

PINS

Partnership for the Inclusion of Neurodiversity in Schools

Newsletter - January 2025



WARWICKSHIRE PARENT CARER VOICE

What is PINS?

The Partnership for Inclusion of Neurodiversity in Schools (PINS) is a national programme running from April 2024 to March 2025 aiming to support the education and health needs of neurodivergent children in primary schools through partnership approach working with health services, local authorities and parent carer forums.

The project aims to bring health and education specialists and parent carers together to: help shape whole school SEND provision, provide early interventions at a school level, upskill school staff, support and strengthen partnerships between schools and parent carers.



Coventry and
Warwickshire



WARWICKSHIRE
PARENT CARER VOICE

The Warwickshire Project

The Warwickshire PINS project is working with 23 schools across the county from Newton Regis in the very north to Stratford-on-Avon in the south.

The selected schools are from four Multi-Academy Trusts and some of the training offer has been delivered at a Trust level.



BDMAT
Birmingham Diocesan
Multi-Academy Trust



Thank you to all of the schools involved for signing up to the project, completing your school evaluations, sharing the parent survey with your families and welcoming us to your school.



Contact Us

hello@warwickshireparentcarervoice.org

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Did you know

All schools that are part of the project can become a WPCV Affiliated School and use this logo?

About Warwickshire Parent Carer Voice

Warwickshire Parent Carer Voice is an independent, parent carer led organisation for everyone in Warwickshire who has a child or children with special educational needs and / or disabilities (SEND) aged 0 -25.



We are the recognised parent carer forum in Warwickshire and work with Education, Health and Social Care decision makers. We make sure parent carers are included when designing services for our children / young people and their families. This involves us attending strategic meetings, being part of interview panels and gathering parents experiences via surveys, focus groups, attending events and being part of projects like the PINS project.

We invite all parent carers to joining us and to get involved.

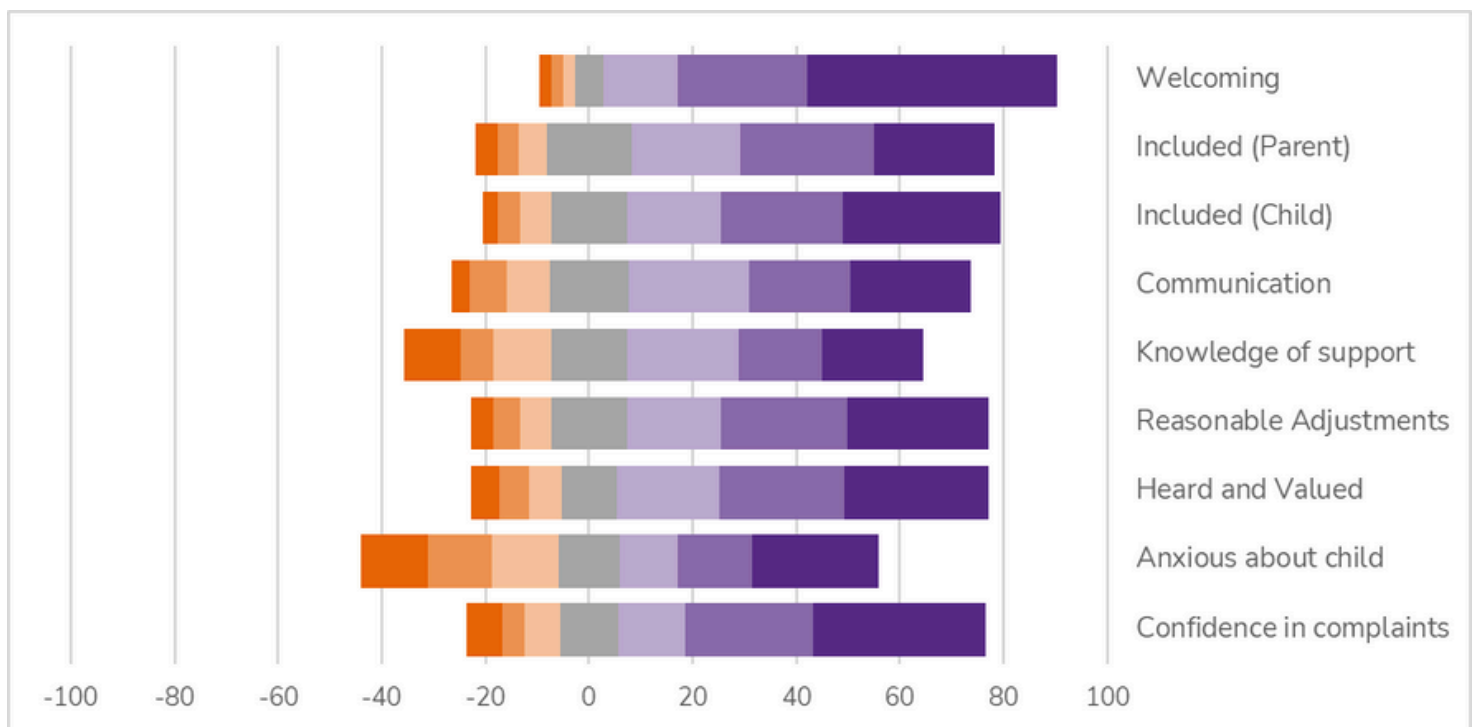
Join Us



What the Parent Survey Told Us

At the start of the project schools were asked to share a nationally agreed survey with all the parents at their school. We had 419 survey responses from across all the schools (the number of responses per school varied from 0 (zero) to 54).

These bars show the overall data for the questions asking how parents felt about the school. Purple is positive, orange is negative, grey is neutral. The central (0) line shows the midpoint in the data so we can see that the data is largely positive. However there were variations even within the same school.



Due to time constraints and the small sample sizes we did not separate out the data from SEND parents and non-SEND parents, however, nationally SEND parents answered with lower scores than non-SEND parents.

Parents across all schools consistently told us that they were anxious about their child at school, some added comments about bullying, lack of progress and lack of understanding.

Themes from Parent Engagement Sessions in Schools

Communication

- the need for earlier feedback with class teacher in Autumn term
- knowing who to ask e.g. who to ask for information or support, who to contact with concerns

Reasonable adjustments not being put in place e.g. granting of pen licences, not wearing full uniform, thinking about needs whilst on trips, considering barriers to homework

Understanding 'Masking' and that children can present differently in different environments.

Transition

- summer holiday anxiety about new class / teacher
- starting Reception, moving to junior school / KS2 and transition to secondary school

Support Networks / Groups - parents feeling isolated from the school community because of their child's needs.

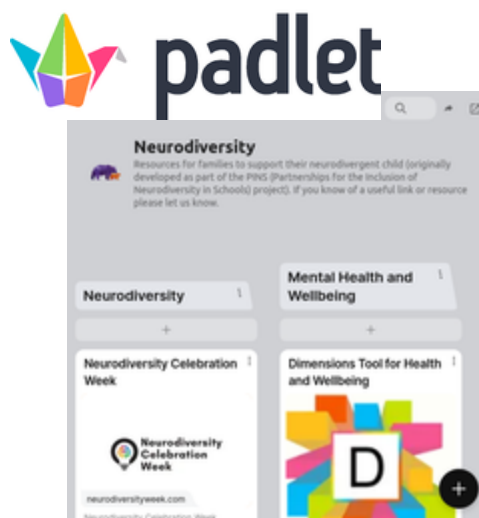
Raising awareness of neurodiversity throughout the school community.

Needing Information to understand systems e.g. referrals for assessments, SEND Support / EHCPs, waiting times, Right to Choose etc.

Resources



www.widgit.com



www.padlet.com/warwickshireparentcarervoice/neurodiversity

www.padlet.com/warwickshireparentcarervoice/supportgroups

Warwickshire Schools' Inclusion Charter

Inclusion is Everyone's Responsibility

Our Vision:
For schools to be places where everyone feels valued, included, safe, supported and welcome. We will work together to enable all our children and young people in Warwickshire to lead a fulfilling life and be part of their community.

The Charter:
This charter sets out what all children and young people and their families should expect from schools in Warwickshire, in line with the SEND Code of Practice.

Welcome and Care

We will:

- Understand that every child is an individual
- Recognise the value of inclusion
- Make time to get to know you and what is important to you and your family
- Establish and build on positive relationships
- Make time to respond to your needs
- Work closely with all relevant people to ensure successful transitions
- Ensure children and young people's voices are at the heart of all we do

Communicate

We will:

- Listen calmly and respectfully, with patience, ensuring you feel heard and understood.
- Establish how to provide and seek information in a way you can access and understand
- Recognise all behaviour is a form of communication
- Explain what can be done and any limitations
- Communicate in a way that means you can participate in planning and decision making
- Provide clear guidance on who to contact and respond promptly
- Make you comfortable by using positive and helpful language
- Create and maintain communication friendly environments

Developing and nurturing each of these commitments to build **TRUST**

Value and Include

We will:

- Remember inclusion is everyone's responsibility
- Be proactive in providing reasonable adjustments
- Ensure our SENCo is able to support families and staff
- Inform and support you of any planned changes as soon as possible
- Ensure that children and young people with SEND are valued and included in pupil voice activities
- Identify needs early and assess, plan, do, review with support from appropriate agencies
- Ensure our children and young people have a trusted person who checks in with them at least weekly
- Have a 'can do' attitude and build on everyone's strengths
- Recognise and meet the training needs of our staff

Work in Partnership

We will:

- Give you opportunities to share your views
- Do our best to understand and consider your ideas
- Involve you in developing shared plans for you and our school
- Value you as an equal partner and recognise your experience and knowledge
- Understand that every family is different and has different resources
- Engage with community groups
- Collaborate across settings to share good practice
- Work together with you and other people to recognise need and support you on your journey as a family

Signatures:
 Leader of Warwickshire County Council
 Chair of Warwickshire Parent Carer Voice
 On behalf of Schools Consortia and Area Networks
 On behalf of IMPACT (Young People's Forum for SEND)

Sharing Best Practice

Here are some of the good things we've heard about that are making a difference in schools. Some of these things have been changes as a result of the PINS project which is great to see. Is there something here that your school could adopt?



'Concentration Kits' containing ear defenders, fidget aids, sensory items and coloured overlays available in classrooms for any child who needs them.

Movement breaks being part of whole class teaching so that all children can benefit and the children with SEND do not feel different.

Use of Widget symbols in displays and on resources for children and their families creating a communication friendly environment.

SEND Monthly newsletter to share information with families.

Holding a SENCo Surgery during Parents' Evening so that SEND parents meet the SENCo.

Making links with Year 7 children at the feeder Secondary who are ex-pupils (so already known to them) to talk to the Year 6 children about the transition.

Scheduling regular reviewing of 'Pupil Passports' to ensure key information is clear for all staff especially supply teachers



Using REASONABLE ADJUSTMENTS to make a difference to SEND children.
Consider homework, uniform, spellings, handwriting, use of different methods of recording work, reading, trips etc.



17th-23rd March 2025
What can you do to celebrate neurodiversity in your school?
(Don't forget parents and staff can be neurodivergent too!)



**Neurodiversity
Celebration
Week**