that they are fully involved in co-production, including in the development of new policies and a more inclusive culture in school. |
| 2 | Mental Health - Supporting schools to identify and consider other factors (including co-occurring conditions) that may adversely impact on the emotional wellbeing and mental health of neurodiverse children, including speech and language deficits. |
| 3a | Readiness to learn - Supporting schools to work together with parents/carers to support children holistically. |
| 3b | Readiness to learn - Supporting schools to understand the importance of attendance and that absence – including emotionally based school avoidance (EBSA) – is almost always a symptom of wider circumstances. |
| 3c | Readiness to learn - Supporting schools to consider what reasonable adjustments may need to be made to their behaviour policy for neurodiverse children, ensuring all policies align with the Behaviour in Schools guidance. |
| 4 | Teaching and Learning - Developing the skills required to support neurodiverse children to better engage in learning and adjusting teaching practice to facilitate their engagement |
| 5 | The environment - Supporting schools to better understand the impact of the sensory and physical environment on neurodiverse children and their ability to engage in education. |
| 6 | Communication - Supporting schools to better understand how classroom language can support learning for neurodiverse children and their ability to engage in education. |

- **MSA/Standards Framework**

- **GAP/Leadership Suite Training on Inclusive Leadership**

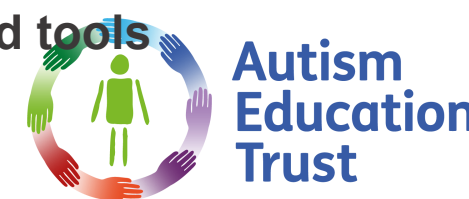
- **Understanding anxiety**

- **Autism and Inclusion/Leadership, Inclusion and Structural Reasonable Adjustments**

- **Transitions**

- **GAP/Competency Framework /Progression Framework**

- **Sensory Environmental Checklist and tools**



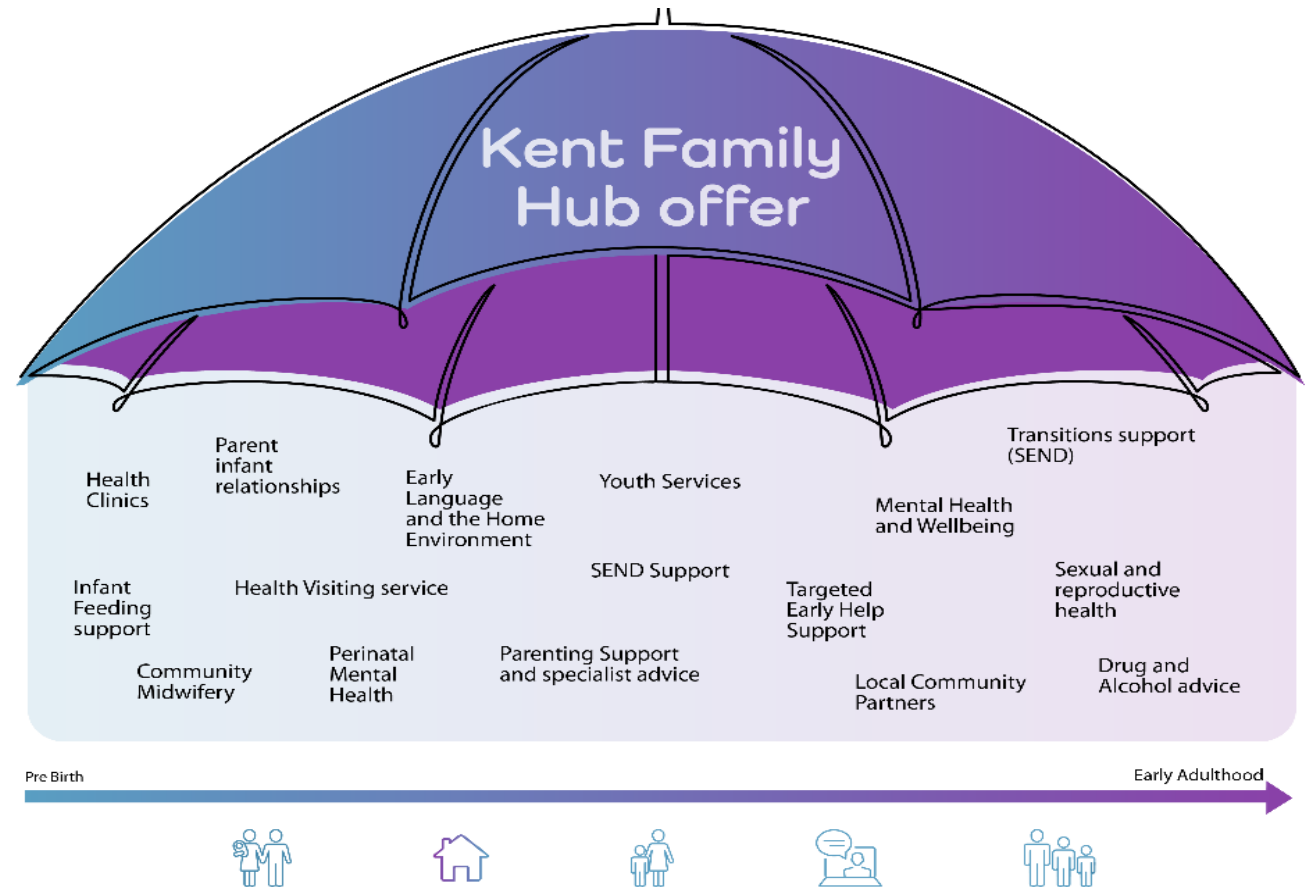
Swale Family Hubs



Kent Family Hub Delivery

Family Hub offer will be delivered through:

- **Family Hub sites** - Building based provision
- **Outreach provision** - Delivered across Kent based on where our families and communities need our support the most
- **Digital** – Information, advice and guidance and online services



Family Hubs in Swale

Bysingwood Family Hub – Lower Road, Faversham, ME13 7NU

Leysdown Family Hub – Warden Bay Road, Leysdown, Sheppey, ME12 4NA

Milton Court Family Hub – Brewery Road, Milton Regis, Sittingbourne ME10 2EE

Murston Family Hub – Tongue Road, Murston, Sittingbourne, ME10 3NT

Woodgrove Family Hub, Johnson Road, Sittingbourne ME10 1JS

Regular outreach sessions including Sheppey Gateway

Co locations coming soon in Sittingbourne and Queenborough Libraries



15 AREAS OF SUPPORT:

1. Infant feeding
2. Parenting support
3. Home Learning Environment
4. Perinatal Mental Health
5. Child Development Education for parents
6. Activities for children aged 0-5
7. Activities for older children & young people
8. Information, Advice, Guidance about SEND services for children & young people
9. Information & signposting to Mental Health services (children & adults)
10. Support for parents/carers of adolescents
11. Online safety for children & young people

Plus, additional areas of 'specialist' advice:

1. Support for young people with substance misuse (alcohol/drugs)
2. Domestic abuse support
3. Debt & welfare advice
4. Signposting to information to support separating & separated parents

Focussed Support

- 1:1 open to Social Work, Youth Justice, Early Help, Health Visitors & families already accessing Family Hubs
- Outcome focussed; time limited tasks & interventions aligned to the Family Hub core offer
- Signposting to services within the Family Hub Network

District Conversation

- For professionals & families to access Level 1-2 support within the Family Hub network
- Request via email to SwaleFH@kent.gov.uk (or bookable slot from September)
- Response within 5 working days to advise on the support available
- Outcomes might include:
 - Suggesting partner agency provides support
 - Signposting to the Family Hub Network
 - Providing Focussed Support
 - Recommending the partner follows safeguarding procedures & makes a Request for Support



EMOTIONAL WELLBEING TEAM KENT
EMOTIONAL SUPPORT TEAM
MEDWAY

EWT involvement in PINS

Emotional Wellbeing Teams (Kent)



North East London
NHS Foundation Trust

Kent Emotional Wellbeing Teams and Medway Emotional Support Teams are part of the National Mental Health Support Team initiative (MHSTs)



[Kent and Medway Mental Health Support Teams | NELFT NHS Foundation Trust](#)



Striving to provide the best care by the best people



The Emotional Wellbeing Teams Kent /Emotional Support Teams Medway are a resource in addition to the already existing support in any education setting. Teams have three main functions:

1. To work in collaboration with education staff to develop and implement a Whole School Approach (WSA) to emotional wellbeing and mental health. This includes identifying priorities for WSA and supporting with the delivery of these (e.g. mental health awareness assemblies to reduce stigma, workshops for parents and carers, and supporting staff wellbeing).
2. To offer support and guidance to schools, promoting joint working with other services to ensure that children and young people are able to receive the support that they need. This may include training and consultation with education professionals, joined-up problem solving, liaison with other services and signposting. (this is referred to as Enquiry Review)
3. To offer evidence-based, time-limited targeted support for difficulties such as low mood, worry and anxiety, low self-esteem/confidence, and to support understanding behaviour. This may be in a group or one-to-one. It may be with children and young people, or it may involve working with parents and carers. (this is referred to as targeted interventions)

PINS 2 – menu of support

- Online countywide workshops open to all PINS parents (see next slide)
- Workshops on parent day in September
 - Anxiety
 - Eating
 - Behaviour
- EWT staff supporting our existing schools to think about how to embed training/learning through Enquiry Reviews
- School staff training sessions
 - Conflict and conversations – 2 sessions booked in the training calendar
 - Anxiety
 - Eating disorder awareness



Parent Workshops

- Introduction to Autism
- Understanding ADHD
- Understanding your child's behaviour
- Understanding Anxiety
- Me and My Child: Understanding resilience
- Sleep and Autism

Every term these workshops are advertised in our Primary Schools, families from our Schools can join online with no need to fill in forms or disclose their attendance.

Posters go out via school parent mail or school email to encourage parents to attend.

- Understanding the Amazing Teenage Brain
- Understanding ADHD
- Less Stress Guide to Exams

Every term these workshops are advertised in our Secondary Schools, families from our Schools can join online with no need to fill in forms or disclose their attendance.

Online Parent Workshops
Aimed at parents of children in primary school

- Understanding Sleep and Autism 01/02/24 5.30-7.30pm
- Supporting Your Child with Worries & Fears 05/02/24 12.30-2.30pm
- Introduction to Understanding Autism TBC
- Understanding Your Child's Behaviour 11/03/24 10.30-12.30
- Understanding Resilience 25/03/24 5.30-7.30pm

**Workshop times alternate from term to term*

Our online workshops offer information around key topics to help understand what is going on for your child and strategies to support them, based on the latest evidence and practice.

If you would like to join, please raise your interest with your child's school so that they can send you the link. If you have any questions please speak to your child's school.

Our workshops are held on Microsoft Teams. You do not need an account to join. You will need access to the internet. Currently, this workshop is only available to parents/carers of children attending a EWT/EST school. Please speak to your child's school or check our website for our list of schools.

We look forward to meeting you.

Online Workshops
These workshops are aimed at supporting young people and parents/carers of young people in secondary school.

- Understanding Autism Tuesday 6th February 5.30-7.30pm
- Understanding the Amazing Teenage Brain Wednesday 28th February 5-6.30pm
- Understanding ADHD Thursday 7th March 5.30-7.30pm
- Less Stress Guide to Exams Wednesday 20th March 5-6pm

Our online workshops offer information around key topics to help young people and their parents/carers to understand what is going on for them and strategies which may help to support them, based on the latest evidence and practice.

Our workshops are held on Microsoft Teams. You do not need an account to join. You will need access to the internet. Currently, this workshop is only available to young people and parents/carers of children attending a EWT/EST school. Please speak to your school or check our website for our list of schools.

We look forward to meeting you.

Any questions?

Email

ewtandestenquiries@nelft.nhs.uk

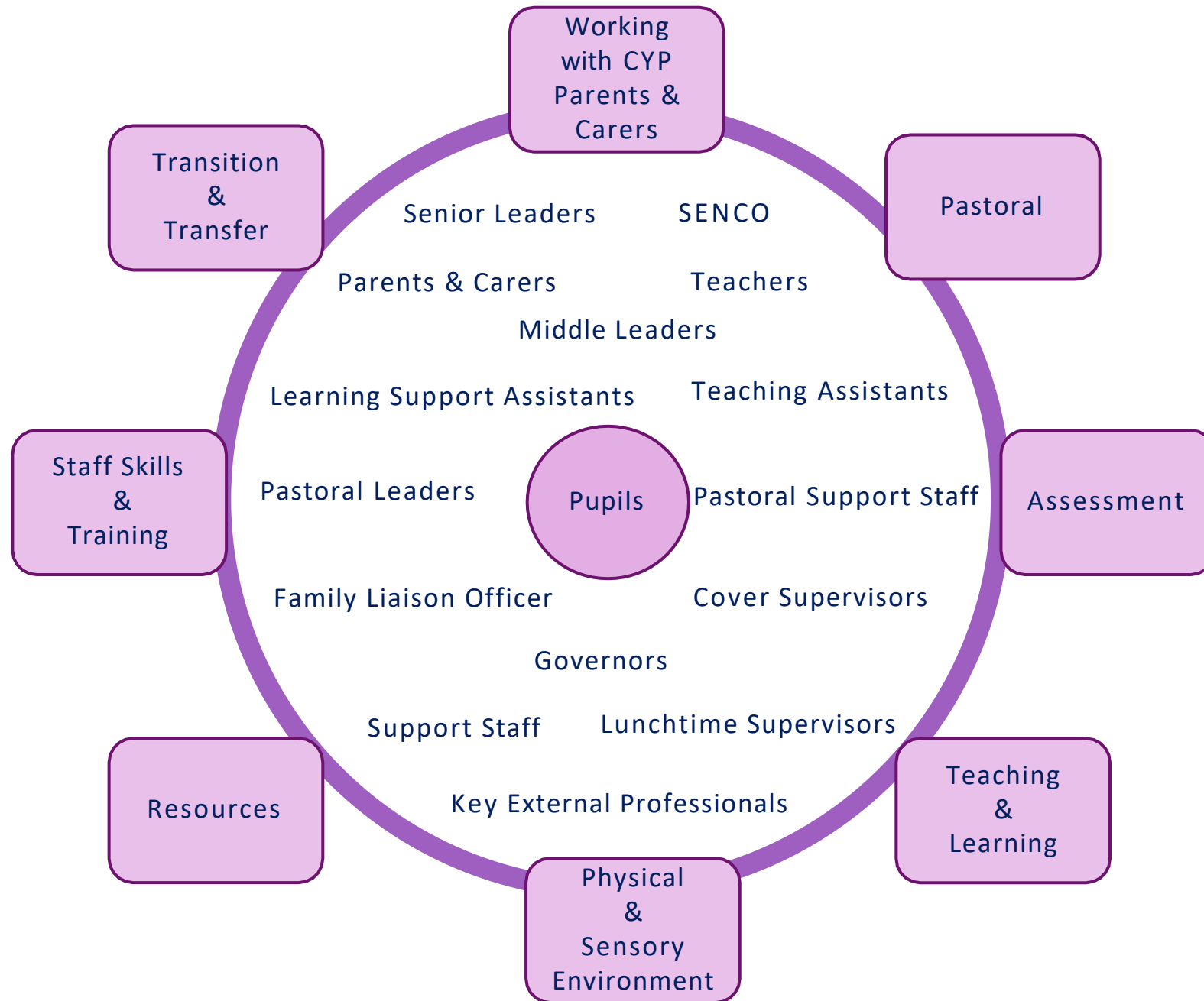


TEP Training Offer to Support PINS

Ruth Gately Specialist

Lead Adviser SEND





Transition & transfer

Plan for and highlight key transition points in throughout the lesson, school day and year.

Forewarn or signpost changes of routine or activity.

Working with CYP & parents & carers

Key Information
Communication
Pupil voice
Parent/carer voice

Pastoral

Know your pupils well
Key trusted adult
Designated space
Warm & welcoming

Assessment

Know your pupils well
Early identification
SENCO advice
Curriculum
Exam access arrangements

MCS supporting pupils with SEND in your classroom and school environment.
Plan to **anticipate** potential barriers

Staff skills & training

Highly effective use of TA/LSA

SENCO advice and guidance/ CPD

Resources

Assistive technology
Mini white boards
Traffic light or similar
Visualiser
SENCO advice
HQIT strategies
Organisational support

Physical & sensory environment

Know your pupils well
Seating plans
Lighting
Noise
Smell
Uniform
Reasonable adjustments

Teaching & Learning

Know your pupils well

High-quality inclusive teaching strategies (HQIT)



The Graduated Approach in the Classroom

Assess

What does the curriculum require me to teach – lesson outcome?
What are the pupils' starting points?
What are the needs of the pupils?
Who is supporting the class?

Plan

What do I want pupils to learn?
What adaptations do I need to make?
What resources am I going to use?
How am I going to deploy my TA/LSA?
How do I communicate the plan to my TA/LSA?

Do

Deliver high- quality inclusive teaching
Implement the resources & strategies
TA/LSA support & impact
How do I know pupils understand?

Review

Did pupils make progress and understand the lesson?
What strategies worked well?
What further adaptations do I need to make?
What feedback has the TA/LSA provided?

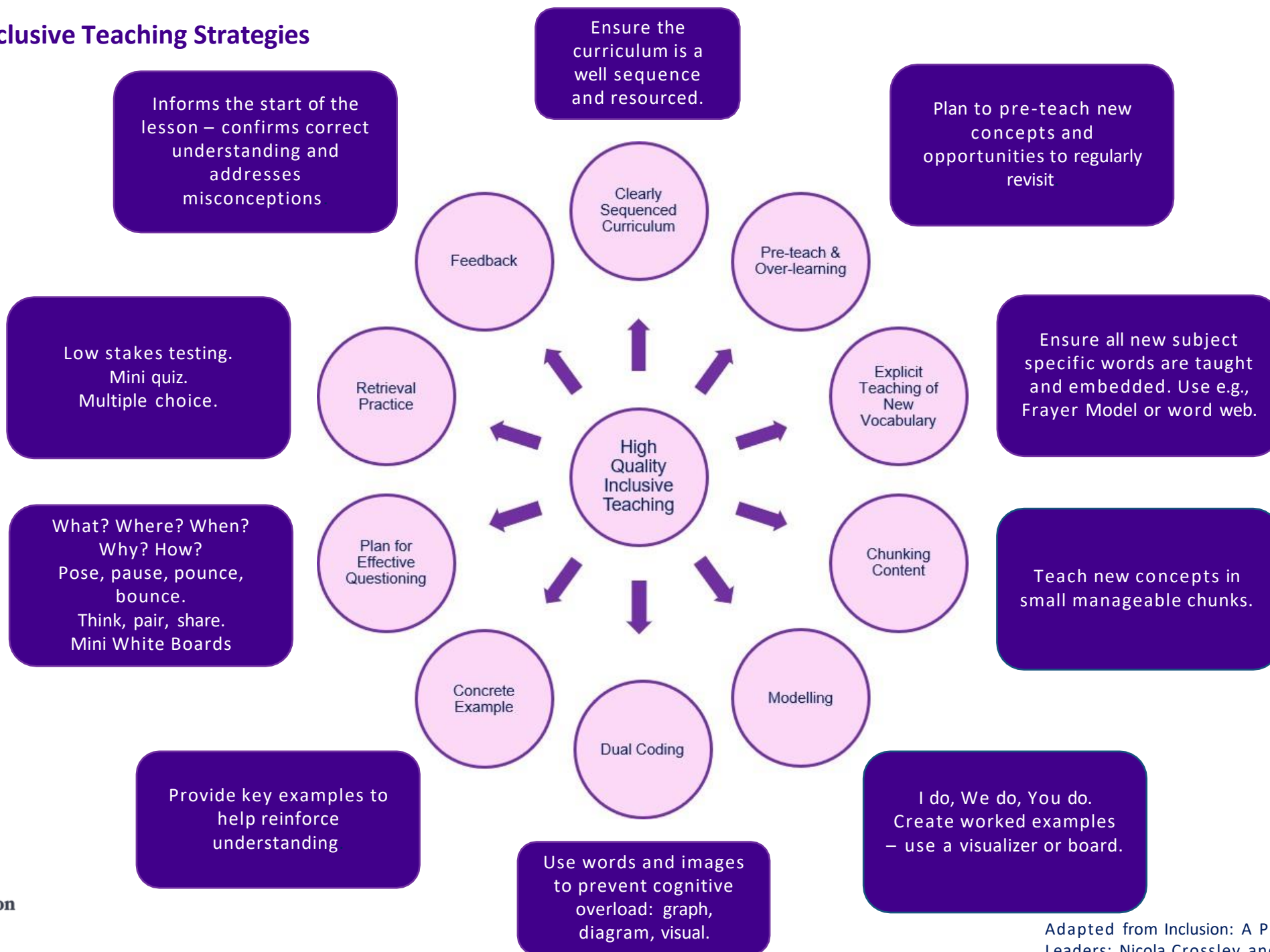
Education Endowment Foundation: Five - A - Day

“Creating an inclusive environment is the most important thing a school can do. An inclusive culture is a prerequisite for an effective school: it brings happiness, a feeling of safety and being part of the community, and, of course, it impacts positively on learning, both in the classroom and beyond. It is our job to prepare pupils to flourish and feel truly included in society.”

EEF 2020:10



High-quality Inclusive Teaching Strategies



Mainstream Core Standards Training Offer 2025/26

| Training Title | Audience | Dates and Times |
|--|---|---|
| An Introduction to the MCS | Teachers & TAs/LSA | Tuesday 18 th September 2025: 16:00 – 18:00 or Tuesday 20 th January 2026: 16:00 – 18:00 |
| Embedding Inclusive Practice through the MCS Two sessions | Middle Leaders Pastoral & Curriculum | Session 1: Tuesday 25 th November 2025 16:00- 18:00 & Session 2: Tuesday 10 th February 2026: 16:00 – 18:00 |
| Embedding Whole-School Inclusion through the MCS | Senior Leaders | Thursday 6 th November 2025: 16:00 – 18:00 |
| SEMH Inclusion using MCS | All staff | Thursday 30 th October 2025: 16:00 – 18:00 or Tuesday 3 rd March 2026: 16:00 – 18:00 |

[Link to MCS training 2025/26](#)

Partnership for the Inclusion of Neurodiversity in Schools

(PINS Phase 2)

Questions



Welcome

PINS 2 Project

Dates for your diary:-

14th July 2025 – Headteacher Network Meeting Sheppey and Swale PINS Schools

10th September 2025 – Headteacher Network Meeting Kent and Medway PINS Schools

15th October 2025 – Headteacher Network Meeting Sheppey and Swale PINS Schools

19th November 2025 - Headteacher Network Meeting Kent and Medway PINS Schools

14th January 2026 - Headteacher Network Meeting Sheppey and Swale PINS Schools

25th February 2025 - Headteacher Network Meeting Kent and Medway PINS Schools

25th March 2026 - Headteacher Network Meeting Sheppey and Swale PINS Schools Celebration Presentations

Partnership for the Inclusion of Neurodiversity in Schools

(PINS Phase 2)

Next Steps:

Encourage Governors to complete the questionnaires

Complete Pupil surveys and gather themes

Calendarise training dates and send us the names of people attending

Have a restful, and rejuvenating summer holiday – be kind to yourselves.

Meet us again on **10th September 2025, same time, same place.**