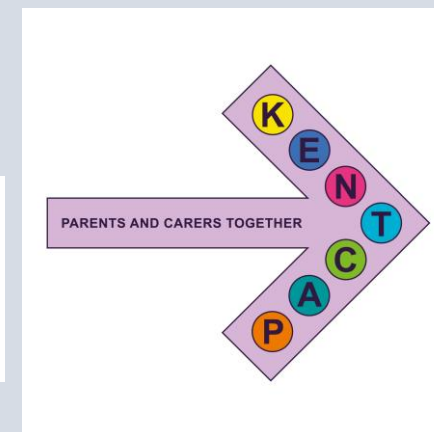


Partnership for the Inclusion of Neurodiversity in Schools

(PINS)



**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

			Welcome	
1	From 08:30	30	Teas and Coffees	Group
2	09.00	10	Welcome	Kate Melissa
3	09:10	10	PINS Phase 1: School Experience Maddingford Primary School	Suzanne Farrell
4	09.20	10	Kent and Medway ICB	Simon Storey
5	09.30	30	The PINS Programme	Kate Melissa
6	10.00	10	The PINS Programme Evaluation	Matthew Bushell
7	10.10	20	Kent PACT and the PINS Programme	Frances
8	10:30	15	Refreshment break	
9	10:45	10	PINS Phase 1: School Experience Leigh Academy Langley Park Primary School	Sally Brading Sarah Comins
10	10.55	10	This is Me	Kate Le Page
11	11.05	35	Discussion: Aspirations: Creating an effective and impactful PINS Menu of Support	Table discussion
12	11.40	10	What next?	
13	11.50	10	Questions	
14	12.00	10	End of Session	

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

(PINS Phase 2)

PINS PHASE 1 School Experience.

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

(PINS Phase 2)

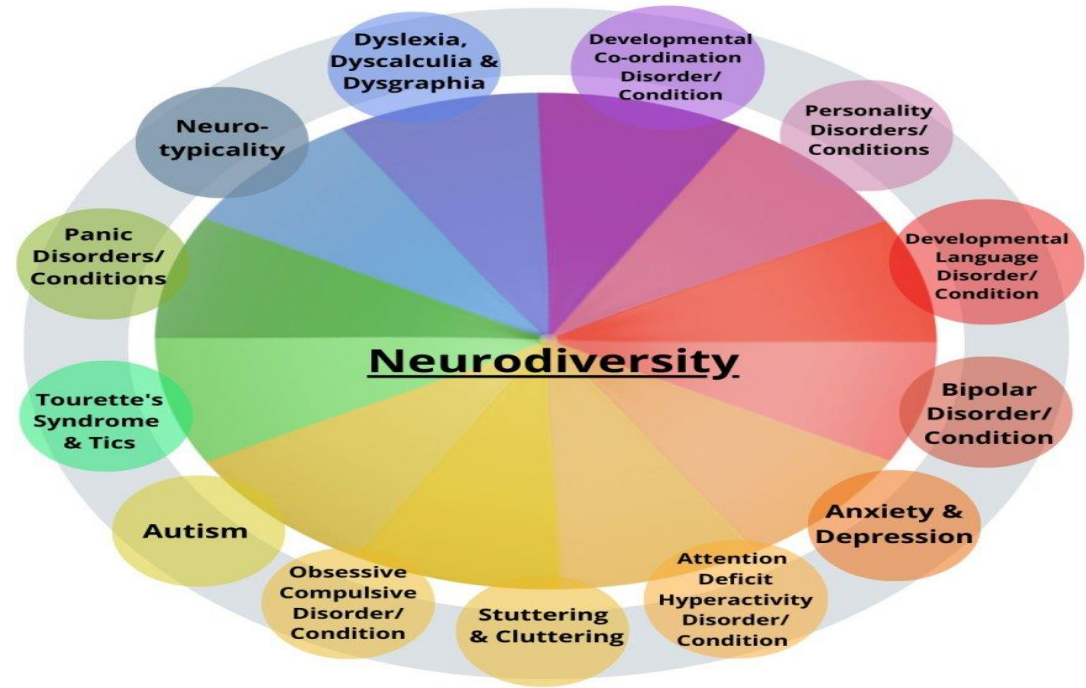
Kent and Medway ICB.

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

(PINS Phase 2)

**The PINS Programme
– the Partnership for
the Inclusion of
Neurodiversity in
Schools**

PINS programme Overview



Neurodiversity is an umbrella term that recognises and embraces the natural variations in human brains and the way they function. It describes the idea that people experience and interact with the world around them in many different ways.

Harvard Health Publishing, Harvard Medical School.

PINS programme Overview

- This programme supports a wide range of neurodiverse children, including (but not limited to) children with SEND, ADHD, autistic children, children with a learning disability, specific learning difficulties such as dyslexia, and developmental language disorder.
- The programme is needs led rather than diagnosis-led, so covers children without a formal diagnosis.
- The programme focuses on delivering **whole-school** support rather than interventions for individual children, so all children within the school are likely to benefit.

PINS programme Overview

Partnership for the Inclusion of Neurodiversity in Schools (PINS) is a **national DfE programme** overseen by Kent and Medway NHS ICB.

There are over **1000** PINS Schools across England with **over 65** pilot PINS Models being used.

The DfE's aims are to:

- leave a sustainable impact on whole school culture after the funded period.
- build evidence on closer collaboration between education and health.
- facilitate best possible outcomes for children and young people with Neurodivergence.
- Support a shift away from the need for diagnosis and more intensive levels of support.
- Focus on strengthening knowledge, skills and improving environments.



PINS programme Overview



The PINS programme is testing a new model for supporting good outcomes in mainstream schools for Neurodivergent pupils and strengthening parent/carer and school partnerships. The Evaluation data from PINS Phase 1 schools has demonstrated positive results from Health and Education partners working in closer alignment.

The DfE and NHS England aim is that there will be guidance, and a possible strategy produced after September 2026

The programme focuses on collaborative working to build stronger networks between schools, parents and agencies so that no partner feels they are working in isolation.

Using pupil voice to guide and influence whole school planning

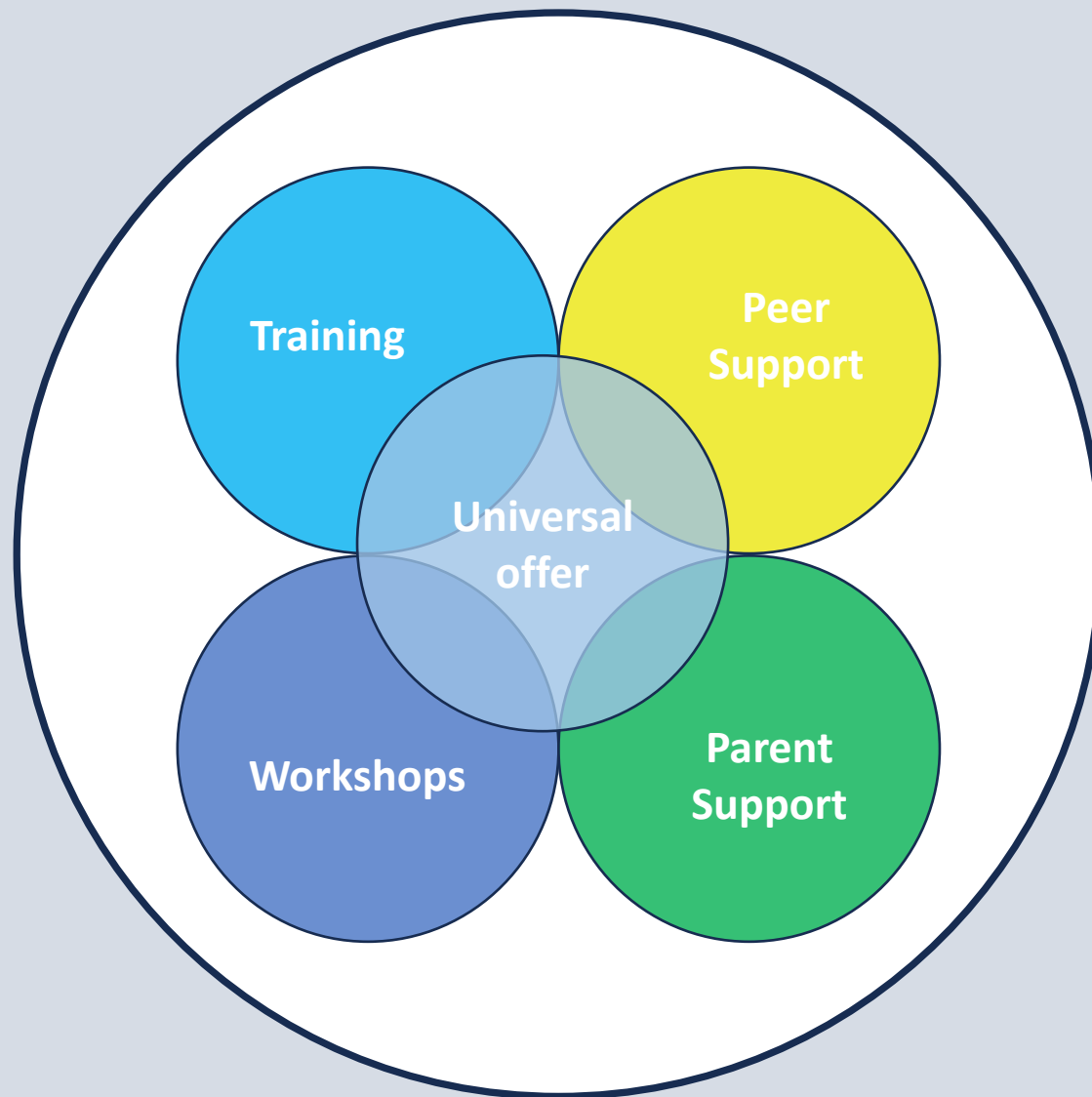
Bringing Education and Health partners together to underpin truly connected normal everyday practice in schools.

PINS programme Overview

The aims of the PINS programme in Sheppey, and Swale:

- Develop Whole School Approaches
- Good quality training and support for staff
- Parents supporting Parent Groups
- Parents and Schools working in collaboration
- Building greater understanding of the student experience of schools
- Supporting a neuro-affirming culture
- Developing strong, supportive peer networks working towards a shared approach.

PINS programme Overview



PINS programme Overview

Legacy

The PINS Model is influencing the Early Intervention model for the Neurodevelopmental Referral Pathway redevelopment planning.

The PINS Model continues to support Transition in July 2025.

The creation of peer networks with strong practice who can support the roll out to other schools countywide and influencing countrywide PINS practice.

Strong parent voice through the establishment of a network of Parent Carer Forums specifically around neurodiversity

PINS programme Overview

Using the Menu of Support

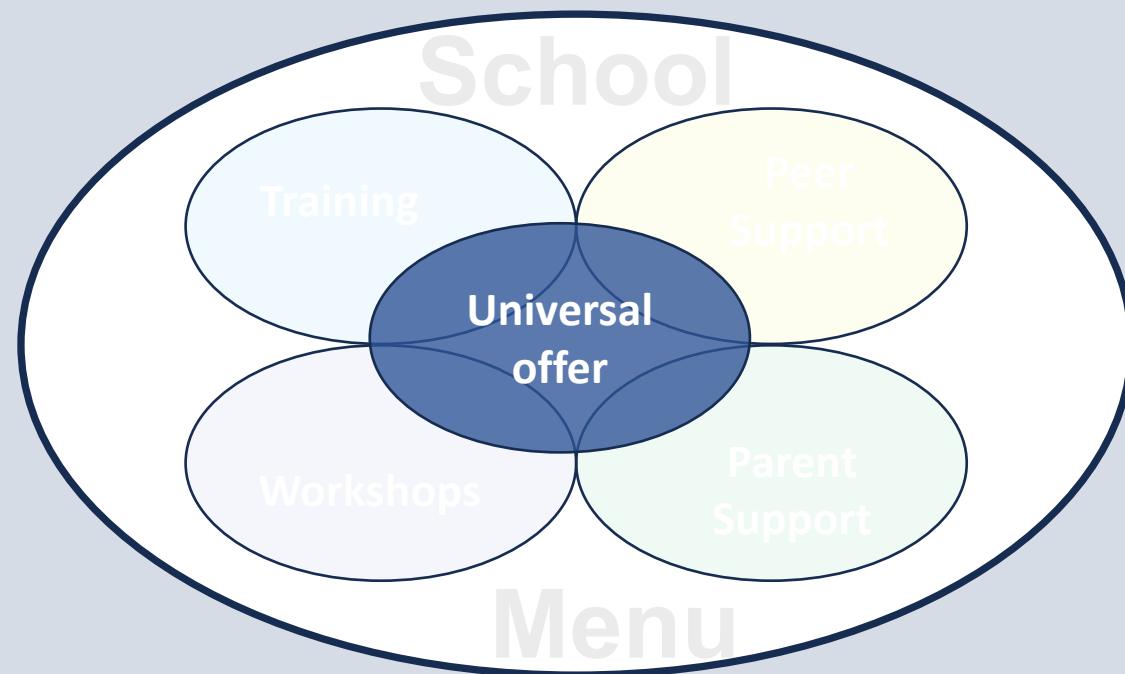
The DfE Menu of Support provides schools with guidance around how to start to enhance pre-existing inclusive practice.

The School Self Assessment Form (SAF) questions were linked to the 6 Domains.

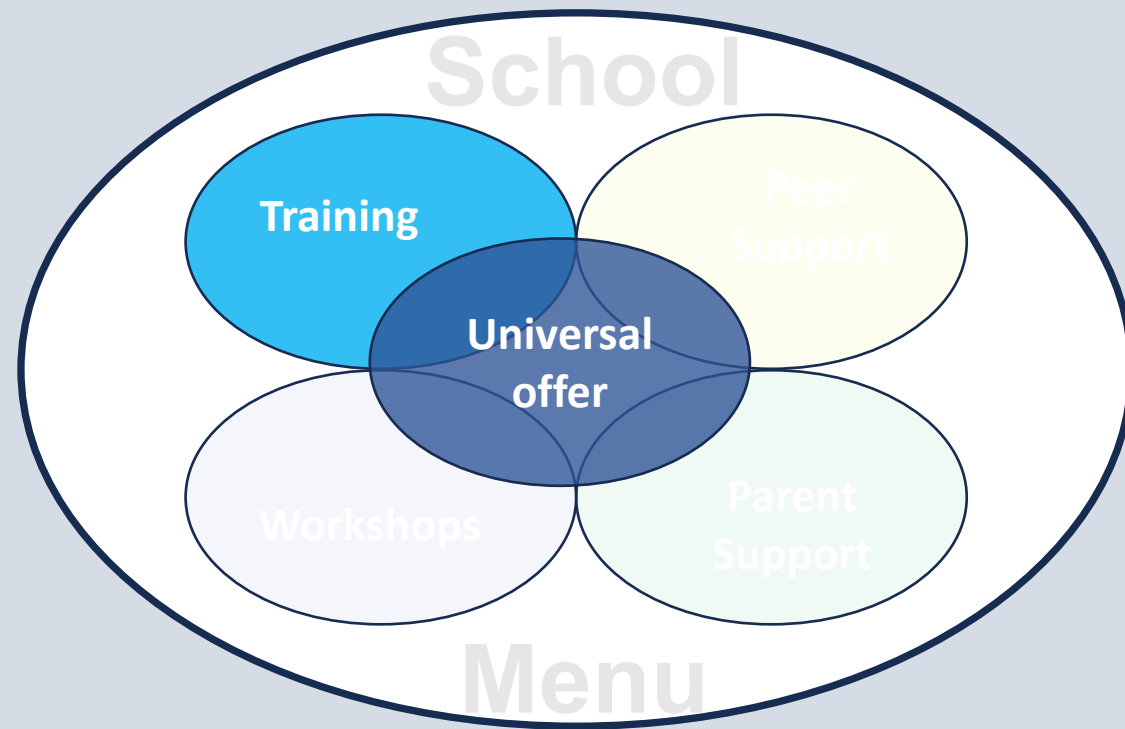
The SAF Evaluation, Governor questionnaire, Parent Survey and Pupil Voice surveys should identify areas of strength and gaps for development from different perspectives.

Schools can then create an Action Plan based on the evaluation, targeting support work around the different domains.

PINS programme Overview

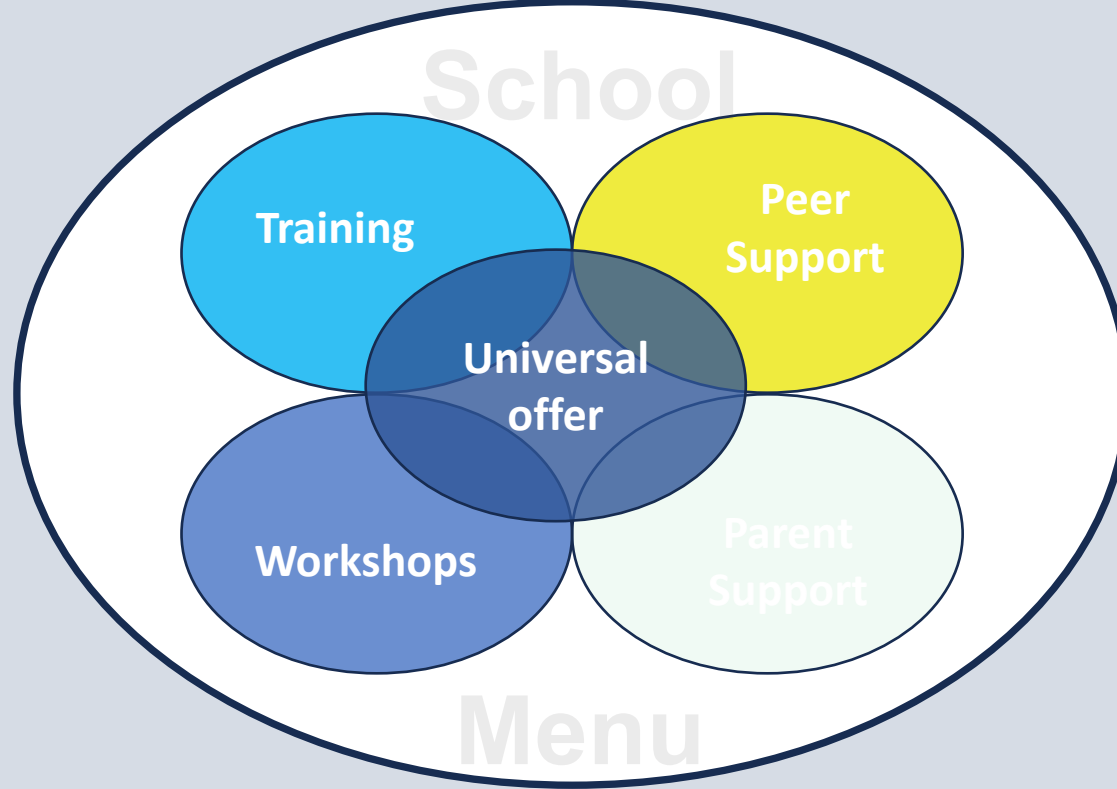


PINS programme Overview



- Data Analysis
- Assessment/Moderation
- Resilience
- Anxiety
- Emotional Regulation
- De-escalation Strategies/Emotion Coaching
- Makaton
- Sensory Inclusive Environments
- Executive Functioning
- Metacognition

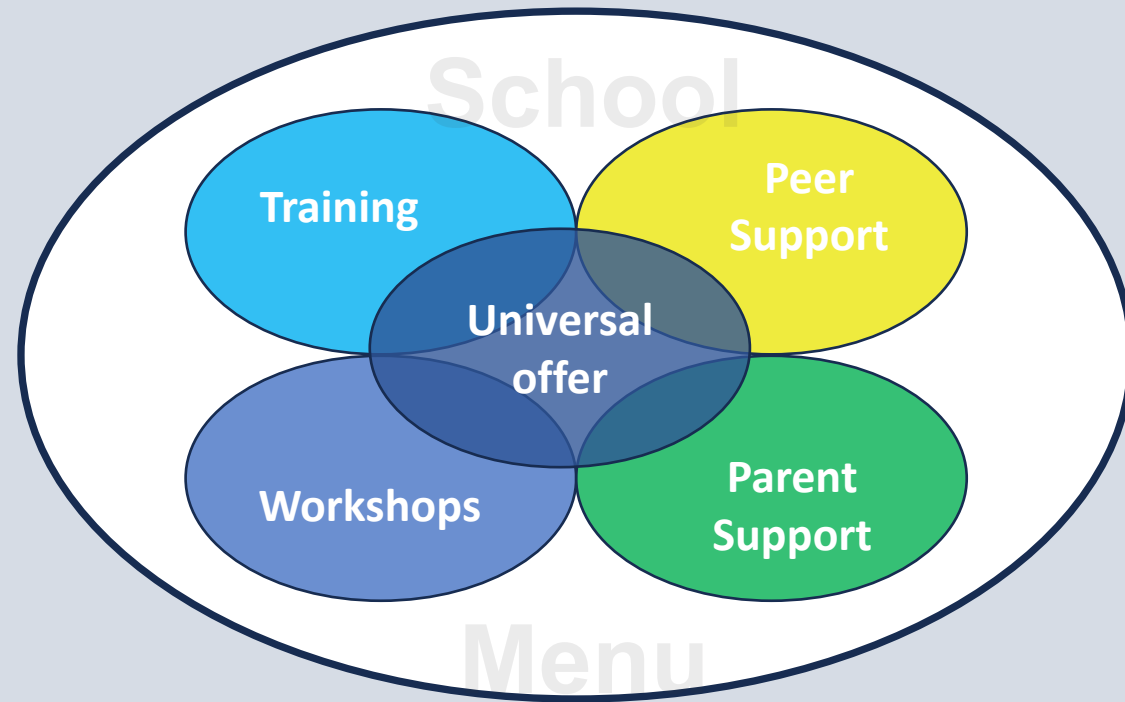
PINS programme Overview



Network Meetings that include opportunities for learning and sharing good practice.

- Data Analysis
- Assessment/Moderation
- What is a Governor of SEND
- Supporting Mental Wellbeing
- Building Resilience
- Speech and Language topics
- Inclusive Policies

PINS programme Overview



Ensuring schools and parents have the same knowledge and understanding to be able to work together effectively.

- Training
- Workshops
- Learning Walks
- Building Networks
- Peer Support from PACT
- Parent Directory – signposting to supports

PINS programme Overview Menu of Support

	Domains
1a	<p>Leadership, Culture and Values: Understanding the needs of neurodiverse pupils. Supporting schools to better understand the needs of neurodiverse children as a basis to develop and implement universal and targeted strategies within the school environment.</p>
1b	<p>Leadership, Culture and Values: School Leadership and Culture. Supporting schools to promote and develop an inclusive whole school culture, ensuring they have appropriate skills to engage with pupils with neurodiverse children.</p>
1c	<p>Leadership, Culture and Values: Working and co-producing change with parents and carers. Supporting schools to develop their work with parents and carers and the wider community to support a culture of inclusivity, and to build relationships and trust..</p>
2	<p>Mental Health: Neurodiversity and Mental Health. Promoting positive wellbeing for all students and staff, including those who are neurodiverse. Supporting schools to recognise and respond appropriately to the emotional wellbeing and mental health needs of all children particularly those who are neurodiverse.</p>
3a	<p>Readiness to learn: Wellbeing and readiness to learn. Supporting schools to work together with parents/carers to support children holistically.</p>
3b	<p>Readiness to learn: Attendance and absence, including emotionally based school avoidance. 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.</p>
3c	<p>Readiness to learn: Approaches to behaviour 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.</p>
4	<p>Teaching and Learning: Skills for Learning. Supporting school staff to better understand common learning styles of neurodiverse children. Developing the skills required to support neurodiverse children to better engage in learning and adjusting teaching practice to facilitate their engagement</p>
5	<p>The environment: The Physical and Sensory environment. Supporting schools to better understand the impact of the sensory and physical environment on neurodiverse children and their ability to engage in education.</p>
6a	<p>Communication: Social Communication and peer relationships. Supporting schools to better understand social communication challenges for neurodiverse children and how this can impact their school experience. -</p>
6b	<p>Communication: The language environment: classroom language for learning Supporting schools to better understand how classroom language can support learning for neurodiverse children and their ability to engage in education.</p>

PINS programme Overview

Menu of Support

Universal	Enhanced
<ul style="list-style-type: none">• Mainstream Core Standards Training• High Quality Inclusive Teaching• Inclusive Leadership• Autism Education Trust Training• Emotional Based School Avoidance• Emotional Learning Support Assistant• Sensory Audit and Inclusive Environments Team	<p>Balance System Accreditation Mental Health First Aid Training OT visit/consultation</p>

The Kent Menu of Support Activities are split into:

Universal – Any training or strategy or SEND event that is offered by Kent County Council or Medway NHS services. E.g. STLS training, ELSA, EBSA. These maybe costed courses but the price would be covered by PINS.

Enhanced – Specific training or strategies that are commissioned for the PINS programme or a training or strategy just for one school.

- *Events will be published on the PINS KELSI Pages from August 2025*

Menu of Support

Using the SAF to support school improvement planning PINS schools can access a **minimum** of **37.5** hours of support between September and March.

There are no compulsory elements, but we encourage all schools to access Universal offers such as EBSA, ELSA, AET, SENCO Forums, Countywide SENCO Forums and The Education People free training offer around inclusive practice.

All school staff can access PINS training from Site Managers to Headteachers.

PINS programme Overview Menu of Support

1	159
2	88.5
3	57.5
4	120
5	55.5
6	75
7	51.5
8	94.5
9	58
10	70
11	62.5
12	72.5
13	47.5
14	49.5
15	44
16	75.5
17	50
18	43
19	56.5
20	99

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

(PINS Phase 2)

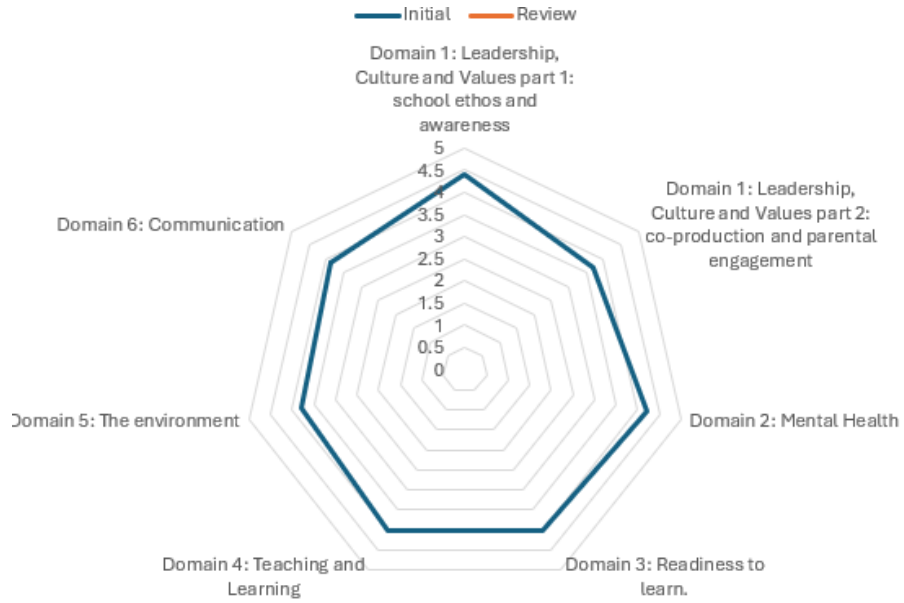
The PINS Programme Evaluation



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 included
- End of PINS period, review of the above and impact change

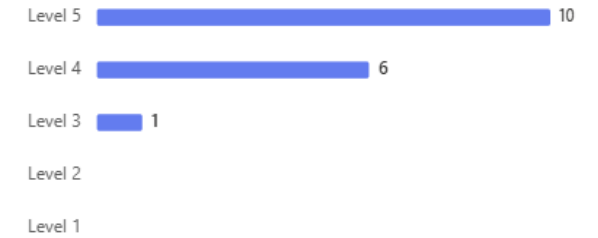




7. School leaders understand the difference between and process for accessing universal, targeted and specialist levels of support for neurodiverse children. [More details](#)

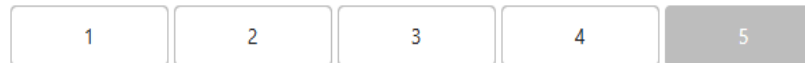
4.53

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. *



8 of 20 self assessments in

- Early indications:

Question	Score
The needs of neurodiverse children feature regularly as an agenda item (standalone or under SEND) at staff meetings and governors' meetings.	3.25 / 5
Sensory, Physical and classroom language audits	3.25
Parents and carers of neurodiverse children would say they feel listened to about the needs of their child and are involved in the planning and review of support.	3.37
Parents and carers of neurodiverse children have opportunities to input into school practice and policy at the school, such as through parental voice or a parent carer forum.	3.5
Our ongoing teaching and learning training programme includes work around using evidence to improve the support for neurodiverse children in the classroom.	3.75

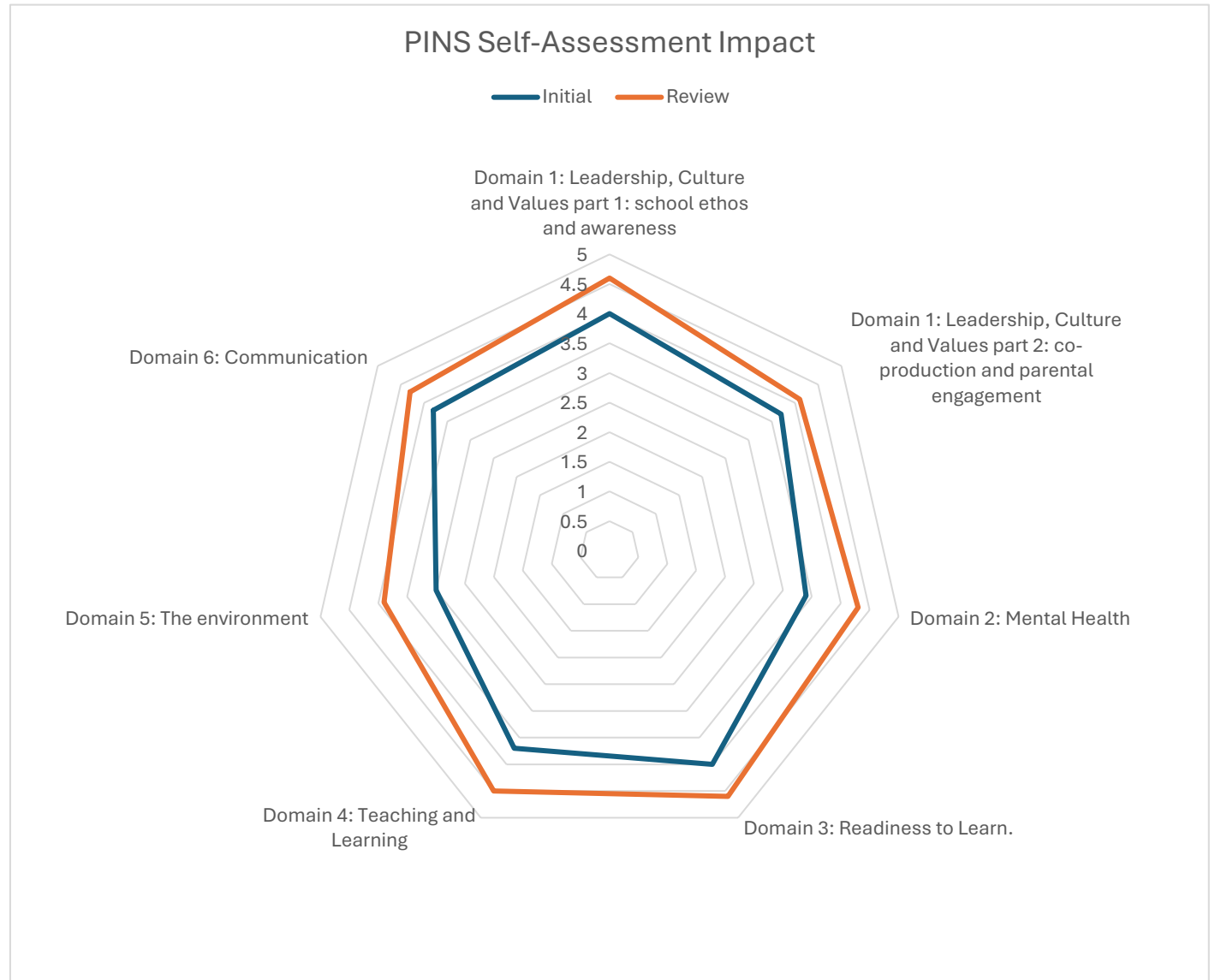
Domain areas of greatest need so far

Domain	Greatest need in order
Domain 1: Leadership, Culture and Values part 2: co-production and parental engagement	1 st
Domain 5: The environment	2 nd
Domain 4: Teaching and Learning	3 rd
Domain 3: Readiness to learn.	4 th
Domain 3 : Mental Health	5 th
Domain 6: Communication	6 th
Domain 1: Leadership, Culture and Values part 1: school ethos and awareness	7 th

Top presenting
Needs in PINS
(Maidstone)
school self
evaluation
(Kent)

Possible needs from self assessment submission	Domain	Total
Sensory need audit	The environment	17
Physical need audit	The environment	17
Emotionally Based School Avoidance support	Mental Health	17
S and L support specialist	Communication	15
Data analysis	Ethos and Awareness	14
Making space for sensory/nurture areas	The environment	10
AET training need	Ethos and Awareness	11
Wellbeing support for teaching staff	Mental Health	10
Parent voice help	Coproduction parents	10
Classroom Language audit	Communication	8
Specialist sensory support	The environment	9
Specialist MH support	Mental Health	6
Staff audit on supporting ND pupils	Ethos and Awareness	6

PINS Maidstone impact (17/20 - schools to date)



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

(PINS Phase 2)

**The PINS Programme
working with Kent
PACT**

Kent PACT PINS Parent Carer Meetings



Presented by
Frances Hopes, Engagement Officer

Kent PACT – who, what, why

- Department for Education recognized Parent Carer Forum (PCF) in Kent
- SEND: ages 0-25
- Strategic feedback loop between families and the services they receive.

Role of Kent PACT

- Surveys
- Establish parent-carer forums at each school
- Parent carer themes
- Work in partnership
- Meet staff
- Legacy/sustainability

Parent carer surveys

- Two surveys
- Publish
- Process
- Share

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%



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.

Parent Carer Forums

- Requirement two meetings but...
- Road map
- Sustainability
- Meetings management
- Resource Pack

The image displays a grid of 15 resource cards for Kent PACT, arranged in three rows and five columns. Each card provides information about different support services and teams. The cards include:

- Join Kent PACT**: A QR code for joining the program.
- Educational Psychology**: A card titled "Parent Consultation Line" with a list of services.
- Children and Young People's Mental Health Services**: A card from the NIMFT NHS Foundation Trust, titled "Single Point of Access", with a URL: <https://www.nimft.nhs.uk/how-to-refer>.
- Child Protection Referral Team and Welfare Protection Support Team**: A card from NCS Kent East London.
- Child Protection Referral Team and Welfare Protection Support Team**: A card from NCS Kent East London, titled "Learning Support and Welfare Protection Support Team".
- Emotionally Based School Absence (EBSA)**: A card from NCS Kent East London, titled "What is EBSA?".
- Kent Resilience Hub**: A card with a URL: <https://kentresiliencehub.org.uk/>.
- Kent and Medway Integrated Care System**: A card with a URL: <https://www.kentmedwayics.com/>.
- involve50 Children's Health and Wellbeing Navigators**: A card titled "Support via your GP".
- the pod NHS Kent Community Health**: A card titled "Children's therapies".
- NHS Kent Community Health**: A card titled "Community Dietetics Team (children)".

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!

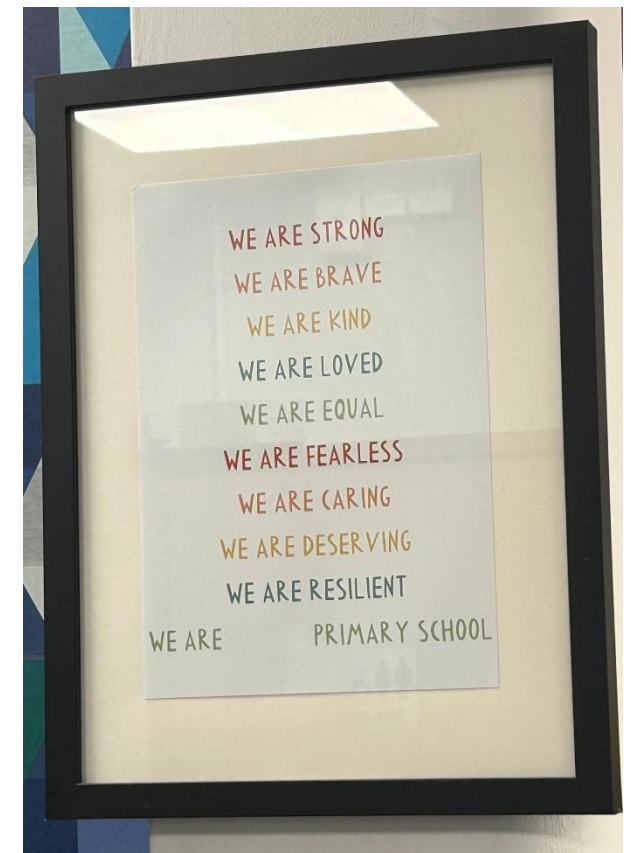
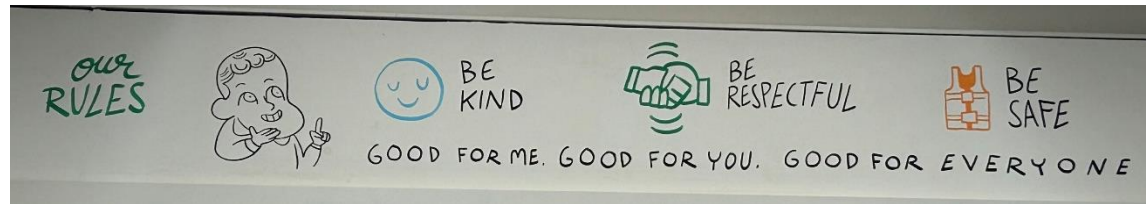
Meeting Management and Sustainability

- 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.

Rules and Value Statements



Requirements from you

- Advance bookings
- Venue
- Attitude
- Temperature check
- Listening
- Time

frances@kentpact.org.uk
lee@kentpact.org.uk



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

(PINS Phase 2)

Refreshment Break
Restart: 11:00

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

(PINS Phase 2)

PINS PHASE 1 School Experience.



Leigh Academy
Langley Park

PINS programme Cohort 1

Reflections



Academy Context

“Learning today, for life tomorrow.”

- We are a two form entry academy, opened in 2016 in Maidstone, with 446 children on roll from 3 years to 11 years old and with a PAN of 30.
- SRP that has 15 commissioned spaces. Allocation of spaces is the result of a consultation process with the Local Authority and children eligible should have a primary need of ASD and are working towards age related expectations.
- 16% children on the SEND Register
- 10% are SEN K (42 children)
- 6.4% are in receipt of an EHCP (27 children)
- 16% EAL
- 22% disadvantaged



Academy Context continued



- The core purpose and intent of the curriculum within Leigh Academy Langley Park is to equip pupils with the necessary skills, knowledge and attributes to be lifelong learners and conscientious global citizens who contribute positively to modern day society.
- Leaders at all levels are ambitious in the pursuit of an educational diet that is second to none, that leaves no learner behind and all pupils, including disadvantaged and pupils with SEN, are able to be the best version of themselves and make exceptional progress in line with their starting points.
- We prioritise inclusion and many decisions are made on the premise that if it works for our most vulnerable learners then it will work for most.
- The phrase “Ready, Respectful, Safe” underpins our approach to behaviour policy within a warm-strict approach.
- Our most recent Ofsted inspection on the 1st and 2nd April 2025 was an ungraded inspection. We were awarded “Outcome 2” which means we are ready to be judged “Outstanding” in all areas.

PINS programme Highs

- Opportunities for networking.
- Sharing of good practice.
- 106 hours of training.
- 2 accreditations being completed.
- Opportunity to train a broad spectrum of staff.
- Expanding the reach of training to include other schools.
- Increased parental engagement as a result of workshop / training opportunities.
- Opportunities to gather stakeholders voice.
- Developed a good rapport with the Local Authority.



PINS EBIs

- Initial information overload.
- Brief timeframe.
- Capacity to release staff for training.
- Large number of surveys (maintain up-to-date records).



PINS Hints and Tips

- Training can be targeted at **any** member of staff not just teachers and TAs.
- Map out who will be accessing training to support planning.
- Those who attend training to disseminate learning.
- Keep on top of regular newsletters in order to keep abreast of upcoming events.
- Offer to host training which may help with logistics.
- Adopt creative approaches to releasing staff or giving time back.
- Share with staff the programme and its purpose.





Leigh Academy
Langley Park

Thanks For Listening



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

(PINS Phase 2)

This is Me

This Is Me – Needs Summaries



- Speech and Language
- Energy Levels
- Attention and impulse control
- Emotional regulation ability
- Motor skills
- Sensory skills
- Adaptability and flexibility
- Empathising and systemising
- Cognitive abilities

This Is Me needs summary areas:



Community Neurodiversity Support Team for Swale

**Neurodiversity
Manager**
Dawn Ledingham

Team Admin
Sarah Jones

**Neurodiversity
Team Lead**
Michelle Lemar

**Neurodiversity
Practitioner**

**Neurodiversity
Practitioner**
Naomi Nice

- ❖ **Needs summary review mtg** with both family and school to help identify any areas where they are 'stuck'
- ❖ **Targeted support**
 - ❖ provide advice to schools/families about wider services that can be accessed to further support such as SALT/OT etc, helping them navigate the support available in light of their needs summary. We may work closely with PCN Navigators to support families, particularly those who may need additional support to access, seek and get the support they need
 - ❖ If appropriate we may be able to offer direct work with family or child/young person
- ❖ **Training and support** for school staff and the wider CYP workforce in relation to TIM pathway
- ❖ **Digital resource hub** that accompanies the TIM toolkit for both families and professionals
- ❖ **Clinical review** for those families where more specialist support is required to to meaningfully inform the support they are given, e.g. diagnostic assessments.
- ❖ **'Step Down' Community Support** for those who have received advice or assessment from specialist services to support continued support of needs post diagnosis.



This Is Me

This Is Me, Maidstone.

- This Is Me, Needs Summary training began in Maidstone in November 2024.
- Since this time over 200 needs summaries have been completed.
- 13 schools have asked the community team for support with their initial needs summaries.
- 52 requests have come through to the team for additional support to be offered to families.
- 23 young people have been discussed at the MDT, clinical review.

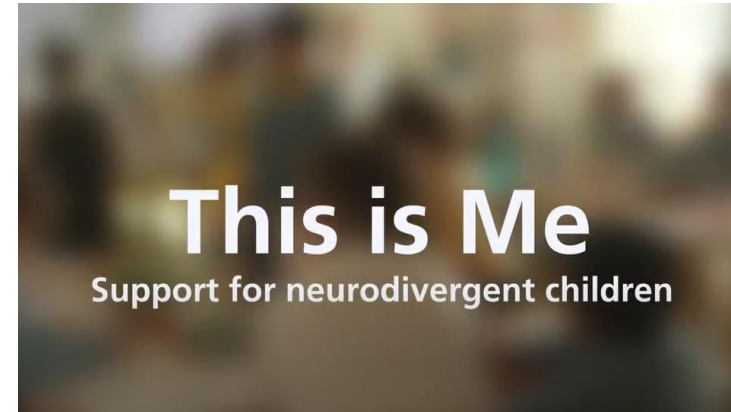


This is Me

We had an EBSA case consultation yesterday and Maplesden Noakes shared one of the This is Me profiles they have done to support our thinking around this student with their attendance. Positive ways forward!

I have to say that the feedback from schools is really becoming positive as they become more fluent in the approach and I am so glad we started with the secondary schools in terms of supporting parental confidence and transition! People have spoken so positively about your support and proactive response to any queries so thank you!! 😊

Thank you so much for coming to support our first This is Me yesterday! It was great to see how the conversation flowed and your thoughts on what might help H next.



Watch our NEW film with feedback from parents and young people!

<https://www.youtube.com/watch?v=0tBIUFqxAf0>

for a better world

Partnership for the Inclusion of Neurodiversity in Schools

(PINS Phase 2)



Universal	Enhanced
<ul style="list-style-type: none">• Any training or strategy that is universally available even if there is a cost.• Support run by agencies linked to Kent County Council or Kent and Medway ICB.• E.g. AET, EBSA, ELSA, ADHD training	<ul style="list-style-type: none">• These may be courses linked to universal training but at the next level e.g. The Balance System Accreditation.• These may be specific courses for your school to support an area of development or experts visiting the school.• Resources that are developed in response to PINS e.g. Physical Audit Tool.

As groups start to think about your vision for the Menu of Support Activities.

- What are your school's priorities from the SAF?
- Are there key areas of training that you would like to see on the Menu of Support Activities?
- What are your community priorities for training and knowledge?
- What activities would you like on the Menu of Support for your Community of Schools?
- What do you think will be parent priorities for the Menu of Support?
- Think about why parent and school priorities might be different?
- How can schools give parents more insight into day-to-day practice during the PINS programme?

Start to consider your SWOT analysis and then Menu of Support

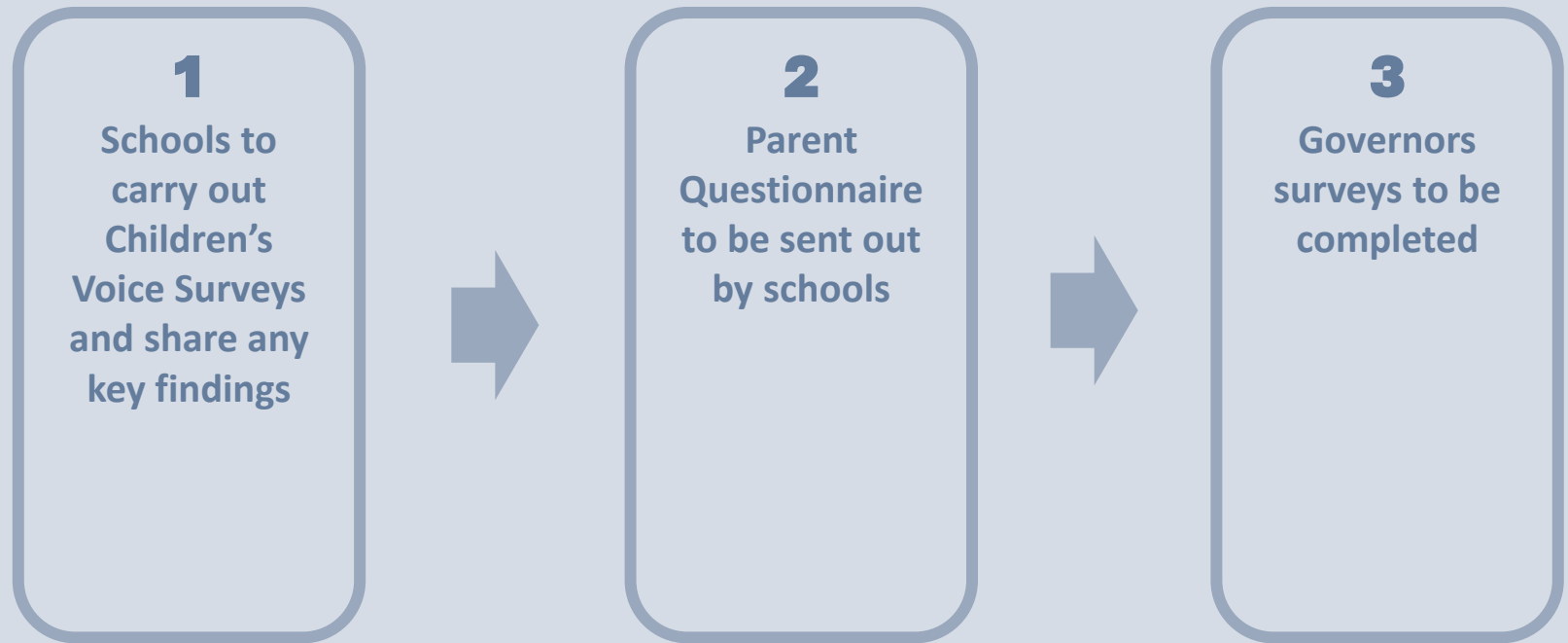
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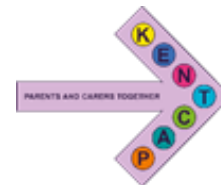


June – visits to schools to introduce the team and get to know your settings.

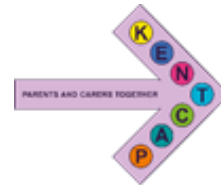
July – Launch of the Menu of Support Activities and booking process

August – launch of the Kelsi pages.

- NHSE / DfE want perspectives from as many children as possible.
- Focus on those who are most likely to benefit from the programme.
- Where possible include views of children who may not attend school regularly.
- Flexibility to provide feedback in any way that suits a child's needs.

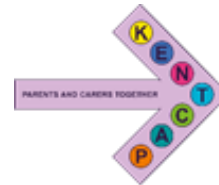


- NHSE/DfE have provided a resource pack to assist in gathering pupil voice.
- Schools can mix and match any of the resources or can create their own.
- Schools collate their feedback by whichever means they prefer, using this as the raw data that feeds into completion of the Child's Voice Self Assessment Tool.



NHSE/DfE suggest the following considerations:

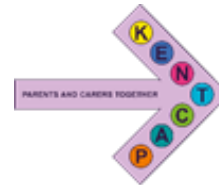
1. **Who:** with support/in pairs/small groups/independently.
2. **What and How:** Speech, writing, drawing, or activity based (e.g.; school walk-around).
3. **When:** Ensure no disruption to routines. EG; children should not miss lunch/break time. Using normal learning time is encouraged.
4. **Where:** Consider choosing a space where they children feel comfortable.
5. **Why:** Explain to children why they are being asked and how their views will be used, in a way that are accessible and needs appropriate.



In Summary:

- Flexibility and variety is encouraged
- Collate all views onto the Pupil SAF
- Submit raw data and Pupil SAFs by end of Term 1

Any Questions?



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1

SAF data alongside feedback from the initial meetings will be used to create a unique menu of support for each school.



2

Each package will be costed and approved in principle.



3

Each school will be allocated a SPOC.

Term 1:

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1
The SPOC will revisit schools alongside PACT to share the proposed package and tweak/confirm



2
Delivery of the Foundation Offer will commence.



3
Network Opportunities commence.



4
Pupil Feedback collated.

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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**

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Kent Educational Psychology Service Information for Schools

What is ELSA?

The Emotional Literacy Support Assistant (ELSA) programme, supported by Kent Educational Psychology Service (KEPS), trains school staff to deliver targeted emotional support to pupils. It is not a substitute for specialist mental health services.

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Save the date:

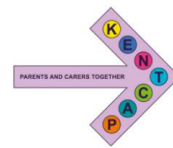
NEURODIVERSITY INFORMATION DAY

Join us for a day of expert-led workshops
and connect with health and education
professionals to learn about the support
available for your child.

Workshops and booking details
coming soon!

11th September 2025

Kent Showground, Detling, Maidstone, Kent ME14 3JF

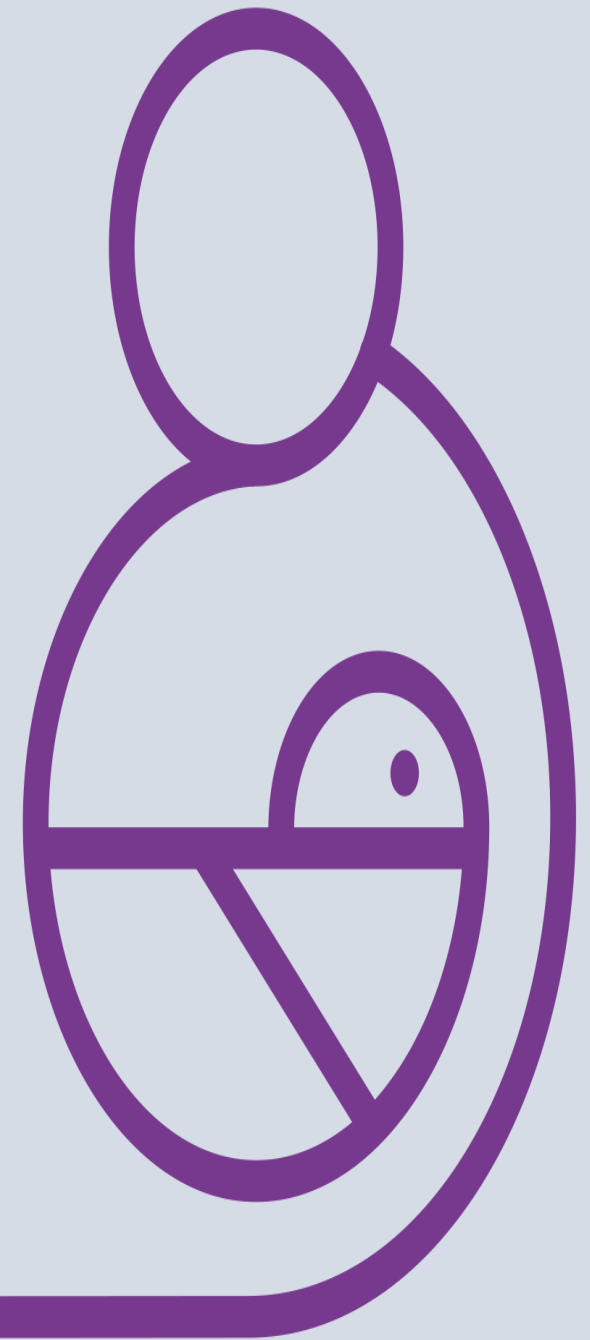


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The Smallest Things

PREMATURE BABY CHARITY



Questions



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Thank you for coming.

Key Contacts:

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