

## Partnerships for Inclusion of Neurodiversity in Schools (PINS) Menu of Support

This menu is to support schools and local partnerships in identifying the most appropriate evidence-informed support for the setting.

- Schools, Local Authorities and ICBs are encouraged to collaborate closely, with the choice of domains and topics informed by the feedback from the school self-assessment tool.
- Schools will make choices from this menu with the support of the project team who will give guidance on the length, type and content of the support as appropriate for the setting. These may take the form of packages of support around specific topics or domains, including initial training sessions and follow-up support or coaching, within the allotted time frame for support.
- Where possible, **content should prioritise using already locally available resources**, guidance, staffing and programmes (such as the work of the Autism Education Trust or NASEN, as well as locally based groups supporting neurodiverse children).
- The number of different topics that can be delivered within the five days will depend on the length of the interventions selected.
- The support given should focus on a whole school approach. The funding cannot be used to commission direct support for individual children or groups of children. Instead, delivery of the support may include training for all school staff, smaller group or 1:1 sessions with relevant professionals tailored to develop capacity in the school setting, considering the local resources available.
- This project covers the full range of neurodiversity, and any training and support provided should cover a range of needs, including (but not limited to) ADHD, autism, neurodiversity and anxiety, dyslexia, dyspraxia, dysgraphia, dyscalculia, developmental language disorder, foetal alcohol syndrome, and other forms of developmental learning differences and needs (this list is not exhaustive). **Being needs- rather than diagnosis-led, it also covers children without a formal diagnosis.**

Further advice is available within the full explanatory notes for the project.

Domain <i>(indicative link to Ofsted inspection framework)</i>	Topic	Descriptor for schools	Indicative content
<b>Leadership, Culture and Values</b> <i>(Leadership and management)</i>	<b>1. Understanding the needs of neurodiverse students</b>	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.	<p>Providing an overview of neurodiversity and types of need and how these can impact learning.</p> <p>Exploring the difference between equality and equity.</p> <p>Supporting schools to identify, develop and evaluate reasonable adjustments based on children's needs.</p> <p>Supporting staff to understand their own reactions to neurodiverse children and their behaviours, and the importance of double empathy.</p> <p>Delivering specific training around girls and neurodiversity: identifying and intervening effectively.</p> <p>Looking at intersectionality, such as neurodiversity and race.</p> <p>Recognising that a large proportion of neurodivergent children will have speech and</p>

			<p>language challenges and understanding how these can affect them in the school environment.</p> <p>Understanding, accessing and making the best use of targeted and specialist levels of support for children with complex needs or who require additional support.</p>
	<p><b>2.School leadership and culture</b></p>	<p>Supporting schools to promote and develop an inclusive whole school culture, ensuring they have appropriate skills to engage with neurodiverse children.</p> <p>Providing support to schools to articulate a plan that embodies a whole school approach to neurodiversity.</p> <p>Enabling leadership teams to understand the value of reviewing their policies and guidance to support inclusivity in their schools.</p> <p>Supporting SLT, governing bodies, SENCOs and whole school staff to sustainably create inclusive schools, including influencing teaching</p>	<p>Experienced professional support for schools to review policies and procedures to increase inclusivity and support the implementation of child-centred planning, co-produced as appropriate with children and families.</p> <p>Working with professionals and experts to develop and implement a plan to move to needs-led provision within the school, rather than waiting for an EHCP or diagnosis before meeting needs.</p> <p>Working with professionals/experts to develop and implement a plan to move to needs-led SEND provision within the school, rather than waiting for an EHCP or diagnosis.</p> <p>Developing effective transition plans for year 2 and year 6 and helping year 6 children develop self-management skills.</p>

		<p>practices and curriculum development.</p> <p>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.</p>	<p>Developing pupil voice opportunities within the school, including the voices of neurodiverse children, and exploring best practice in coproduction with pupils, including in the development of new policies and a more inclusive culture in school.</p>
	<p><b>3. Working and co-producing change with parents and carers</b></p>	<p>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> <p>Developing a “team around the school” approach – where parents and carers, health, education, and children themselves, working together to support a neurodiversity-friendly learning environment where children have their needs met.</p>	<p>Identifying parent/carer support needs and signposting to relevant organisations and support.</p> <p>Developing meaningful parent/carer surveys and feedback opportunities for all parents/carers with children on the SEND register, including offering adapted/supported opportunities to give feedback where appropriate.</p> <p>Creating a parent carer forum or consultation group to develop focused discussion and co-production of relevant parts of school life, supporting parents and carers to develop peer networks of support, and developing the capacity of the parent carer body to engage and participate in school life alongside teaching staff, such as through the work of the local Parent Carer Forum.</p>

			<p>Developing culture and processes to support co-production at an individual level with parents and carers and children around their provision and adaptations.</p> <p>Supporting school leaders and teaching staff to engage confidently with parents and carers.</p>
<p><b>Mental Health</b> <i>(Personal development)</i></p>	<p><b>4.Neurodiversity and mental health</b></p>	<p>Promoting positive wellbeing for all students and staff, including those who are neurodiverse.</p> <p>Supporting schools to recognise and respond appropriately to the emotional wellbeing and mental health needs of all children particularly those who are neurodiverse.</p> <p>Supporting schools to identify and consider other factors (including cooccurring conditions) that may adversely impact on the emotional wellbeing and mental health of neurodiverse children, including speech and language deficits.</p> <p>Understanding and supporting staff with the emotional impact of</p>	<p>Increasing schools' knowledge and confidence in promoting good mental health for all children, including those who are neurodiverse.</p> <p>Increasing schools' knowledge and confidence in identifying common mental health needs for all children, including those who are neurodiverse, including when to refer on to specialists for diagnosis and support.</p> <p>This could include:</p> <ul style="list-style-type: none"> <li>i) Raising awareness of local and national sources of quality advice and information about children's mental health, particularly resources to support neurodiverse children's mental health.</li> <li>ii) Connecting schools with local community-based emotional wellbeing and mental health services for children and young</li> </ul>

responding to behaviours that challenge.

- people, such as Mental Health Support Teams (MHST) (another joint DfE & NHS England programme of work supporting mental health in schools).
- iii) Support schools to develop their own whole school approach to mental health, including approaches that work for neurodiverse children, engaging with the MHST where available, and ensuring whole-school approaches take advantage of MHST resources.
  - iv) Support schools to plan and implement specific strategies to support the mental health needs of neurodiverse children within their school environment, including looking for underlying speech and language challenges, including when these are undiagnosed.
- Building awareness that 'talking therapies' such as CBT may not be appropriate for many neurodiverse children with speech and language challenges including developmental language disorder and exploring alternative routes of therapeutic support.

			<p>Understanding the difficulties in managing and expressing emotions for many neurodiverse children.</p> <p>Understanding masking behaviours in neurodiverse children.</p> <p>Exploring common factors in the academic environment that can increase anxiety for neurodiverse children.</p> <p>Increasing awareness of the prevalence of sensitivity around food and eating difficulties (including ARFID) for neurodiverse children</p>
<p><b>Readiness to Learn</b> (<i>Quality of education; Behaviour and attitudes</i>)</p>	<p><b>5. Wellbeing and readiness to learn</b></p>	<p>Supporting schools to work together with parents/carers to support children holistically.</p>	<p><b>Jointly run sessions for schools and parents and carers could be delivered as part of this topic.</b></p> <p>Developing consistent approaches from home and school to ensure neurodiverse children are happy, healthy, supported and ready to learn and able to engage in the classroom, including:</p> <ul style="list-style-type: none"> <li>• managing emotions</li> <li>• behaviour</li> <li>• boundaries/demands</li> </ul>

			<ul style="list-style-type: none"> <li>• executive functioning</li> <li>• organisation</li> <li>• speech, language and communication skills</li> <li>• transitions, including the transition between home and school</li> </ul> <p>Supporting schools to understand the challenges around sleep which can impact students with neurodiversity, how this affects learning, and strategies to support this in the classroom.</p> <p>Increasing awareness of the prevalence of sensitivity around food and challenges with eating for neurodiverse children and provide support to plan strategies to support children with this within the school environment.</p>
	<p><b>6. Attendance and absence, including emotionally based school avoidance</b></p>	<p>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>	<p>Supporting school staff to develop and maintain a whole school culture that promotes the benefits of high attendance, including regularly analysing attendance and absence data to identify neurodiverse children or cohorts that require support and put effective strategies in place.</p>

		<p>Developing a school-wide approach to increasing attendance and supporting schools to work sensitively with families to put in place additional support where necessary to enable children to access full-time education, ensuring the approach aligns with the <u>'Working together to improve school attendance'</u> guidance.</p>	<p>Supporting school staff to build strong relationships with families, listen to and understand barriers to attendance and work with families to remove them.</p> <p>Increasing parent and carer engagement with attendance, including parents and carers of neurodiverse children, supporting a consistency of approach across home and school environments (this may be delivered jointly to school staff and parent/carers).</p> <p>Developing a sense of “belonging” to, and engagement with, the school or setting amongst all pupils, including neurodiverse children, recognising that children who feel like they belong at school are more likely to attend.</p>
	<p><b>7. Approaches to behaviour</b></p>	<p>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>	<p><b>Jointly run sessions for schools and parents and carers could be delivered as part of this topic.</b></p> <p>Supporting schools to consider how a whole-school approach to behaviour meets the needs of all pupils, including neurodiverse pupils, so everyone can feel they belong in the school. High expectations are maintained for all pupils,</p>

recognising that neurodiverse children may need additional support to meet these.

Ensuring school leadership and policy addresses any reasonable adjustments that may be appropriate for neurodiverse children when managing behaviour that challenges.

Supporting schools to understand the functions of certain behaviour in neurodiverse children and considering strategies to support behaviours that challenge, ensuring they are person centred, working in partnership and have clear plans, including support for speech and language challenges if this is identified as being a possible underlying factor.

Developing a sense of “belonging” to, and engagement with, the school or setting in neurodiverse children.

Increasing parent and carer engagement with children’s behaviour for learning, supporting a consistency of approach across home and school environments.

Supporting school staff to understand demand avoidance in neurodiverse children, and to

			<p>implement appropriate strategies to support these children.</p> <p>Considering the use of highly motivating tasks as an approach to supporting children to engage neurodiverse children in education.</p>
<p><b>Teaching and Learning</b> (<i>Quality of education; Behaviour and attitudes</i>)</p>	<p><b>8. Skills for Learning</b></p>	<p>Supporting school staff to better understand common learning styles of neurodiverse children.</p> <p>Developing the skills required to support neurodiverse children to better engage in learning and adjusting teaching practice to facilitate their engagement.</p>	<p>Supporting schools to consider factors which may be barriers to neurodiverse children in engaging in learning/academic work.</p> <p>Providing strategies to support neurodiverse children to engage with and access learning within school, including supporting school staff to develop a toolkit of alternative approaches to teaching core skills, e.g. phonics and basic maths skills, and ensuring schools are identifying and sharing best practice within their staff.</p> <p>Developing an understanding of a range of cognitive functions and learning styles, understanding how these can be different for neurodiverse children and taking a person-centred needs approach in supporting them.</p> <p>Supporting schools in developing neurodiverse children's self-esteem through a successful</p>

			<p>experience of learning, e.g. by meeting different learning styles and needs in the classroom.</p> <p>Supporting schools to identify motivation for learning and to engage in a strengths-based approach.</p>
<p><b>Environment</b> <i>(Quality of education; Behaviour and attitudes)</i></p>	<p><b>9. The sensory and physical environment</b></p>	<p>Supporting schools to better understand the impact of the sensory and physical environment on neurodiverse children and their ability to engage in education.</p> <p>Undertaking a sensory and physical environmental audit to ensure that the school environment meets the needs of neurodiverse children.</p>	<p>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.</p> <p>Undertaking a professional audit of the current school environment, including parent/carer and pupil voice, supported by resources to ensure that schools can continue to re-assess the environment themselves.</p> <p>Enhancing teachers' understanding of the impact of sensory stimuli and physical classroom environment on children's ability to regulate and learn.</p> <p>Supporting teachers to make changes to the classroom environment in order to enhance children's learning experience and regulation.</p>

			<p>Developing a toolbox of strategies which school staff can implement to support neurodiverse children and develop their ability to remain focused and regulated in the school environment.</p> <p>Supporting school staff to understand how sensory processing affects motor skills and the ability to engage in learning.</p> <p>Supporting school staff to develop children's motor skills within the classroom, including where these impact on handwriting and classroom activities.</p> <p>Implementing reasonable adjustments within the school environment that support neurodiverse children's engagement in education.</p>
<p><b>Communication</b> (<i>Quality of education; Behaviour and attitudes</i>)</p>	<p><b>10. Social communication &amp; peer relationships</b></p>	<p>Supporting schools to better understand social communication challenges for neurodiverse children and how this can impact their school experience.</p> <p>Implementing consistent strategies to support neurodiverse children and their neurotypical peers with their</p>	<p>Exploring what is meant by social communication, and the factors that can affect social communication for neurodiverse children.</p> <p>Supporting schools to develop confidence and competence in delivering strategies within the classroom that support inclusion of neurodiversity.</p> <p>Recognising that neurodiverse children may have a wide range of needs, and identifying which of</p>

		<p>social communication and peer relationships.</p>	<p>these might be met by universal support or adapted teaching strategies, and when to access specialist support.</p> <p>Supporting schools to develop clear plans regarding peer acceptance and celebrating neurodiversity and inclusion.</p>
	<p><b>11. The language environment: classroom language for learning</b></p>	<p>Supporting schools to better understand how classroom language can support learning for neurodiverse children and their ability to engage in education.</p> <p>Undertaking a school language audit to ensure that the spoken environment meets the needs of neurodiverse children.</p>	<p>Supporting school staff to increase their understanding of differing language needs for neurodiverse children.</p> <p>Developing staff understanding of good universal support for speech, language and communication skills.</p> <p>These include:</p> <ul style="list-style-type: none"> <li>i) The physical environment - including visual supports in the environment, setting up the space to support opportunities for communication, and considering background noise.</li> <li>ii) The strategies that school staff use – such as adapting their language, teaching vocabulary, using Makaton to reinforce language, and building on what children say.</li> </ul>

iii) The opportunities that are planned for children to communicate – such as group work, talking partner activities and class discussions.

Understanding that many neurodivergent children will require targeted language support on top of this - for example, pre-teaching vocabulary before the rest of the class, providing additional/adapted visual support and simplifying the level of questions – or may need to access specialist support.

Undertaking a professional audit of the current school and classroom language environment, including parent carer and pupil voice, supported by resources to ensure that schools can continue to re-assess the language environment themselves.