



Partnerships for Inclusion of Neurodiversity (PINS)

REPORT YEAR 2



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Rationale - intent

Partnerships for Inclusion of Neurodiversity in Schools (PINS) is a national programme funded by Department for Education (DfE) and supported by the Department for Health and Social Care (DHSC) and NHS England (NHSE). It was launched in 2024/25 to bring health and education specialists and expert parent carers together to make improvements for neurodivergent children in mainstream primary school settings.

The programme has been extended for a further year (ending March 2026) and will continue to be subject to ongoing evaluation to help inform future policy and any resourcing recommendations for early intervention programmes to:

- **Help shape whole school Special Educational Needs and Disabilities (SEND) provision**
- **Provide early interventions at a whole school level to reduce reliance on autism and ADHD diagnoses, crisis care and more intensive levels of support**
- **Upskill school staff, Improve attainment, attendance and wellbeing for neurodivergent pupils**
- **Support strengthening of partnerships between schools and parent carers.**

The budget for Year 1 and Year 2 was 242k, for each year for schools to receive their needs led offer of 37.5 hours of support. In Year 2 15% of the budget was used to embed the learning from Year 1. Both Year 1 and Year 2 were implemented within budget. In year 1 this was with 40 schools across London Borough of Harrow and Hillingdon. ([see appendix 1](#)) In Year 2 this involved 29 schools across London Borough of Brent, Harrow, Hillingdon and the City of Westminster. ([see appendix 2](#))

What did PINS Year 1 Tell Us

The interim evaluation of the [Partnerships for Inclusion of Neurodiversity in Schools \(PINS\)](#) programme (2024–2025) **highlights strong support for its whole-school approach**, with **high participation** and **early evidence of improved staff confidence and parent engagement**, despite challenges in delivering specialist NHS support at pace.

Key Findings of the Year 1 Report:

- **Positive Impact:** Early evidence shows improved school culture, better support for neurodivergent pupils, and stronger partnerships with parents.
- **Implementation Challenges:** Tight funding timescales and difficulties in mobilising NHS specialist capacity at scale were noted, with some schools struggling to complete all training in time.
- **High Participation:** The first year involved 1,669 schools, demonstrating strong engagement with the initiative, which pairs education and health partners.
- **Focus Areas:** The programme focuses on transforming school environments, enhancing teacher skills, and ensuring better inclusion of neurodivergent children in mainstream schools

The PINS Offer for 2025-6 Year 2

The Expand Offer for 2025-6 Year 2 has involved **30 primary schools across London Borough of Brent, Harrow, Hillingdon and the City of Westminster** in addition to an **Embedding Offer** for all **40 schools** who took part in PINS in Year 1.

Intent Year 2

Meeting the needs of children with **Special Educational Needs and Disabilities (SEND)** in mainstream schools is the cornerstone to improving attainment, attendance and wellbeing outcomes, parental confidence and delivering the financially sustainable SEND system, as envisaged by the *Department for Education in SEND and Alternative Provision (AP) Improvement Plan: Right Support, Right Place Right Time4, The White Paper 2026*.

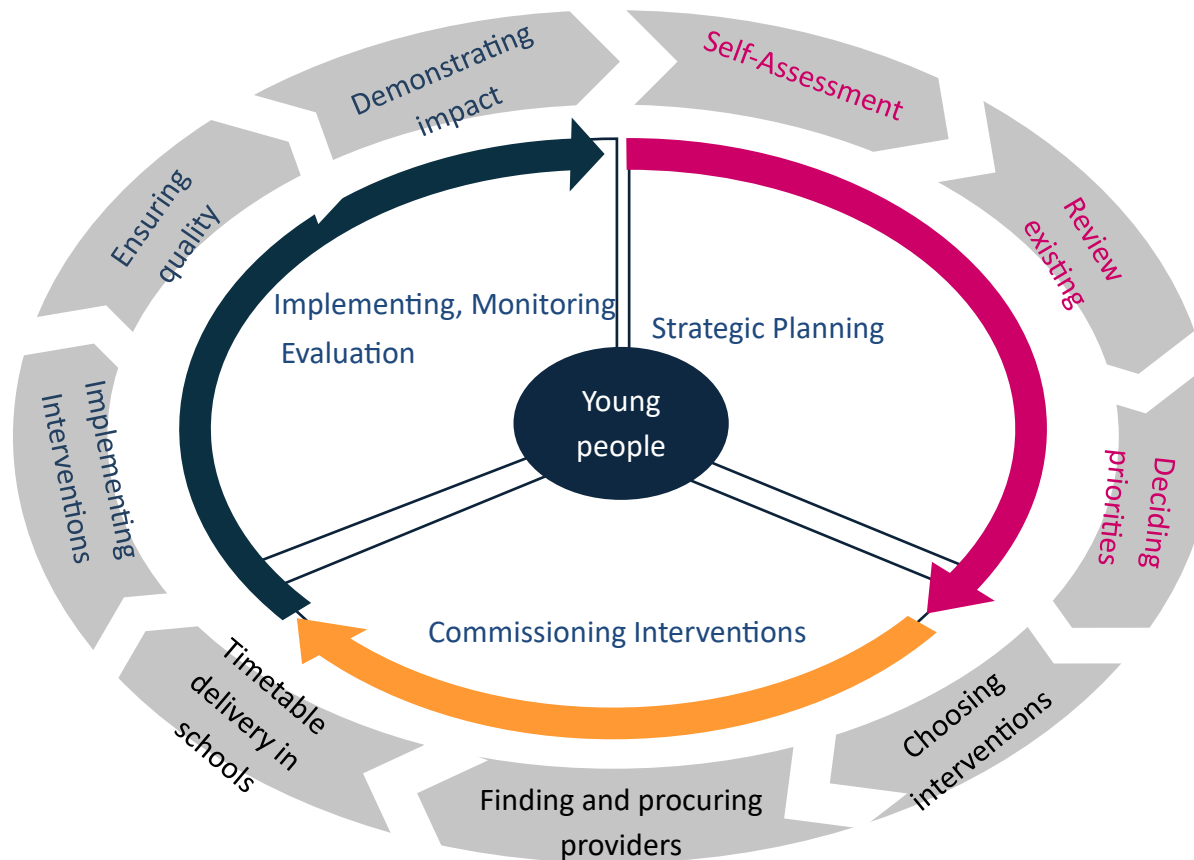
The PINS programme which has been funded by DfE and supported by the DHSC and NHSE was rolled out nationally in 2024/25 to test an innovative and efficient model for **developing a more inclusive and effective education environment for neurodivergent pupils in mainstream primary schools**. The project is being evaluated to help inform future policy and any resourcing recommendations for early intervention programmes.

As part of the **Year 2 Offer** 15% of the budget was allocated to embedding the work from **Year 1 of PINS**. Both Year 1 and Year 2 schools were invited to these sessions. **(Appendix 3)**. There has been no allocation for Year 2 embedding but we have agreed with the PINS National Team that we could use a small amount of the funding for Embedding Year 2 schools work on the understanding it will be completed by the end of the Summer Term 2026.

The PINS Process

Schools completed a **self-assessment tool** [Self-Assessment tool PINS 2025-6.docx](#) and accompanying **menu of support** [20240221 FINAL Menu of Support.pdf](#) helped each participating school to identify the strengths and areas for development of their current **whole-school approach to neurodiversity**.

The self-assessment process was completed by school leaders, governing bodies, and Special Educational Needs Coordinators (SENCOs), and was considered alongside the school's pupil and parent/carer voice feedback, to understand the areas in which each school would most benefit from support from health and education specialists and expert parent carers. The diagram below captures the process for the PINS programme.



Identification of areas of support for Year 1 2024-2025 (40 schools)

Domain 1 Leadership and Culture/Parental co-production	Domain 2 Mental Health * (ALL SCHOOLS RECEIVED What does a good universal offer look like)	Domain 3 Readiness to Learn
80%	5% bespoke	40%
Domain 4 Teaching and Learning	Domain 5 The Environment • Sensory and Physical Environment	Domain 6 Communication
80%	100%	100%

Identification of areas for support for Year 2 2025-2026 (29 schools)

Overview of Commissioning for the PINS Project (2) for London Borough of Brent, Harrow, Hillingdon and City of Westminster linked to the Domains. (20 schools)

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Domain 1 Leadership, Culture and Values Co-Production	Domain 2 Mental Health	Domain 3 Readiness to learn
15%	100% *	55%
Domain 4 Teaching and Learning	Domain Environment	Domain 6 Communication
85%	100% (Audit)	95% (classroom communication Audit)

*This related to having a clear intent within their context of *What is a good universal offer for mental health.*

Reflections from PINS

- **Trends remain in line with Year 1 identification**, particularly for Domain 3,4,5,6 Schools tell us some of these areas were not available via their Local Authority training offer.
- The **whole school approach to Inclusion/ Neurodiversity has been welcomed by schools** and is now underpinned further in the New Ofsted Framework that will continue to be the driver for change.
- **The SWOT (Strengths, Weaknesses, Opportunities, Threats) based on their self-evaluation** gave schools a clear pathway of their self-evaluation and a legacy document.

Domain 1: (a) Leadership, Culture and Values

This was the areas least identified for intervention in Year 2 by schools in their self-evaluation however, all PINS interventions did address this domain when delivering/coaching/supporting training in schools.

Domain 2: Mental Health

The mental health self-evaluations highlighted that schools wanted guidance *on what was a good universal offer*. Our case study from a Hillingdon school from Year 1 was highlighted as a whole school model, using a gradual approach to SEMH that was seen by many schools as a good model moving forward that could reflect the individual schools' offer. ([Appendix 4](#))

Domain 3: Readiness to learn

The focus as in Year 1 was **whole school positive behaviour that is evidence based** and this was delivered across boroughs by Hillingdon Psychology Service. Schools have been particularly interested in developing **Positive Behaviour Policies linking to an evidence-based approach**.

Domain 4: Teaching and Learning

This domain was predominated by **Adaptive Teaching** both for Teachers and Teaching Assistants. Schools were all in different places on their journey. We supported schools by developing an evidence based Adaptive Teaching Checklist. Schools completed this **Checklist as a baseline** to focus our PINS intervention support and to give schools an on-going evidence-based review. When looking at the data this highlighted areas that were **not in place** and a snapshot for some key themes that could be supported with **on-going evidence-based training**. ([see Appendix 5](#)) The Adaptive Learning Checklist was welcomed by schools and will be updated and shared with schools as part of the Embedding in the Summer Term to reflect the new Ofsted framework.

Domain 5: Environmental

This Domain remained a highly requested intervention, coaching schools to be able to implement the audit as a tool for the future. In some cases, schools have encouraged teachers to audit their classrooms, so it becomes part of **their whole school culture and practice**. The identification of this whole school audit and positive impact would suggest this should be implemented in all schools via the coaching model supporting the uplevelling of the **whole school Ordinarily Available Provision**. An overview of areas highlighted to schools in their Action Planning could feed into further training. ([Appendix 6](#))

Domain 6: Communication

In both Year 1 and 2 the most requested intervention. The Classroom Communication Audit was correlated against the EEF SEND Mainstream Report ([EEF Mainstream Report](#)) which reinforced an evidence-based approach with education (PINS team) working with Speech and Language and Occupational Therapy specialists. **Whole school Classroom Communication Audits** supports the **pupil view and experiences** in the classroom to enhance the **Ordinarily Available Provision and implementation** of the teaching and learning experience for pupils. An overview of the Action Planning highlighted for schools, see ([Appendix 7](#))

PARENT CARERS

Parent/Carers played a valuable role in the project. However, because of the voluntary nature a more sustainable model could more effectively underpin the legacy of support. We have seen this working well in the London Borough of Brent. ([Appendix 8](#)). As part of the Year 2 Embedding Brent PCF are preparing a case study that can be shared across all PINS Local Authorities and Parent/Carer Forums as part of the Embedding funding.

Confidence Banking to reflect on impact

Individual Impact data for individual schools (Confidence banding = 0-5)

1	20%
2	40%
3	60%
4	80%
5	100%

Note 1: Confidence banding has been used to assess the schools/staff's confidence moving forward to embed the strategies/interventions/coaching.

Note 2: **The baseline** confidence level is based on the PINS self-evaluation/SWOT document completed by schools.

Note 3: Where whole staff training/coaching has been given the score is based on the average for the setting.

Note 4: The Educational Psychologist training is based on an average as evaluations are anonymous based at each training.

Note 4: Domain 5 and Domain 6 were based on carrying out and coaching staff (in the majority of cases) the Senco, to carrying out the audits independently in the future developing the schools' universal offer. Proforma were shared alongside Action Planning. Domain 6 Audits were aligned to the **EEF SEND Mainstream Report**.

Impact data (using confidence banding for all Year 2 schools in London Borough of Brent, Harrow Hillingdon)

Domain 1 Leadership and Culture 2 schools	Domain 2 Mental Health ALL PINS SCHOOLS	Domain 3 Readiness to Learn 5 schools	Domain 4 Teaching and Learning 16 schools	Domain 5 The Environment 22 schools	Domain 6 Communication 22 schools
Baseline average score from school self-evaluation 0-5 30%	Baseline average score from school self – evaluation 0-5 100% of a schools have had training on <i>what is a good universal offer</i> *	Baseline average score from school self-evaluation 0-5 42%	Baseline average score from school self-evaluation 0-5 51%	Baseline average from school self evaluation 0-5 36%	Baseline average from schools' self evaluations 0-5 34%
Post interventions average value added in confidence banding from baseline +40%	Post interventions average value added in confidence banding from baseline See note*	Post interventions average value added in confidence banding from baseline +45%	Post interventions average value added in confidence banding from baseline +23%	Post interventions average value added in confidence banding from baseline +64%	Post interventions average value added in confidence banding from baseline +64%

*In addition We were able to offer all schools outside of the project timeframe **6 free days of mental health support** via the Charlie Waller Mental Health Trust. This is a free to the school offering a 'whole school approach' covering Leadership & Management, Student voice, Staff Development, Curriculum, Ethos and Environment, Targeted Support, Parent/Carers supported by an Audit and monitoring outside the PINS timeframe.

What are schools saying about PINS

The PINS Project has been strategy changing. This work has been excellent and has helped us to deeply reflect on our provision.

strengthened partnership with parent carers

I have thoroughly enjoyed the project and feel it is having a real impact particularly around behaviour and adaptive teaching. Facilitators have been exceptional and high quality. I have done so much CPD over the years that often is repeated but this content is really engaging, current and forward thinking.

Improvements in our understanding of neurodiversity, making adaptations/reasonable adjustments to our environment

Lots! Adaptive teaching support, environmental audits, OT sessions and the opportunity to hear from national speakers and liaise with colleagues.

Further work on adaptation and making the special universal

Strategically this has helped shape the vision of SEND within the context of whole school. From an operational level all stakeholders have developed skills and knowledge of how to support neurodiversity in our classroom and provide access to the curriculum. Thank you!

Barriers to the PINS project

- **The PINS timeframe** of a year for schools to self-evaluate, then commission pushed the implementation into a tighter period where schools had already planned their CPD (Continual Professional Development) resulting in capacity issues with some schools.
- As a **whole school project** many of the self-evaluations were completed with Senior Management Teams but some were just the Senco, **because of the time scales**, therefore undermining the strategic and whole school approach and whole school ownership of the project.
- **Time to moderate the Self-Evaluation completed by schools.** More time would have allowed cluster groups to moderate scoring based on an evidence-based approach in collaboration with other settings.
- **Availability/capacity** of Speech and Language and Occupational Therapists to deliver the Audits.
- **ICB reorganisations** resulted in a challenging time for our NHS colleagues.
- **Working at a whole school level** to support neurodiversity for some SEND professionals, who have only worked at an individual level/targeted level.
- **Engagement of parent/carers** with the **some** of the Parent Carer Forums has been much lower than anticipated.
- **Co-Production of Policy with Parent/Carers** is not embedded in many schools.
- **London Borough of Brent** had no capacity to commission providers/services.
- **City of Westminster** had a cyber attack and were unable to keep to the PINS timeline and will be finishing implementation in the Summer Term 2026.
- **Late transfer of the grant** from the ICB had an impact on delays in commissioning services.
- **Pupil Voice** in many schools this was not readily available, and schools were not able to highlight ***We said (pupils) and We did (impact of pupil voice)***.

Despite the barriers we have delivered a successful PINS Year Project within budget.

The Legacy of the PINS Project

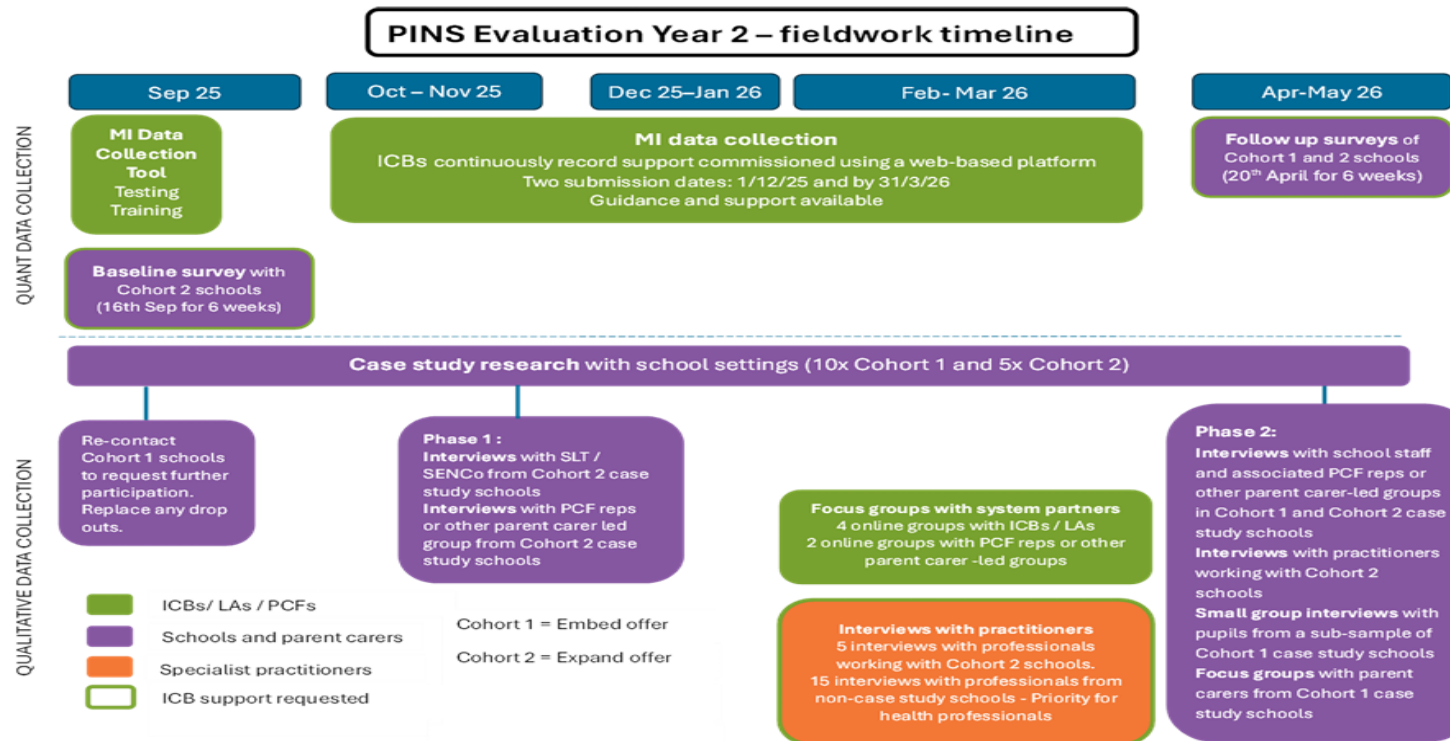
The intent of the PINS project's legacy is **the potential of a developing lasting, sustainable cultural shift** in schools towards inclusive, neurodiversity-friendly environments. By strengthening **parent-school partnerships** and **upskilling staff**, it fosters **early identification and support for neurodiverse children**. Key outcomes will hopefully include reduced reliance on formal diagnoses for support and stronger collaboration between education and health sector.

Key aspects of the PINS project legacy include:

- **Whole school neurodiversity belonging as a golden thread** to the intent, implementation and impact for all pupils in our schools to support their inclusion.
- **Lasting School Culture Change:** Shifting school environments to be more supportive and empathetic toward neurodiverse pupils, rather than relying solely on individual interventions.
- **Enhanced Partnerships:** Building lasting **collaborative relationships** between schools, parent-carer forums, and local health services (such as Integrated Care Boards - ICBs), developing closer collaboration that will enhance a **team around the school approach**.
- **School to School support:** There is evidence from feedback that PINS schools would be willing to offer this support moving forward, this has also been underpinned by the new **Ofsted Framework**.
- **Increased Staff Confidence: Upskilling teachers and staff** to identify and support neurodiverse needs, through specialised training on a **needs led approach**.
- **Evidence-Based Practice:** Creating a lasting, sustainable model for future SEND (Special Educational Needs and Disability).
- **Earlier Intervention:** Proactively creating inclusive classroom practices that reduce the need for intensive, later-stage support.
- **Established a Community of Practice** for schools encouraging collaboration between schools across boroughs.
- **Improved confidence ratings** of schools across the six domains amongst school staff from their self-evaluation baselines.

Evaluation

The Department for Education (DfE) has commissioned CFE Research in partnership with **Cordis Bright and academics from the University of Exeter** to independently evaluate PINS. **The evaluation, which is now in its second year**, is reviewing the impact of PINS on commissioning arrangements and the strategic relationships between Integrated Care Boards (ICBs), local authorities (LAs), Parent Carer Forums (PCFs) or other parent carer-led groups, and schools. It is also assessing the outcomes for schools; pupils and their families of the support and services provided through PINS.



Appendix 1PINS Schools – Year 1 (2024-2025)

London Borough of Hillingdon	London Borough of Harrow
Laurel Lane Primary School Cherry Lane Primary School St Martins Primary School Heathrow Primary Wood End Park Academy Yeading Infants and Nursery St Matthews CE Primary School Bishop Winnington Guru Nanak Sikh Academy Cranford Park Academy Coteford Junior Newnham Infants Newham Juniors Frithwood Primary School Hillingdon Primary Bourne Primary St. Mary's Catholic Primary School John Locke Academy Harmondsworth Primary School Minet Infant and Nursery School	Belmont Primary School Whitefriars Primary School Elmsgrove Primary School Welldon Park Primary School St Joseph's Catholic Primary School St Bernadette's Catholic Primary School Stag Lane Primary School Glebe (Harrow) Primary School Heathland Primary School Earlsmead Primary School St George's Catholic Primary School Norbury Primary School Pinner Park Primary School St Teresa's Catholic School and Nursery West Lodge Primary School St Jerome CE Bilingual School St John Fischer Catholic Primary School Hujjat Primary School Whitchurch Primary School Stanburn Primary School

Appendix 2Schools Year 2 (Expand) 2025-2026

<u>London Borough of Brent 10 Schools</u>	<u>London Borough of Harrow 6 Schools</u>	<u>London Borough of Hillingdon 6 Schools</u>	<u>City of Westminster 7 Schools</u>
Brentfield Primary School	Priestmead Primary Academy	Coteford Infant School	All Souls CE Primary School
Convent of Jesus and Mary RC Infant	Cedars Manor Primary School	RabbsFarm Primary School	St John's Primary School (counted as 2 schools)
St Joseph's Wembley	Grimsdyke Primary School	Minet Junior School	Essendine Primary School
Park Lane Primary Wembley	Vaughan Primary School	Belmore Primary Academy	Hallfield Primary School
Michell Brook – Harlesden	Kenmore Park Infant School	Lake Farm Lake Academy	Queens Park Primary School
Harlesden Primary – Harlesden	Pinner Wood School	William Byrd Primary Academy	St Gabriels CE Primary School
Carlton Value – Kilburn			
Our Lady of Grace Primary			
Molorees Infant – Willesden			
Harris South Kenton Academy			

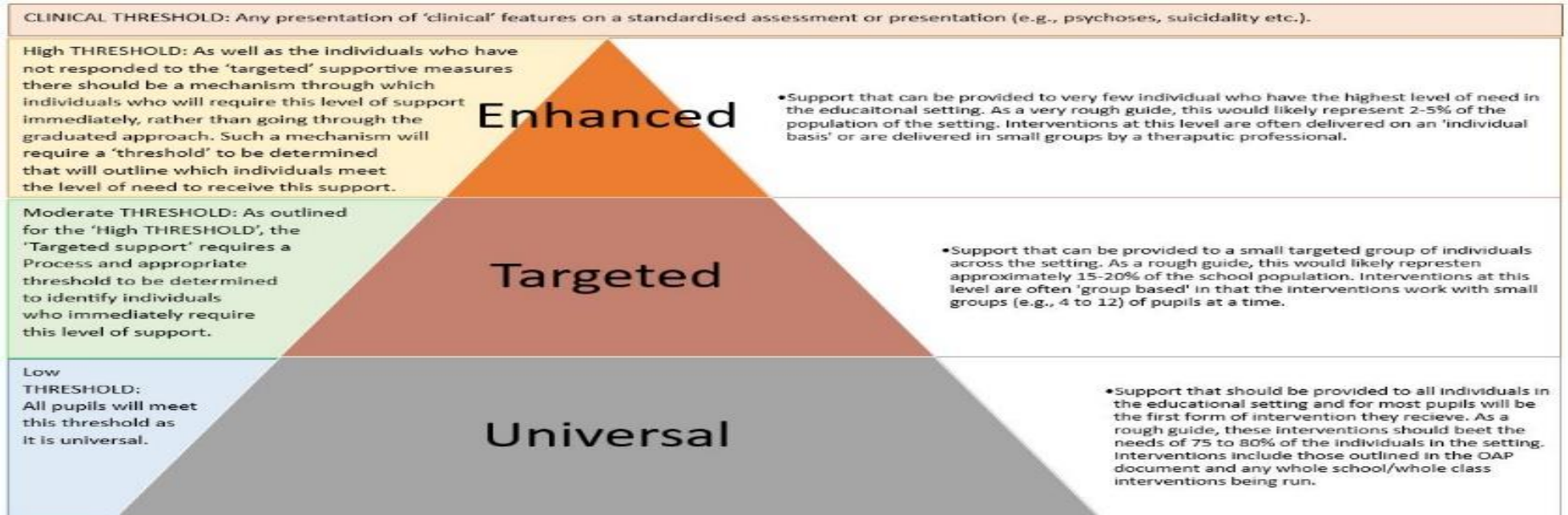
Appendix 3

Embedding Offer for all PINS schools – (Embedding 2 and 3 were open to all schools)

Embedding Offer September 2025 – March 2026 15% of the PINS Budget for Year 2 was ringfenced around Embedding the work from Year 1 PINS. All PINS schools (Year 1 and 2 were invited)

<p><u>Embedding Session 1</u> Autumn Term</p>	<p>PINS 1 schools 24th September pm Attendance</p>	<p>Focus on Domain 1 and 4 The problem with the individual model QFT = strengths-based approach – Adaptive teaching and use of TA-s How to bring Parent/Carers on the journey</p>
<p><u>Embedding Session 2</u> Autumn Term</p>	<p>PINS 1 and 2 schools 21st November pm</p>	<p>Focus on Domain 5 and 6 Brunel University – lead trainers for OT and SALT Session with the OT and SALT (Training our OT and SALT therapists) Data from the Action Planning for Domain 5 and 6 was used as the focus for this session.</p>
<ul style="list-style-type: none"> The Brunel University's session was to highlight the areas that had been identified on the Schools Action Planning /next steps for Domain 5 and Domain 6. 		
<p><u>Embedding Session 3</u> Spring Term</p>	<p>PINS 1 and 2 schools PINS day. 6th March 2026</p>	<p>Natalie Packer – Key speaker – The White Paper and the importance of whole school approach/universal offer. School case study – Minet Infant School, Hillingdon – how to include pupils working outside their Age-related expectations Presentation on How the PINS Menu of Support / Ofsted expectations Case studies from Parent/Carers from Brent, Harrow, Hillingdon and Westminster on examples of good practice and legacy.</p>

Appendix 4 – Domain 2 Mental Health school example



Thank you to Simon Ellis-Callow at St. Mary's

Universal Strategies: Teacher training with a focus on OAP, Worry Boxes in each class, teacher Mindfulness training etc. Staff Place2Be Mental Health Champions free training (over 4 weeks).

Targeted Strategies: Zones of Regulation training for teachers and TAs, development of the Talk about Social Skills programme

Enhanced: Daily check-ins with newly trained ELSA, development of Drawing and Talking programme

Appendix 5 – Adaptive Learning Checklist Snapshot

Overview from PINS 2 schools – **What is not in place (%)** reflect areas for improvement/training/coaching

Are the staff aware of a social and medical model related to neurodiverse pupils?	Is there a clear whole school shared graduated response, reflecting what the school has in place reflecting early intervention?	Has the school's graduated response been shared with parents/carers , so they understand how it fits into additional support for their child.	Do adults have an understanding and rationale of the key element of Adaptive Teaching and how this fits into an evidence-based approach ?	Are barriers/strengths to learning identified?
53%	20%	13%	27%	6%
Is prior learning being used as a starting point to ensure access to the curriculum?	Are staff confident in scaffolding learning and the rationale, and what it looks like?	Is critical knowledge available i.e. key vocabulary or a piece of the process to ensure access to pupils can access next steps?	Are activities including whole class sessions reviewed to consider cognitive overload i.e. power-points?	Are there systems in place to ensure the capture of AfL that will feed into planning based on prior learning?
33%	36%	13%	27%	20%
Are there planned opportunities for pre- and post-teaching ?	Are adults aware of how to promote independence and metacognition when scaffolding pupil's learning? (self-scaffolding, prompting, clueing, modelling & correcting.)	Are there opportunities for rehearsal of learning ?	Is there a clear, shared rationale for the deployment of TA's/LSA's that is evidence based ?	Is there a clear system to ensure TA's /LSA/HLT's are prepared for learning ?
53%	27%	7%	43%	40%

Appendix 6

Highlighted areas from School Action Planning for Domain 5 Environmental

<u>Decluttering Classroom</u> <i>(clear surfaces, visual distractions around the board)</i>	<u>Lighting</u> <i>(flicking lights, broken, blinds not working therefore difficult to see, access to natural light)</i>	<u>Labelling (resources)</u> <i>(consistency, age-appropriate)</i>	<u>Vocabulary</u> <i>(age- appropriate, dual coded (picture/word)</i>
50%	40%	30%	35%
<u>Transitions</u> <i>(Calmer transitions, strategies)</i>	<u>Visual timetables *</u> <i>(Consistency, accessibility, interaction to support access and transitions)</i>	<u>Calmer area within the classroom</u> <i>(Areas for self – regulation within the classroom)</i>	<u>Displays</u> <i>(overwhelming – less information and more neutral colours)</i>
20%	55%	37%	30%

****The majority of classrooms had visual timetables, but these were not interacted with.**

Appendix 7

Highlighted areas for School Action Planning as next steps for Domain 6 PINS Communication in the Classroom Audit

<p><u>Scaffolding Learning</u></p> <p>Provide scaffolds (visual, verbal and written that allow pupils to be independent). Using scaffolding to reduce pupils' reliance on adult support.</p> <p>Use scaffold that pupils can opt in/out.</p>	<p><u>Training for Adaptive teaching</u></p> <p>Consistency with planning for strengths and needs of pupils using prior learning.</p>	<p><u>Explicit Instruction</u></p> <p>Clear, succinct language pupils understand supported with visuals that are age appropriate.</p>	<p><u>Chunking information</u></p> <p>Pausing, small steps</p>
85%	50%	40%	45%
<p><u>Cognitive and Metacognitive strategies</u></p> <p>Pupils are supported to plan, monitor, evaluate their learning and can ask for help.</p>	<p><u>Worked examples (modelled)</u></p>	<p><u>Working walls</u></p> <p>Supporting learning</p>	<p><u>Vocabulary</u></p> <p>Explained modelled and linked to learning</p>
42%	35%	15%	35%

Appendix 8 Overview of Parent Carer Case Study (in the Summer Term 2026)

Work with School to agree the Parent Champion approach ↓	Senior Management Team – given the overview of the approach
Parent Champions are agreed with the school ↓	Ensuring every school has at least 2 <i>Parent Champions</i>
Parent Champion training ↓	Training for <i>Parent Champions</i> alongside the school
Parent Champions supported by PCF and the school ↓	Regular drop ins, workshops, signposting, coffee mornings
Co-production Activities ↓	Agreed with school and Parent champions to work on initiatives with the Parent Carer Forum
Reflective practice ↓	Feedback from stakeholders
School / Parent/Carer level improvement	Resulting in an increase in inclusion/coproduction and communication pathways strengthened

Appendix 9 All PINS school training offers and the ring-fenced Parent Carer Offer

All Year 2 schools were offered the following opportunities based on key areas highlighted in the self-evaluation

Domain 2 Mental Health*	A universal offer for Mental Health What does a universal offer look like?
Domain 4 Teaching and Learning Domain 6 Communication	Getting started with AAC A whole school approach Language and Literacy skills for AAC users Using AAC in the classroom Accessing specialist support
Domain 4 Teaching and Learning	Practical tools to support Adaptive Teaching Using everyday tech Scaffolding with supportive software SEND software for interventions Using AI to support adaptive teaching
Domain 3 Readiness to Learn	Positive Behaviour Policy led by Hillingdon Educational Psychology Service – open to all but building on the bespoke work carried out in some schools personalised offer.
Parent Carer Forums (Brent, Harrow, Hillingdon and Westminster (ring-fenced funding))	<ul style="list-style-type: none"> ▪ Facilitate a termly parent carer engagement meeting in each school ▪ Hold a termly meeting with the school senior leadership team to feed back on the parent carer survey and participation group activities, build co-production and sustainable relationships ▪ Coordinate the distribution of the parent carer surveys created by the National Delivery Support Team - once at the beginning of the local project, and once after the school has received all of its allocated support. ▪ Analyse the survey responses and share anonymised, thematic findings of the surveys with the local project delivery team, and the local project delivery team will provide thematic summaries to each school.

PINS TEAM 2025-6

Sue Grahame – NHS Northwest London ICB

Chris Richmond – PINS Northwest London Project Manager

**Dionne Hollis – Senior Project Manager Partnership for Inclusion of Neurodiversity in Schools
Monthly monitoring along with DfE quality assurance quarterly, budget monitoring**

London Borough of Brent	London Borough of Harrow	London Borough of Hillingdon	City of Westminster
Dr. Roxanna Glennon Had of Inclusion	Pauline Cahillane SENCO Forum	Sharon Gill Service Manager SAS	Julie Ely Assistant Director Education, SEN and Admissions <i>RBKC and WCC</i>
Clare Henshaw Social Communication Team Manager	Debbie Esson Autism Specialist Teacher	Nicola Barton Hillingdon Parent Carer Forum	Hend Rahman Parent/Carer Forum– <i>Make It Happen</i>
Carol Foyle Brent Parent Carer Forum	Vicky Leech Parent Carer Forum		

Many thanks to the London Borough of Hillingdon for the administration of the PINS Grant/Finance for Year 1 and Year 2.

Governance Structure

Area	Meetings	Frequency	Duration	Attendees	Purpose
NWL	Launch Meeting for PINS 2	Standalone meeting	1 hour	PCFs SEND/ PINS lead for each borough ICB NWL Project Lead	<ul style="list-style-type: none"> To introduce each other and welcome To set a date for school selection to be finalised Guidance for the area e.g. finance and activity reporting Agree governance and set meeting dates
NWL	Monthly Core Group for PINS 2 schools (Operational Meeting)	Monthly	30 - 45 minutes	Lead SEND / PINS lead from each borough Project Lead	<ul style="list-style-type: none"> Operational meeting – looking at schools and commissioning - commissioning at scale. Coordinate plans and prep for monthly NHSE meetings
NHSE / NWL	Monthly NWL / NHSE PINS National Team	Monthly	1 hour	ICB SEND/ PINS lead for each borough PINS Project Lead	<ul style="list-style-type: none"> Monthly check-ins call with NHSE
NHSE / DoE / NWL	Quarterly PINS National Team – NHSE and DoE	Quarterly	1 hour	PCFs ICB SEND/ PINS lead for each borough PINS Project Lead	<ul style="list-style-type: none"> Monitoring and evaluation of the project by the NHSE and Department of Education
Harrow and Hillingdon	Embedding meetings (re: 40 schools from PINS 1)	To be agreed		Harrow and Hillingdon Project lead	<ul style="list-style-type: none"> This is for the 40 Harrow and Hillingdon schools – embedding the work from PINS