

PINS Project

Nottingham Neurodiversity Network

TUESDAY 17TH DECEMBER 2024

Partnerships for Inclusion of Neurodiversity in Schools Project (PINS)

Introductions

Team	Personnel
NHS Nottingham and Nottinghamshire ICB	Clare Tierney Transformation and Commissioning Manager (Learning Disabilities and Autism)
Nottinghamshire Parent Carer Forum	Georgina Palmer PCF Lead Diane Blood Damian Murphy-Clarke
SFSS – Communication and Interaction Team	Louise Whitehead Specialist Advisory Teacher Project Lead

Partnerships for Inclusion of Neurodiversity in Schools

Project (PINS)

[Overview](#)

The project's aim is to bring health and education specialists and expert parent carers into mainstream primary settings to:

- Create or strengthen existing partnerships between Integrated Care Boards (ICBs), local authorities (LAs) and parent carer forums (PCF) to work together to meet the needs of neurodiverse pupils by commissioning specialists to deliver training and support to mainstream primary schools.
- Upskill mainstream primary schools to better identify and meet the needs of neurodiverse pupils, potentially reducing the need for specialist clinical interventions.
- Strengthen parental confidence in schools' ability to meet the needs of neurodiverse pupils.
- Improve outcomes for neurodiverse pupils, including attendance, attainment, behaviour and wellbeing.

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[Overview](#)

PINS has been ongoing since January 2024 and will run to March 2025 and is open to 40 schools across Nottinghamshire County. It is funded by the Department for Education (DfE) supported by the Department for Health and Social Care (DHSC) and NHS England (NHSE).

Schools participating will be able to access the equivalent of 5 days-worth of support. Each support package will be tailored to the outcomes through the completion of a self-assessment questionnaire and developed alongside a menu of options.

Collaboration with Parents and Carers is critical to the success of this project. The parent carer forums will work with schools to support the strengthening of relationships between school leadership teams and parents/carers, to build legacy of parent carer engagement with each school.

DfE have commissioned an independent team who will evaluate the whole project and capture insights to the effectiveness of the project and measure impact and outcomes. All project teams will be expected to cooperate with this evaluation.

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Schools

Ashfield	Bassetlaw	Broxtowe	Gedling	Newark & Sherwood	Mansfield	Rushcliffe
Greenwood Primary and Nursery School	St John's C of E Academy	Kimberley Primary School	Phoenix Infant and Nursery School	Halam C of E Primary School	St Peter's CofE Primary Academy	Langar C of E Primary School
Edgewood Primary and Nursery School	Elkesley Primary and Nursery School	The Florence Nightingale Academy	Priory Junior School		St Philip Neri with St Bede's Academy	Cotgrave C of E Primary School
Hillocks Primary Academy	Prospect Hill Junior School	Sunnyside Spencer Academy	Stanhope Primary and Nursery		Sherwood Junior School	Cotgrave Candleby Lane School
Hucknall Flying High Academy	Thrumpton Primary Academy	Beeston Fields Primary School and Nursery	All Hallows Primary School		High Oakham Primary School	Tollerton Primary School
St Mary Magdalene CE Primary School	East Markham Primary	John Clifford Primary School			Mansfield Primary Academy	Arno Vale Primary School
	Hallcroft Infant and Nursery School	Greasley Beauvale Primary School			Church Vale Primary School	
	Norbridge Academy	Larkfields Junior School				
	Prospect Hill Infant School					
	Redlands Primary and Nursery School					
	Sturton-le-steeple Primary School					
	St Joseph's Primary School					
	Ranskill Primary and Nursery School					

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Domains and emerging themes

The self-assessment tool is central tool to the project, with schools scoring themselves against a list of domains. Scores and feedback from the self-assessment have been reviewed. Below outlines some of the findings where schools have scored the lowest and where we can look at areas of improvement.

Domain	Themes
(1) Leadership Culture and Values	- Using data effectively to analyse and act on the inclusion of neurodiverse children and their parents and carers in afterschool activities. - Using data effectively to analyse any disproportionate representation of neurodiverse children
(2) Mental Health	- Staff are confident in understanding what poor mental health, is and how it may present differently for a neurodiverse child. - Connected to local community-based emotional wellbeing and mental health services for children and young people, such as Mental Health Support Teams (MHST).
(3) Readiness to learn	- Confident that staff understand the challenges that can exist at home for neurodiverse children that impact their ability to engage well in school. e.g. the impact of reduced sleep and have strategies in place to support this. - We have training in place to help staff understand the functions of behaviour and to consider strategies to support behaviours that may challenge and/or dysregulated behaviour in neurodiverse children.

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Domains and emerging themes

Domain	Themes
(4) Teaching and learning	• Staff understand the range of typical learning styles of neurodiverse children and feel confident supporting them in their classrooms. • Our teaching practice to facilitates the engagement of all our learners, and offer high quality teaching to all pupils, including opportunities to build on individual strengths. • Our teaching and learning training programme includes work around using evidence to improve the support for neurodiverse children in the classroom. • We are evidence-based in our use of classroom resources and are confident that they promote effective outcomes for all our children, including those who are neurodiverse. • We are evidence-based in our use of teaching assistants and provide the right training and support.
(5) Environment	• Confident in teaching staff are aware of sensory differences and how the physical environment can impact neurodiverse pupils differently. • We are aware of the benefits of physical audits and have conducted one in the last three years.
(6) Communication	• We have clear plans in place (including structured curriculum time) regarding peer acceptance and celebrate neurodiversity and inclusion. • We ensure that classroom staff use classroom language to support learning for neurodiverse children and their ability to engage in education. • Our physical environment supports children with speech and language needs, such as including visual supports in the environment, setting up the space to support opportunities for communication, and considering background noise and acoustics. • We are aware of the benefits of a classroom language audit to ensure that the spoken environment meets the needs of neurodiverse children and have conducted one in the last three years.

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PCF

- Introduce the principles of co-production to families which access or may access services from the school identified above. Facilitate minimum of 3 parent carer participation group meetings within the school per year, that are open to all parent carers with children, in the school community.
- Facilitate the collection and sharing of parent carers views and experiences of the services delivered by the school identified above.
- Signpost information to the parent carers who access or who may access the services delivered by the providers in their local area, to inform their decision making and understanding of what support is available.
- Work with the school to identified and respond to feedback from parent carers in a solution focused way.

Partnerships for Inclusion of Neurodiversity in Schools **Project (PINS)** Commissioning

C&I Team (SFSS) - Workshop sessions, training,
coaching/mentoring & Resources

MHST – Workshop sessions & Resources

SCLN – Workshop sessions, creating language
environment audit tool & drop in surgeries

SENSORY OT (Children's Sensory Therapy) – conference
session & physical/sensory audits of schools

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Action Plans

Domain 5: Environment (<i>Quality of education; Behaviour and attitudes</i>)			
9. The sensory and physical environment			
- Supporting schools to better understand the impact of the sensory and physical environment on neurodiverse children and their ability to engage in education. - Undertaking a sensory and physical environmental audit to ensure that the school environment meets the needs of neurodiverse children.			
Indicative content	Professional support	Actions	Date completed
Supporting school staff to increase their understanding of sensory and physical needs in all children, and to consider how sensory input influences behaviour and affects alertness and engagement in education.	Sensory OT	Conference session: Supporting Sensory Differences	
Undertaking a professional audit of the current school environment, including parent/carers and pupil voice, supported by resources to ensure that schools can continue to re-assess the environment themselves.	Sensory OT	Book school sensory and physical audit with Sensory OT and complete alongside SENCO	
		Complete actions as outlined from sensory and physical audit	
		SENCO to assess school physical and sensory environment	
Enhancing teachers' understanding of the impact of sensory stimuli and physical classroom environment on	Sensory OT	Conference session: Supporting Sensory Differences	

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PINS Conference

9am – Delegates Arrival & Refreshments

9:30am – Welcome and Opening

10:00am – Workshop Session 1

10:45am – Workshop Session 2

11:30AM – Break

11:45am – Supporting Sensory Differences

12:45pm – Lunch

1:30pm – Workshop Session 3

2:15pm – Break

2:30pm – Keynote Speaker

3:30pm - Close

	Main Room	K1	K2	K3
Session 1 10:00am – 10:45am	Supporting language needs for Neurodivergent pupils	Mental Health Presentations of Neurodivergent Pupils	Neuro-affirming approaches	Dysregulation
Session 2 10:45am – 11:30am	Supporting language needs for Neurodivergent pupils	Mental Health Presentations of Neurodivergent Pupils	Working with neurodiverse parents and carers	Executive Functioning
Session 3 1:30PM – 2:15PM		Learning Styles of neurodivergent Pupils	Neuro-affirming approaches	Dysregulation



Making autistic/neurodivergent children feel they belong

Dean Beadle

Autistic speaker, inset trainer and writer

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Conference Feedback

"The SENDco and I have planned to provide CPD within our setting in regard to sensory and dysregulation. We will also be seeking further CPD for staff. We are going to make whole-school changes that will support all children while focusing on individuals. "

"We are currently reviewing the school AIP and will be implementing a training module in line with this. We are updating the feedback to all staff and planning training sessions following learnt techniques. "

"I will feed back to staff, which will educate and empower staff when supporting Neurodivergent children and adults.

"Share information with colleagues. Create new and up-dated documentation. Use most recent language. "

"Sensory outlook, perception of parents and Deans phrase if you are struggling with a child, they are struggling with you! "

"Too much to mention - we have strategies to improve our support for our ND children. I also feel much more informed and inspired to keep working on gathering our pupil's views in order to best support them. I was fortunate that my Head Teacher also joined me for the conference which will be helpful with regards to developing whole school policy and procedures."

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In School Delivery – November 2024- March 31st 2025

- Delivery in schools – based on action plan
- Continuation of mini forums for parents/carers and feedback to SENCO/SLT from these
- Online twilights for those who have requested them (e.g. Demand avoidance or masking)
- Training & Drop-in surgeries with SALT
- Sensory/Physical audits from Sensory OT
- Regular opportunities to book meetings with Project Lead to look at progress and support with action plans
- Evaluation

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Introducing the evaluation

The evaluation will focus on what went well and the factors that underpins success and what, if any challenges that were faced and the factors that contributed to any challenges and how they were overcome.

The evaluation purpose is to understand the effectiveness of the PINS programme, including, comparing the delivery models adopted across different systems, it will not be evaluating individual organisations.

NHS England and the Department for Education will use learning from the evaluation to inform future policy design decision.

Aim:

To capture insight into the effectiveness and early impact of PINS by developing indicators that can measure the 'degree of change' or 'progress towards' outcomes.

Objectives:

- Understands how PINS was implemented and identify any barriers to delivery.
- Determine how, and to what extent PINS improved schools' ability to support neurodiverse pupils and if improves pupil outcomes.

How will this be done?

Quantitative and qualitative research with ICBs, schools, parents/carers and pupils supported by management information about PINS delivery.

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Questions

