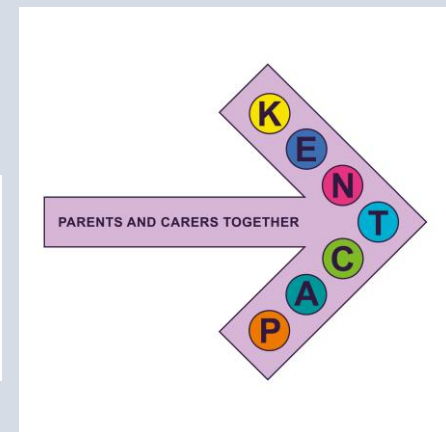


Partnership for the Inclusion of Neurodiversity in Schools

(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

Welcome

Item	Time	Min	Agenda Item	Lead
			Welcome	
1	From 08:30	30	Teas and Coffees	Group
2	09.00	10	Welcome	Kate Melissa
3	09:10	10	PACT update	Frances Hope
4	09.20	10	Oracy 21	Hester Mackay
5	9.30	15	Supportive Environments	Discussion
6	9.45	45	Physical and Sensory Audits	Rory Mcdonnell
7	10:30	15	Refreshment break	
8	10.45	25	Reflections – What can be done 3m/6m/12m beyond	Discussion
9	11.10	15	Greenfields School	Dan Andrews
10	11.25	15	St Paul's Swanley	James Johnson
11	11.40	5	Questions	
11	11.45		End of Session	
<p>Next Meeting: 19th October 2025 Hempstead House Hotel 8.30am – 12.30pm This meeting will be for all PINS Schools – Swale, Maidstone and Medway. Relational Approaches</p>				

Partnership for the Inclusion of Neurodiversity in Schools

Training Offer – Sign up.

Gender Diversity and the neurodivergent experience

Jessica Chudasama-Alloway - Aucademy 4th November 2025 2pm – 4pm

Youth Mental Health First Aid – **Jamie Byham** | –thrive and Participation Team
11th November 2025 – 9.30am -4.30pm

Adaptive Teaching Practices – **Claire Gadsby**
4th December 2025 1pm – 4pm

Introduction to the Mainstream Core Standards for Governors – **Ruth Gately**
The Education People 9th December 2025 6pm -7.30pm

Understanding Dyslexia – **Judy Hornigold** – Dyscalculia Network 14th
January 2026 9.30am -3.30pm

Foetal Alcohol Spectrum Disorder – **Sam Armstrong** – Specialist Teacher and
Parent of FASD child – 14th January 2026 and 20th January 2026 4pm –
5.30pm

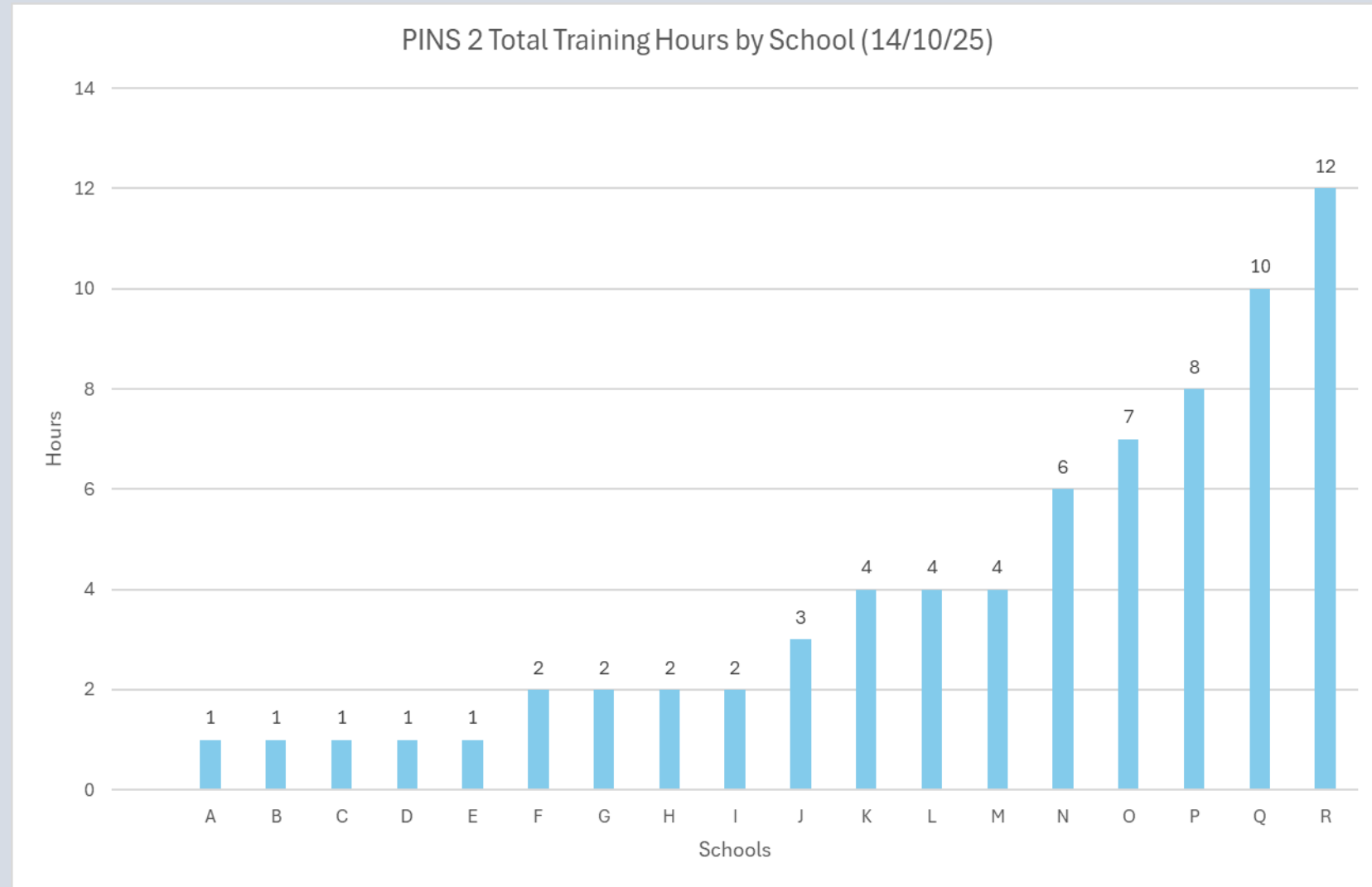
Understanding Dyscalculia – **Judy Hornigold** – Dyscalculia Network 15th
January 2026 9.30am – 3.30pm

The Happiness Programme – **Peter Vermeulen** 27th January 2026 9am –
3pm

School Hours Target – Minimum 37.5 Hours

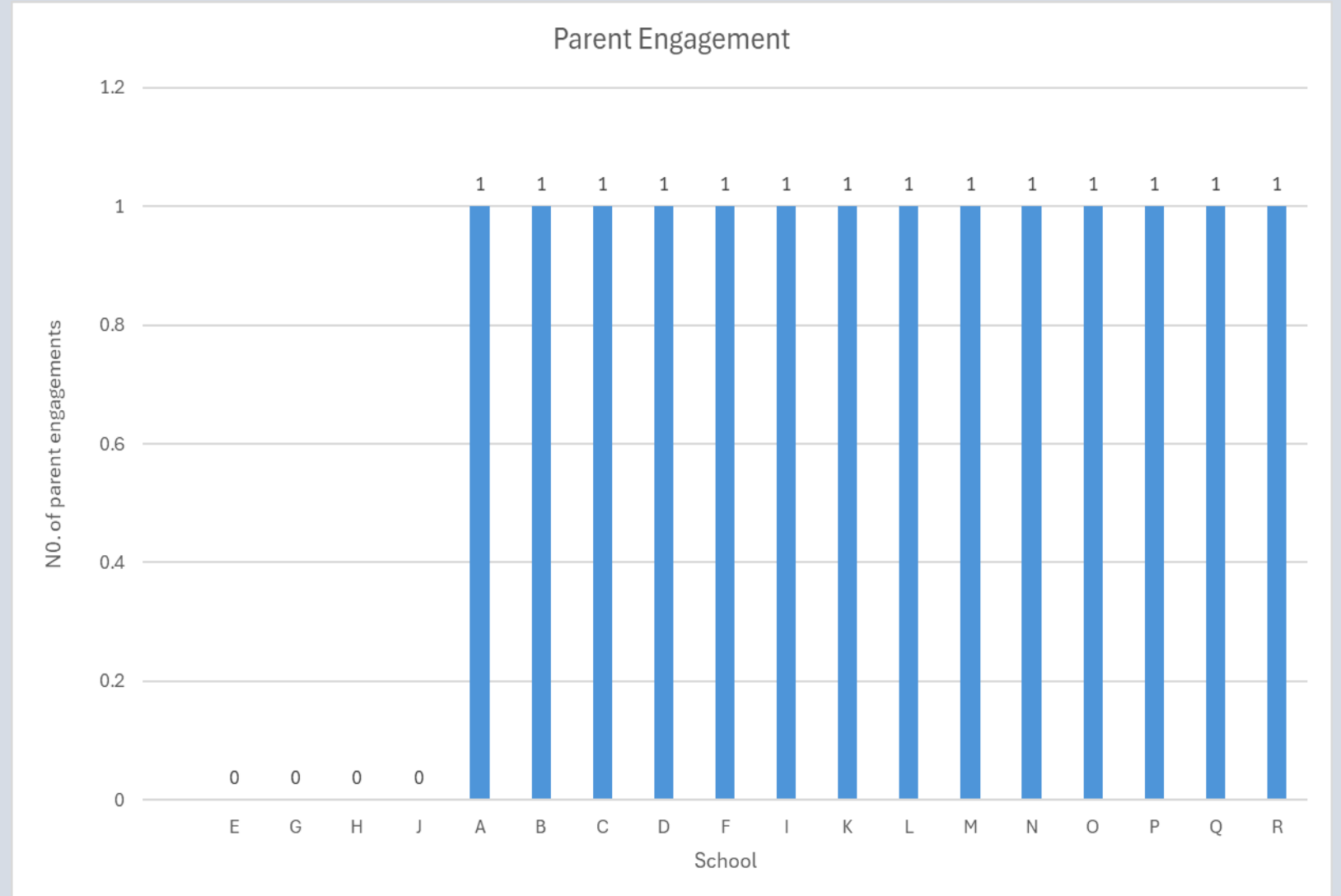
Partnership for
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Schools

School Hours
completed



Partnership for the Inclusion of Neurodiversity in Schools

Parent SEND Information Day



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

PACT Update

Kent PACT PINS Parent Carer Meetings



Frances Hopes, Engagement Officer

15th October 2025

Parent Meetings

- 10 (54)
- Themes
 - Anxieties
 - Communication
 - Perceptions
 - Myth-busting
 - Health pathways/access

Opportunities!

Parent Carer Forums

- Introduction
- Road map
- Sustainability
- Meetings management
- Resource Pack

The image displays a grid of 15 resource cards, each representing a different service or information source for parent carers. The cards are arranged in three rows and five columns. Each card includes a title, a brief description of the service, and a URL. Some cards also feature logos or icons related to the service. The cards are:

- Join Kent PACT**: A QR code linking to the Kent PACT membership form.
- Educational Psychology Parent Consultation Line**: A service for parents seeking advice on educational issues, including contact details and a list of topics covered.
- Children and Young People's Mental Health Services (NELFT NHS Single Point of Access)**: A central point of contact for mental health services, providing a link to the website and information on how to refer.
- Kent East London PACT**: A service for children and young people's mental health, including contact details and a list of services offered.
- Emotionally Based School Avoidance (EBSA)**: A service for children with school avoidance, including a link to the website and information on how to refer.
- Kent Resilience Hub**: A hub for supporting young people in Kent, with a link to the website.
- Kent and Medway Integrated Care System**: A service for children and young people's mental health, including a link to the website.
- involve50th Children's Health and Wellbeing Navigators**: A service for children and young people's mental health, including a link to the website.
- the pod Children's therapies**: A service for children and young people's mental health, including a link to the website.
- Community Dietetics Team (children)**: A team of dietitians providing support to children and young people.

The Roadmap (establishing the forums)

- Session 1
 - Introduction, aims, objectives, group discussion
- Session 2:
 - Choosing meeting management rules
 - Forum values
 - Communication tools
 - Group discussion
- Session 3:
 - Putting meetings management rules into action
 - Practising at meetings management during group discussion
- Session 4*
 - Parent Carers lead



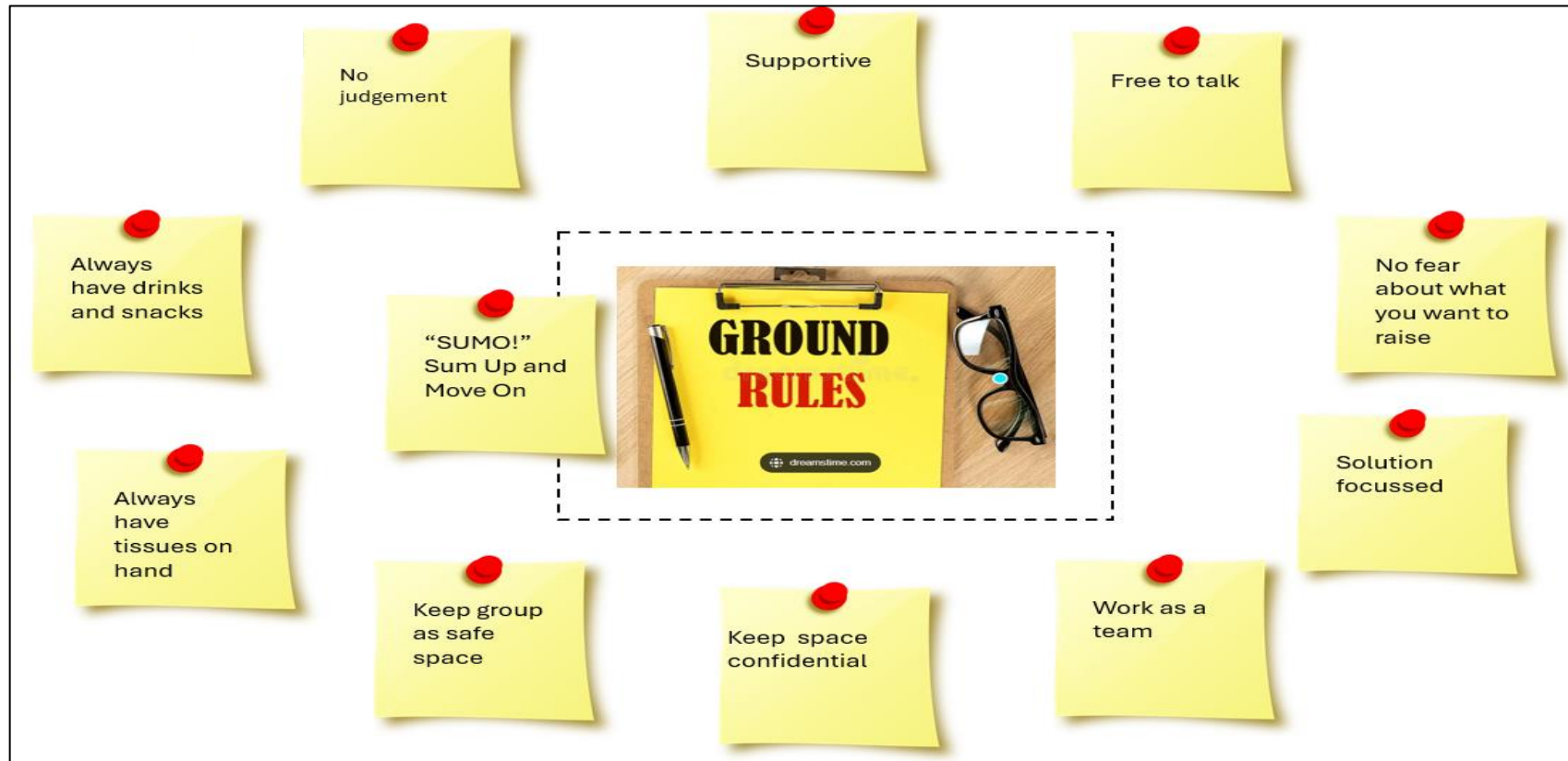
Actions!

Meeting Management and Sustainability

- Rules
- SUMO
- Car Park tool
- SBAR
- Value statement/Team charter
- Resource Pack/Bag of tricks
- Anonymity

SBAR

Situation	James/Lucy has started having meltdowns every day after school
Background	As James/Lucy has got older he seems to be struggling with his anger; it never used to be this bad but things seem to have deteriorated in the last term of school. At home I can usually manage to avert James/Lucy having meltdowns because I can spot a brewing frustration.
Assessment	I'm concerned that something is not right at school which is making him/her angry or upset. I think steps could be taken to avoid him/her reaching the point where he/she has a meltdown.
Recommendation /Request	I'd like to talk to his/her school teacher about using the techniques I use at home in the classroom.



The Car Park

Is there anything that's come up in a meeting that is too big or complex for the attendees to handle?

I haven't heard from my child's caseworker about their draft EHCP

In this example, the group could commiserate together, sign-post the parent to IASK or the SEND Information Hub where the parent could request an update but other than that, the group can't solve this problem.

If there is a member of staff in the room, that person can agree to help the parent carer after the meeting has finished.



What am I supposed to do if my oldest child hasn't received their post 16 placement?

In this example, the group members may not have the expertise to assist as the group takes place in a primary setting up to year 6.

Other than suggest contacting IASK or the SEND information hub, there may not be anything else the group can suggest.

It's a specialist area which a staff member could chat through with the parent outside the group

Requirements from you

- Advance bookings
- Venue
 - Hot/cold drinks
 - Biscuits
 - Tissues
 - OHP/IWB
 - Socket, WIFI



Parent carer surveys

- Process
- Share



Partnership for Inclusion of Neurodiversity in Schools (PINS) project.

The Parent Carer Survey

Dear Parent, Carer and Guardian,

This survey is part of the **Partnership for Inclusion of Neurodiversity in Schools (PINS)** funded by NHS England in partnership with the Department of Education, Department for Health and Social Care and the National Network of Parent Carer Forums (NNPCF).

The purpose of the project is to improve the experience of mainstream school for children who may have an additional educational need. The information from the survey will be used to understand the current strengths and potential areas of improvement within a school.

The survey is for all parents and carers of children attending schools participating in the PINS project. If you have multiple children attending the school, then you may complete the survey for each child you have attending the school.

All information provided will be stored, used and accessed confidentially in accordance with Data Protection legislation.

The individual information provided will only be accessible to Kent PACT. Your individual survey response will NOT be shared. The only time information will be shared is if it raises a concern for someone's safety.

A thematic summary of the survey results will be shared with your participating school and PINS project partners from NHS England, Department of Education and NNPCF.

We will:

- Keep your information anonymous, however if you have any safeguarding concerns relating to your child or other children in the school, please contact the school Designated Safeguarding Lead at your school, and follow your school or local area protocols.

Consent Statement

By providing consent, you are agreeing that personal information about you will be collected anonymously, stored securely and will not identify anyone personally. The information from the survey will be used to understand the current strengths and potential areas of improvement in a school. The anonymised, thematic data will be used and shared with primary schools and PINS project team.

Once consent has been provided you have the right to withdraw your views and your views will be removed, however where data has been anonymised and amalgamated into thematic responses in certain circumstances it may not be able to be excluded.

Kent PACT
Partnership for the Inclusion of Neurodiversity in Schools

All schools; one pivot table for each question:

Q1 How welcoming do you find your child's school?
Very unwelcoming to Extremely welcoming (1-7)
Please select your primary school? (All)

Row Labels	Count	% of Total
1	4	2%
2	5	3%
3	5	3%
4	8	4%
5	31	16%
6	50	27%
7	86	45%
Grand Total	189	100%

Q2 Do you, as a parent carer, feel included in the wider school community?
Not included to Very included (1-7)
Please select your primary school? (All)

Row Labels	Count	% of Total
1	7	4%
2	10	5%
3	11	6%
4	18	10%
5	46	24%
6	44	23%
7	53	28%
Grand Total	189	100%

Q3 Do you feel your child is included in the wider school community?
Never communicates well to Communicates extremely well (1-7)
Please select your primary school? (All)

Row Labels	Count	% of Total
1	4	2%
2	12	6%
3	7	4%
4	18	10%
5	30	16%
6	56	30%
7	62	33%
Grand Total	189	100%

Q4 How well does the school communicate with you about your child's development?
Never communicates well to Communicates extremely well (1-7)
Please select your primary school? (All)

Row Labels	Count	% of Total
1	12	6%
2	12	6%
3	11	6%
4	40	21%
5	41	22%
6	36	19%
7	37	20%
Grand Total	189	100%

frances@kentpact.org.uk



**Partnership for
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Schools**

**Oracy 21
Elizabeth Pole**

25th November 2025 - 3.30pm – 4.30pm

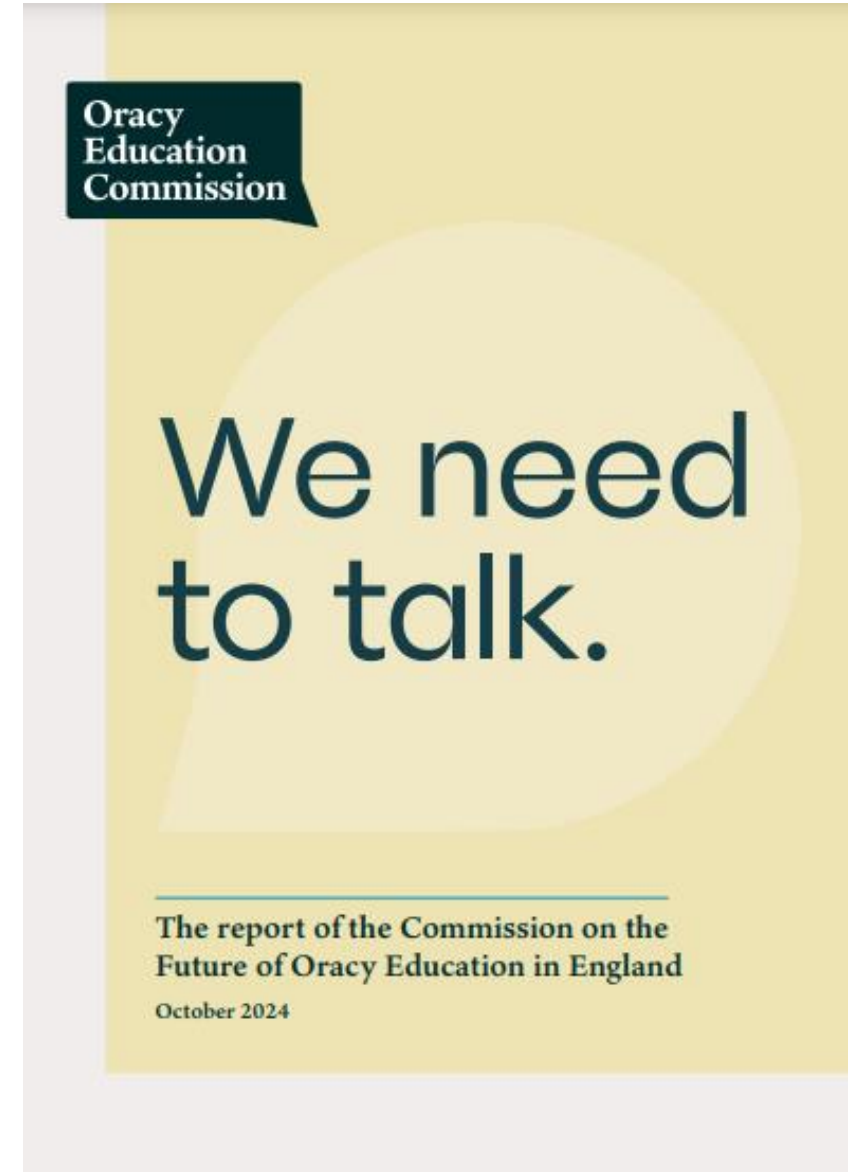
Voice 21 Oracy Education

Elizabeth Pole

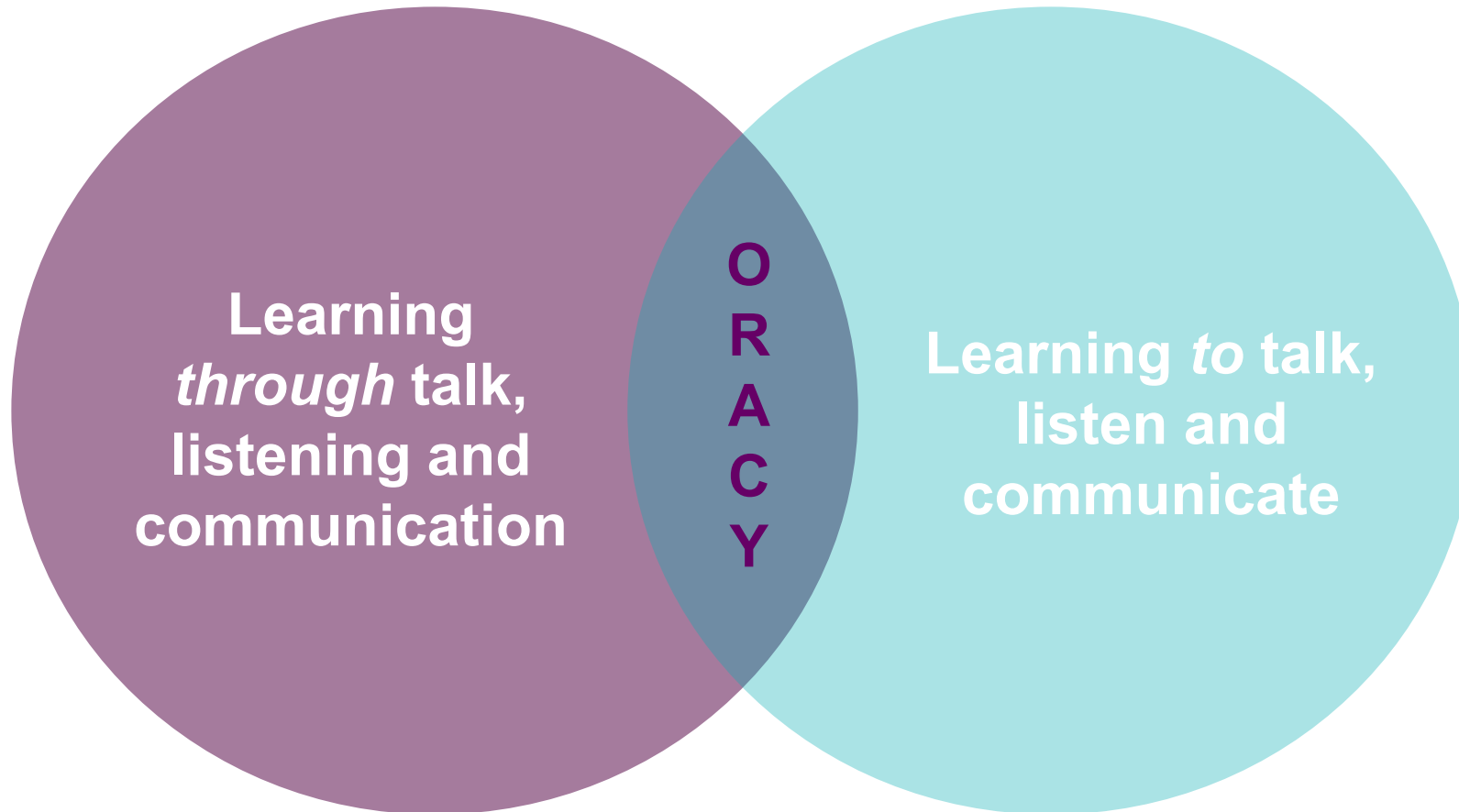
Kent Professional Lead SLT for the Balanced System

What is oracy?

Oracy is articulating ideas, developing understanding and engaging with others through speaking, listening and communication



What is oracy education?



The Oracy Framework

We have divided oracy skills into four strands:



Cognitive

The deliberate application of thought to what you're saying



Linguistic

Knowing which words and phrases to use, and using them



Physical

Making yourself heard, using your voice and body as an instrument

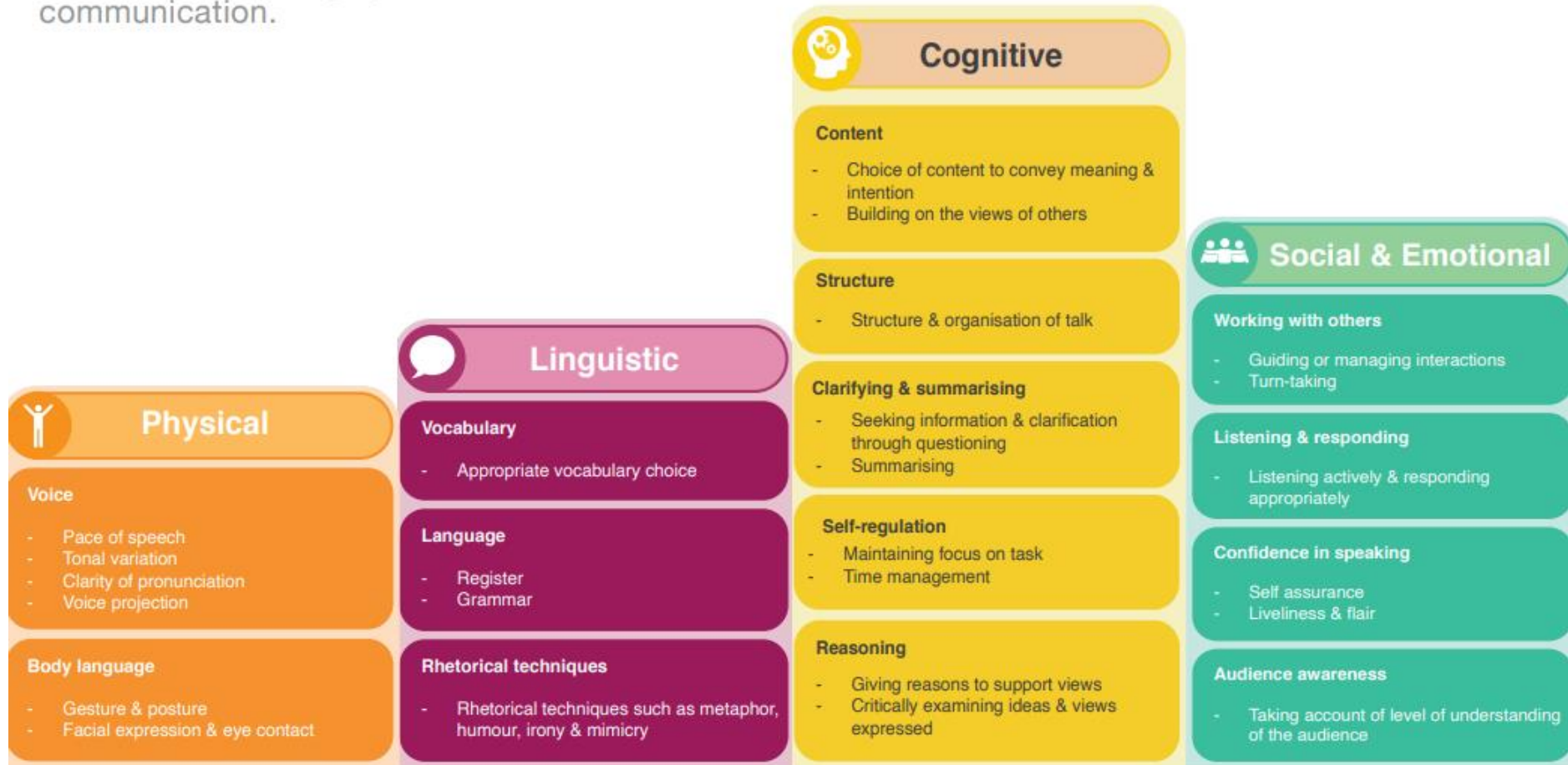


Social & Emotional

Engaging with the people around you; knowing you have the right to speak

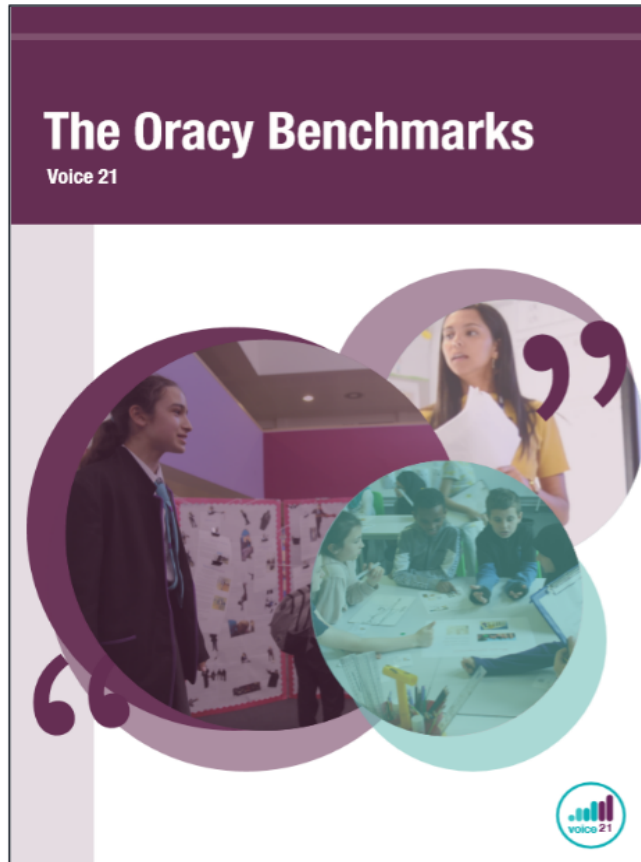
The Oracy Framework

Use the Oracy Framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.



What is a high-quality oracy education?

Teacher Benchmarks



- 1 *Sets high expectations for oracy*
- 2 *Values every voice*
- 3 *Teaches oracy explicitly*
- 4 *Harnesses oracy to elevate learning*
- 5 *Appraises progress in oracy*

What is a high-quality oracy education?

School Benchmarks



1

Has an ambitious vision for oracy

2

Builds a culture of oracy

3

Has a sustained and wide-ranging curriculum for oracy

4

Recognises oracy as central to learning

5

Is accountable for the impact of oracy

Where does oracy education fit in with Kent's Balanced System offer?

- Part of universal provision – supporting speech, language and communication development of all pupils
- A strong foundation to build on for those pupils who will need additional targeted and specialist support
- Improved awareness of oracy will contribute to identification of SLCN
- Bridging support received from targeted/specialist interventions – supporting carry-over back into classroom



Consider who could take the lead in your school – **NOT another job for SENCo!**



Voice 21's Study Group: Talk Circles



For the first time, Voice 21 is opening up beyond its Oracy School network to invite more educators, like you, to access and practise high-quality oracy education in your classrooms. By joining our study group, you'll be among the first to **beta test Talk Circles**. Your feedback will help shape and improve the resource for schools everywhere.

BROUGHT TO YOU BY VOICE 21

Talk Circles

Talk Circle 1: Introducing Oracy

This session introduces the key concepts of learning to and through talk, examining how different talk contexts require different expectations, and how the Oracy Framework can support teachers to set and share their expectations for classroom talk.

- Develop your understanding of the term 'oracy' and how classroom talk supports learning
- Identify different types of classroom talk
- Use the Oracy Framework to recognise effective student talk

PINS Offer: Talk Circle 1: Jemma Williams STLS 25th November 3.30-4.30pm

Consider:

- How to disseminate within school
- Feedback to Voice 21

Partnership for the Inclusion of Neurodiversity in Schools

Discussion

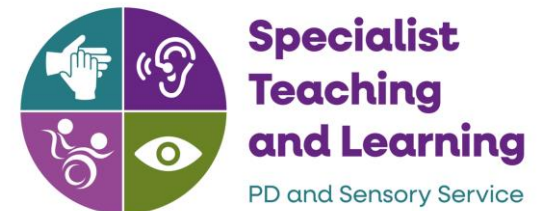
- What would you most like to change in your school environment?
Why?
- How do neurodivergent pupils' behaviours change depending on the environment that they are in?
- What areas of your school have calm, inclusive environments?
What makes the difference?
- What areas of your school are not calm?
What needs to change?
- If money was no object, what would you do to change your school environments to make them more inclusive both physically and sensorily?

**Partnership for
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Schools**

Adapting your school environment

Adapting your school environment

Rory McDonnell | Head of STLS Sensory and Physical Disabilities
October 2025



What is the quiet hour?



Quiet Hour	
Monday - Thursday	2pm - 3pm
Saturday	9am - 10am
Sunday	First hour we're open

*Stores opening times may vary.



Quieter Hour

Every Saturday 9am - 10am

We are making all stores a calmer and quieter environment every Saturday between 9am - 10am



Morrisons
Since 1899

Sensory Overload....



Too much information....

- Processing everyday sensory information can be difficult for autistic people. Any of their senses may be over- or under-sensitive, or both, at different times. These sensory differences can affect how they feel and act, and can have a profound effect on a person's life
- "If I get sensory overload then I just shut down; you get what's known as fragmentation...it's weird, like being tuned into 40 TV channels."
Quote from the NAS website
- "...from a sensory standpoint loud noises hurt my ears. Sudden loud noises, like a dentist drill, hitting a nerve. When the grownups talk fast, I thought grown-ups actually had a special grown-up language because it just sounded like gibberish" Temple Grandin 2020



Which senses are we talking about?

All of them...

Sight

Sound

Smell

Taste

Touch

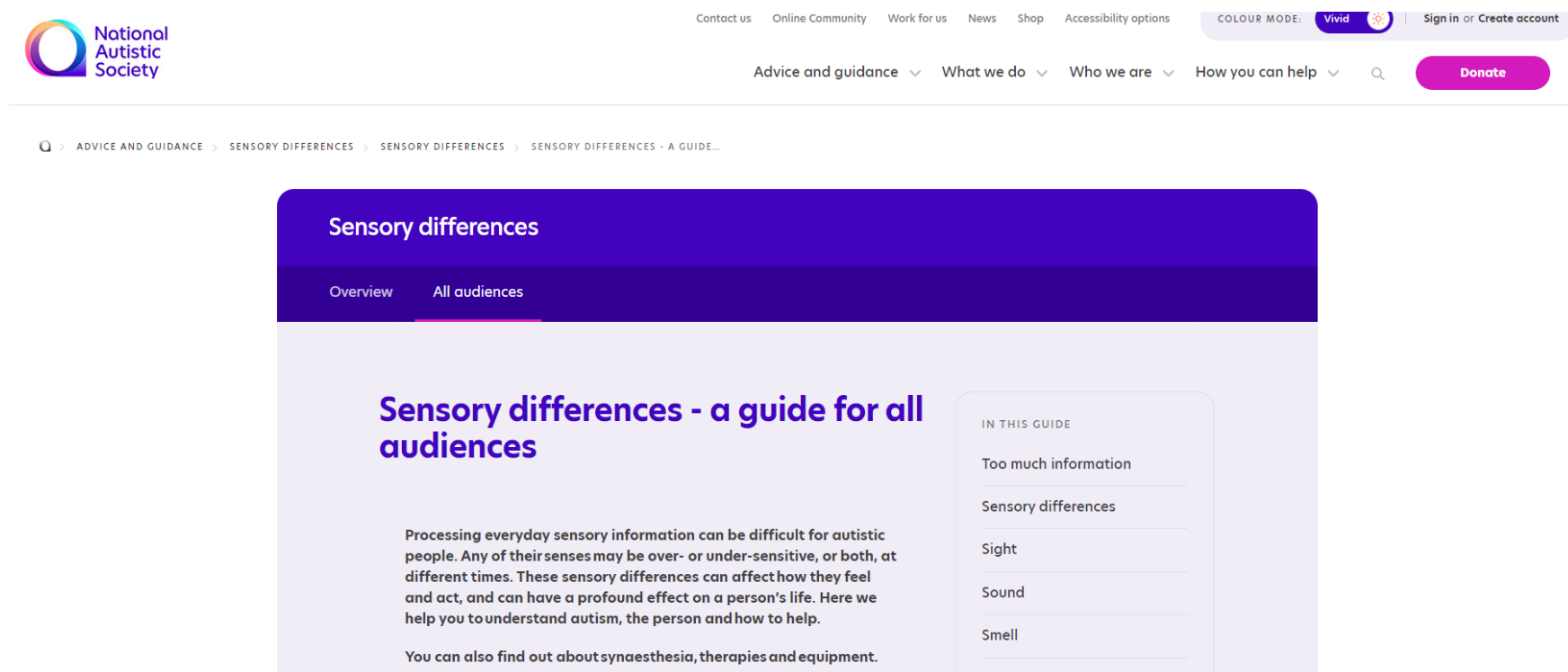
Balance (vestibular)

Body awareness
(proprioception)

Synaesthesia eg An experience goes in through one sensory system and out through another. So a person might hear a sound but experience it as a colour. In other words, they will 'hear' the colour blue.

A good place to learn more...

- <https://www.autism.org.uk/advice-and-guidance/topics/sensory-differences/sensory-differences/all-audiences>



The screenshot shows the National Autistic Society website. The top navigation bar includes links for 'Contact us', 'Online Community', 'Work for us', 'News', 'Shop', and 'Accessibility options'. There is a 'COLOUR MODE: Vivid' selector and a 'Sign in or Create account' link. The main navigation menu has 'Advice and guidance', 'What we do', 'Who we are', and 'How you can help', along with a search icon and a 'Donate' button. The breadcrumb trail reads: 'Q > ADVICE AND GUIDANCE > SENSORY DIFFERENCES > SENSORY DIFFERENCES > SENSORY DIFFERENCES - A GUIDE...'. The page title is 'Sensory differences', with sub-navigation for 'Overview' and 'All audiences'. The main heading is 'Sensory differences - a guide for all audiences'. The introductory text states: 'Processing everyday sensory information can be difficult for autistic people. Any of their senses may be over- or under-sensitive, or both, at different times. These sensory differences can affect how they feel and act, and can have a profound effect on a person's life. Here we help you to understand autism, the person and how to help.' Below this, it says: 'You can also find out about synaesthesia, therapies and equipment.' A sidebar titled 'IN THIS GUIDE' lists: 'Too much information', 'Sensory differences', 'Sight', 'Sound', 'Smell', and 'Taste'.

National Autistic Society

Contact us Online Community Work for us News Shop Accessibility options COLOUR MODE: Vivid Sign in or Create account

Advice and guidance What we do Who we are How you can help Donate

Q > ADVICE AND GUIDANCE > SENSORY DIFFERENCES > SENSORY DIFFERENCES > SENSORY DIFFERENCES - A GUIDE...

Sensory differences

Overview All audiences

Sensory differences - a guide for all audiences

Processing everyday sensory information can be difficult for autistic people. Any of their senses may be over- or under-sensitive, or both, at different times. These sensory differences can affect how they feel and act, and can have a profound effect on a person's life. Here we help you to understand autism, the person and how to help.

You can also find out about synaesthesia, therapies and equipment.

IN THIS GUIDE

- Too much information
- Sensory differences
- Sight
- Sound
- Smell
- Taste

Can we change and adapt our schools to better meet the needs of neurodiverse children?

- Yes!
- **PINS Environmental Audit Tool**
- The aim is to help staff to assess and create an environment that enables the participation of pupils with autism and neurodiverse needs. It does not cover all aspects, but gives ideas on the ways in which a setting might be altered if pupils experience sensory processing difficulties and find it hard or very anxiety-provoking to tolerate certain sensations or situations.
- It's a word document that looks at a series of questions and points about sensory scenarios around your schools.
- It asks you to look at the current situation and possible actions that might be needed.
- The tool is based on Based on An Environmental Audit (VITAL) RNIB 1998 and Eye contact supplement 'An Environmental Audit' and and Sensory Audit for Schools and Classrooms (AET with support of DfE), and acoustic audit materials from the National Deaf Children's Society.

PINS Environmental Audit Tool

Visual Audit (VI focus)

Lighting/glare

	Current Situation	Possible action (if needed)
Where are natural sources of light (and when is sunlight strongest in the room)?		
Are there blinds or curtains (preferably plain) which work and can control potential glare and control overall lighting levels?		
Are there any areas of shadow or darkness which might cause a difficulty?		
Does overhead lighting appear adequate for the task? If not, is there provision for task lighting?		
Are there areas of glare from work surfaces, mirrors or gloss finishes?		

Follow Up

- A presentation, in a few weeks time, that looks at solutions that have already been tried by others, and you may already be doing some of these things yourselves. Some of the ideas are low tech and low cost, others are more expensive! Noone is expecting you to make immediate radical change, its more about developing understanding and introducing changes gradually when you feel they might effective for your school.
- When you are doing the audits.. Please do contact me for advice and questions.

Autism Design Principles for Schools

- <https://www.autismeducationtrust.org.uk/resources/autism-design-principles-schools>
- Contains guidance and principles
- Contains case studies



Low arousal colours

- Colour plays an important role in the creation of a low–arousal environment, as we are constantly reacting to it in both the natural world and our built environment.
- Research conducted by Kingston University has concluded that autistic pupils preferred colours that were subtle (those that have grey undertones) with a preference for colours in the blue/green hue range. This included muted colours for material finishes for walls, floors and soft furnishings, as this helped reduce overstimulation and hypersensitivity by creating a more comfortable environment in which to work
- Research also showed the use of strong primary colours and bold patterns is not recommended.



Hessian covered noticeboards

- Inexpensive, very effective
- Acoustic trick: mount the boards 1 CM off the wall using beading (wooden rods)... the hessian boards then become a relatively cheap baffle and can make a big difference to the sound of a room or corridor
- E.g. Knightsfield School for deaf children in Hertfordshire did this about 20 years ago. (They teased that they bought the hessian from John Lewis. Their school keeper did all the work).
- Never knowingly undersold 😊



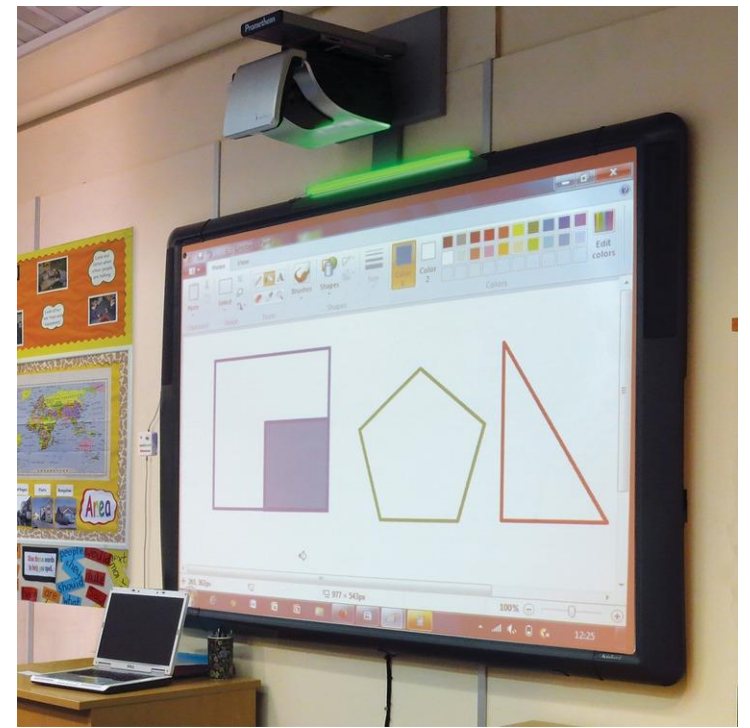
Hushh-Ups for Hard Floors

- Hushh-ups are a safe and easy way to reduce chair noise. This simple solution improves the classroom listening environment for students and teachers.
- Available from <https://www.connevans.co.uk/product/41035904/49HUSH120/Hushh-ups-30-chair-classroom-set---to-reduce-chair-noise>
- Price £356.40 (£297.00 ex VAT)



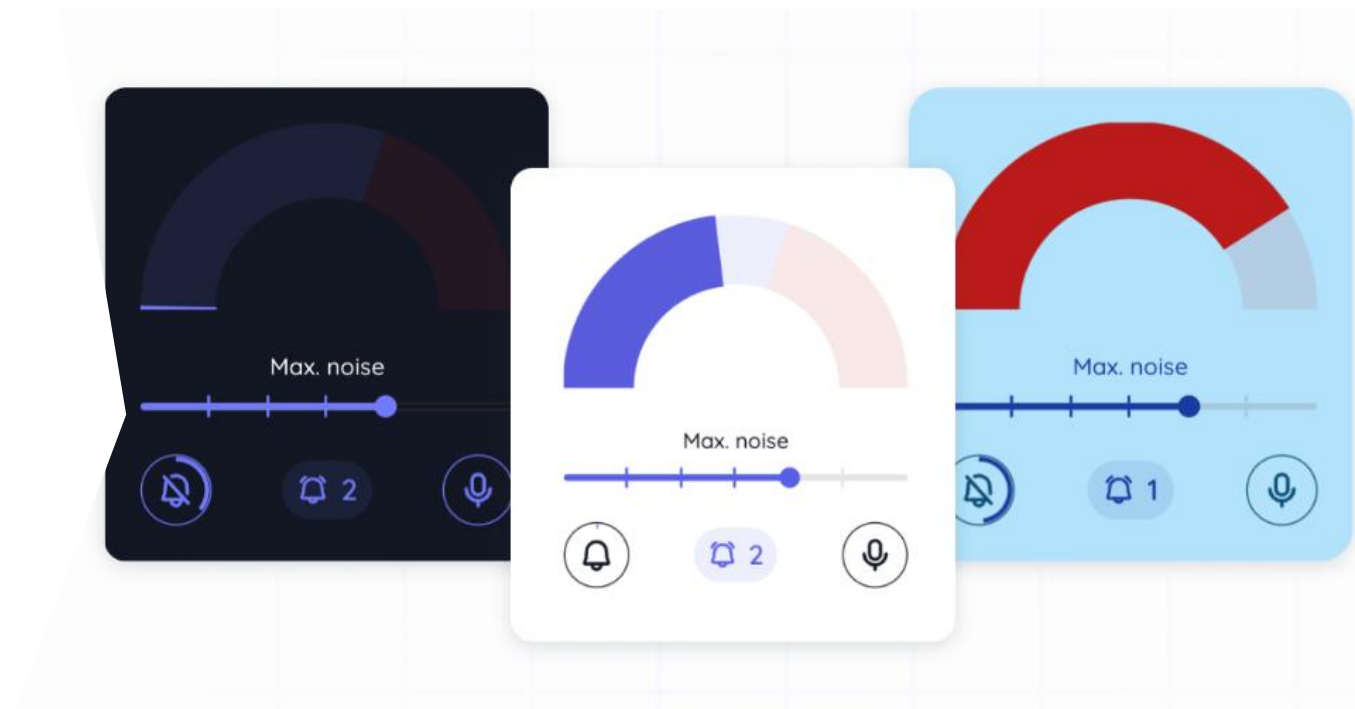
BabbleGuard Classroom Noise Indicator

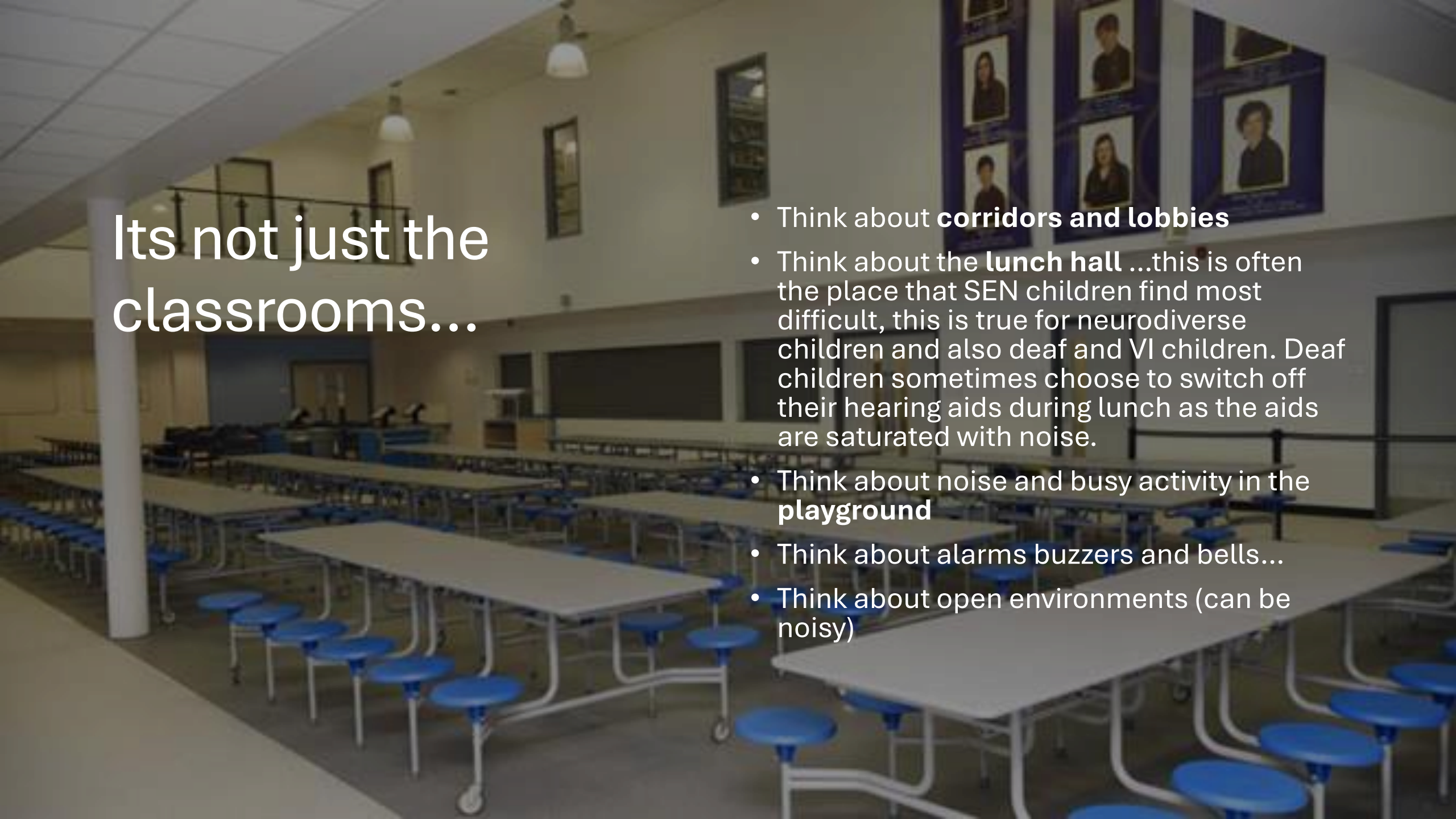
- A traffic light style noise indicator
- encourages students to keep the classroom noise at a comfortable level, promoting concentration listening and learning
- Available from:
- <https://www.connevans.co.uk/product/14457645/86BABBLE1/BabbleGuard-Classroom-Noise-Indicator>
- £274.80 (£229.00 ex VAT)
- Is there an app for that? See next slide





<https://bouncyballs.org/>





Its not just the classrooms...

- Think about **corridors and lobbies**
- Think about the **lunch hall** ...this is often the place that SEN children find most difficult, this is true for neurodiverse children and also deaf and VI children. Deaf children sometimes choose to switch off their hearing aids during lunch as the aids are saturated with noise.
- Think about noise and busy activity in the **playground**
- Think about alarms buzzers and bells...
- Think about open environments (can be noisy)



Making good use of outdoor spaces

- To reduce noise in the lunch hall in the summer consider best use of outside spaces for eating lunch
- Eg picnic tables under a canopy for spring and summer time use
- Eg see example at Shooters Hill College
- Harder to achieve in winter!



Harris Eltham

- Opened about 9 years ago, replaced a 1950s built secondary previously known as Eltham Green
- Brand new building ...built to **BB93 acoustic standard**
- Feedback from deaf students and a deaf colleague was very positive

Legislation and Guidance

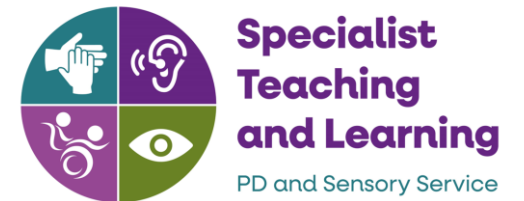
- BB102, BB104, BB93
- BB102 non statutory guidance from DfE about building classroom accommodation for pupils with SEN
- BB104 published in 2015 and supersedes BB102
- Building Bulletin 93 (BB93) explains minimum performance standards for the acoustics of school buildings.

Thank you for listening.



Contact

- Rory McDonnell | Head of STLS Sensory and Physical Disabilities
- rory.mcdonnell@kent.gov.uk | 07811 690456 | 03000 413921
- STLS Sensory Service | Kent County Council | Invicta House, Maidstone ME14 1XQ
- Please send all postal correspondence FAO Carolyn Lewis, Cheriton House, Folkestone, CT19 4QJ



Partnership for the Inclusion of Neurodiversity in Schools

Training offer for Sensory Processing and Integration

Creating ND accessible physical and sensory environments

- **Rory Mcdonnell – PD and Sensory STLS – 6th**

November 2025 9.30am – 11.00am Thistle Hill Primary
School

Sensory Processing and Integration – school strategies for

support - **Stella Parkinson – Occupational Therapist –**

13th November 2025 – 3.30pm – 5.30pm St George's
Primary School

Understanding the difficulties in identifying, regulating and
expressing emotions for ND children - **Autistic Girls**

Network -27th November 2025 3.30pm – 5.30pm

Regulation – Co and Self **Dr Kathryn Gulliver** -Emotional
Wellbeing Team – Mental Health Support Teachers 11th

December 2025 3.30pm -5.30pm

Partnership for the Inclusion of Neurodiversity in Schools

Sensory Resources

To order from the Amazon or the KCS list, we will require:

- Delivery address
- Name of contact
- Mobile telephone number of contact

If schools purchase items themselves (my preferred option!):

- Claims to be sent with the following details: School Name, DfE number and total amount to be reimbursed, along with evidence of spend, ie. delivery note, receipt, invoice etc.
- Please make it clear, we will only reimburse up to £500. You may also want to add some guidelines as to what sort of items they can purchase.
- Claims would need to be submitted to emma.stone@kent.gov.uk by 1st of the month for reimbursement via the school advances in the same month.
- The last date for reimbursement will be 1st March 2026, any claims received after this date will not be reimbursed.

**Partnership for
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Neurodiversity in
Schools**

Refreshment

Break 15 minutes