

PINS Project

Partnerships for Inclusion of Neurodiversity in Schools

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Derbyshire Parent Carer Voice and Derby City SEND Voice



Welcome

- Please put microphones off to reduce background noise.
- Put questions in the chat – start with the name of the person you're directing the question to – they will then reply when they get a chance if the question isn't answered during the briefing.

Overview of PINS

- This project represents an innovative formal partnership between the Department for Education, Department for Health and Social Care, and NHS England to enable Integrated Care Board (ICBs) to access funding directly to develop innovative ways to support the needs of neurodiverse children and families within schools.
- Funding secured through Shared Outcomes Fund - The Shared Outcomes Fund is a government fund testing innovative ways of working across the public sector with an emphasis on thorough evaluation.
- Testing a unique approach, this project will draw on specialist knowledge and skills from across their local areas to deliver whole school approaches that support the needs of neurodiverse children.
- There is a national project delivery team who will support Integrated Care Boards to deliver the requirements of this project.
- The project is time-limited until March 2026 and will be evaluated to help inform future policy and any resourcing recommendations for early intervention programmes.

What is the aim?

Learning from the models used in Autism in Schools and PINS 1, the ICBs are being asked to lead a partnership with local authorities and parent carer forums.

Consider in the local area, expertise that can support schools using a whole school approach to:

- Strengthening partnerships between parents and schools
- Develop schools' confidence and expertise in supporting neurodiversity within their classrooms
- Improve the school environment to address low level needs and allow neurodiverse children to successfully engage in learning
- Develop an inclusive culture that improves the efficacy of other interventions.
- Contribute locally to the system wide ND Transformation Programme.

Links to other projects

- ATTEND - Emotionally Based Absence School Project
- Keyworker
- ND Community Hubs
- Family Hubs (LA)
- Autism Advocates
- Autism in Schools
- Strategic Workstreams
- Derbyshire County Council SEND Impact Plan

Evaluation Feedback

Staff who have been resistant to change have seen the benefits of this.

The way the learning was delivered we could make small changes that had a long-term impact.

Staff have realised that inclusion doesn't look the same for everyone.

Previously we'd only react when a child was at crisis point. Now we're more proactive about provision.

A child who was on a PTTT of one hour a day working outside the classroom is now full time and classroom based.

Using examples of lived experience was powerful in shifting staff thinking.

Considered how we can use the space in school more effectively.

It was so useful to learn from and network with other schools that were present.

We're now thinking much more strategically – what is the impact of this on our ND community?

Evaluation Data

In Derbyshire, PEx fell by 83% for PINS schools compared to 39% across the county.

Attendance improved, persistent absence and severe absence decreased.

In Derbyshire, referrals to ISAS services reduced by 66% compared to previous combined caseload (AO/BSS/SSSEN).

Greatest impact shown in schools where HT attended majority of sessions.

PTTT hours improved and sessions lost to Suspensions reduced by 42%.

The way needs are described and the provision created has improved in referrals for services/funding.

Partnership Working

- Work together with our local authorities and parent Carer Forums to identify 30 new primary schools (any setting Rec-Y6) across our Integrated Care Board footprint to work with.
- Support those 30 primary schools to complete a short self-assessment to identify areas of need for schools.
- Building and innovating on current expertise and capacity, support schools to access the equivalent of 5 days of time to support them to develop learning in the areas of needs identified from the self-assessment.
- A menu of support has been developed by NHSE and will be shared with the project group – analysed by SEND support teams in both City and County to ensure quality assured support can be delivered.
- Training and support will be delivered by both Derbyshire and Derby City Council teams, drawing in support from the voluntary sector and Health.

Expectations

- Completion of SEND SEF
- Signing of Memorandum of Understanding (MOU)
- Engagement with teams from Derbyshire, Derby City and Voluntary Sector
- Active participation of Senior Leadership Team – focus on whole school approaches to inclusion
- Strengthening of partnerships between schools and parents/ carers – PCV involvement and surveys
- Attendance at off-site training opportunities
- Participation in evaluation phase.

Delivery Methods

- 2 full days Leadership for Inclusion training - Headteacher and SENCO.
- 5 workshop half days – SENCO and appropriate staff – Heads always welcome too!
- 8 webinars – as many staff as you want to be involved.

NEW THIS YEAR:

- 4 webinars for parents – staff welcome too.
- 2 webinars for Governors.

Face to face venues to be chosen according to geographical position of schools involved.

All dates will be shared before the end of this academic year.

Please make sure that the staff who attend are not just passionate about ND, but have agency to change ethos, policy and practice in your setting.

Derbyshire Parent Carer Voice

PINS Presentation



Who We Are – Derbyshire Parent Carer Voice (DPCV)



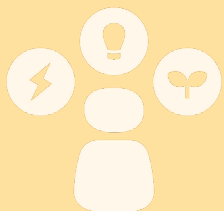
**DERBYSHIRE
PARENT CARER
VOICE**



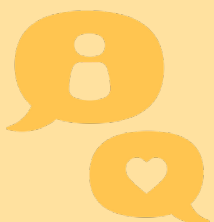
A collective voice for parent carers of children and young people with Special Educational Needs and Disabilities (SEND) across Derbyshire.



Run by and for parent carers — our trustees and representatives have lived experience



We work in partnership with local authorities, health services, and education to influence and improve SEND services.

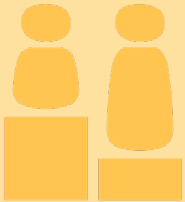


Our goal: to ensure the voices of families are heard, valued, and acted upon.

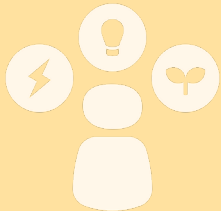
What We Do



We gather feedback from parent carers through surveys, workshops, local groups, and school visits



We share real experiences and insights with decision-makers to influence service development and delivery.



We co-produce projects, policies, and communications with professionals to improve outcomes for children with SEND.

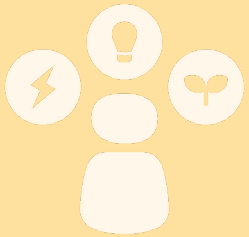


We provide information, signposting, and events to empower families.

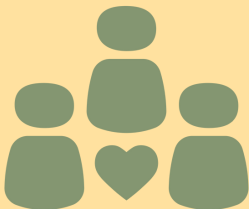
Our Role in the PINS Project



Each school is supported by a DPCV representative who has lived experience and is there to support engagement with families.



We host school coffee mornings and drop-in sessions — creating safe, informal spaces for parent carers to share experiences.

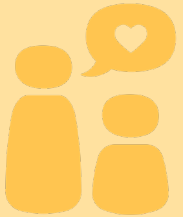


Our aim is to build bridges between schools and families — listening, understanding, and feeding back in a constructive way.

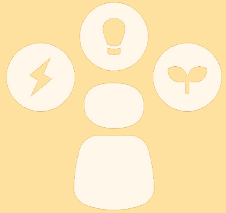
Working Together – Schools, Families and the Forum



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VOICE**



We are not here to judge schools or individual staff.



We recognise the pressures schools face and the passion professionals have for supporting children.



Our role is to be a conduit — helping to improve mutual understanding between schools and parent carers.



By working together, we can develop open, trusting relationships that benefit all children, especially those who are neurodivergent or have additional needs.

Together, we can create more
inclusive, compassionate
school environments where
all children can thrive



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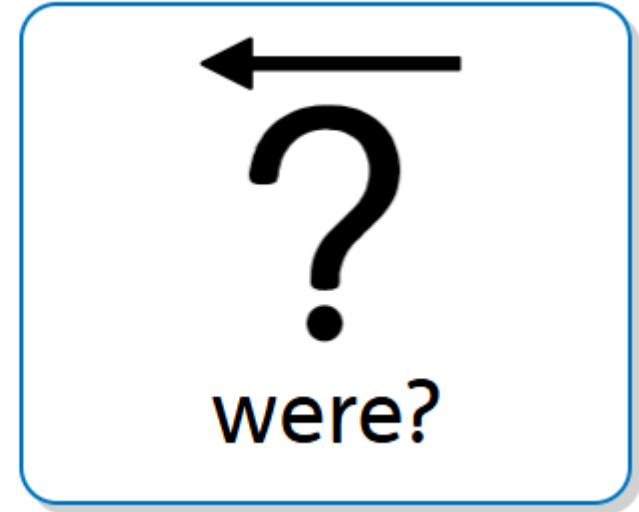
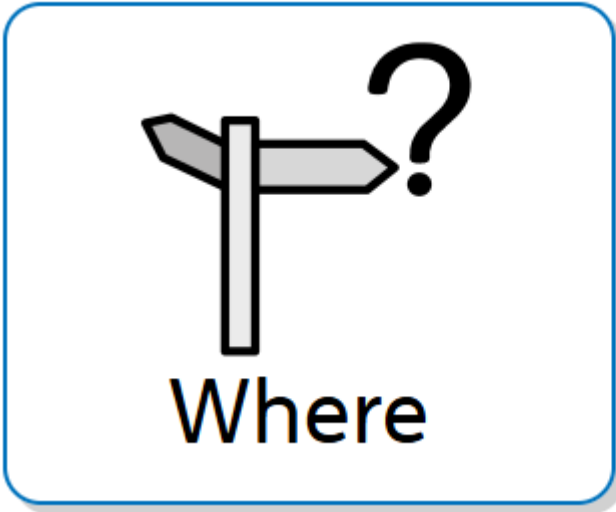


To become a member scan here

PINS Project 2024-
2025



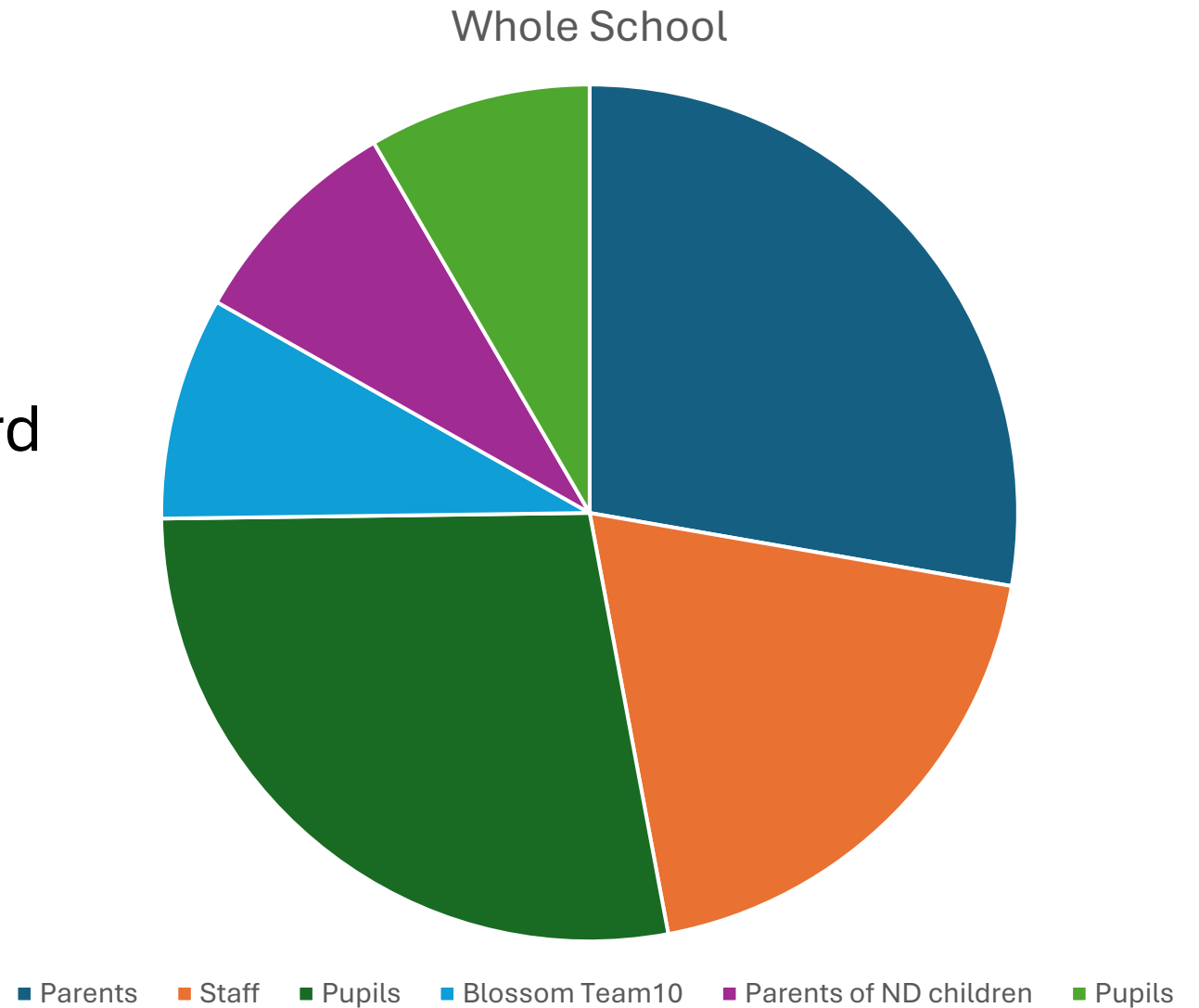
St James'
Church of England School

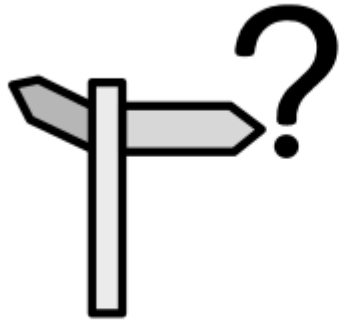


- ✓ Considered we were a good inclusive school

We were not.....

- Not all staff were on board
- Not all pupils were on board
- Not all parents were on board





Where



we



are?

Classroom environments

Staff on board – mandatory to voluntary attendance at training

Blossom 'Coffee and Chat'

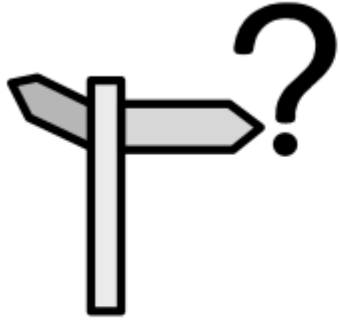
Level of reasonable adjustment

Good for one – good for all

Replicated 'Blossom areas'

What is important to this child?





Where



we



are going?

Support hub for parents of ND children
Awareness and acceptance by ALL parents of the
mutual learning which takes place
A place for training – growing staff (4 applicants v 25)

Timeline

Jan 2024 – Mar 2025	PINS Group 1 – 40 schools
April/ May 2025	Information shared with schools, school's briefing
24th May 2025	Deadline for completion of expression of interest form
June 2025	Expression of interest considered against data from DfE and NHS Schools informed of individual project offer (1 or 2)
By 28 th June 2025	Project schools complete School Assessment Form
Sept – March 2026	Delivery Phase – training equivalent of 40 days per school and Parent Carer involvement
April – May 2026	Evaluation Phase

Further information and Joining Instructions



[Home](#) > [Education and learning](#) > Inclusion Support Advisory Service (ISAS)

INCLUSION SUPPORT ADVISORY SERVICE (ISAS)

PINS Partnership for Inclusion of
Neurodiversity in Schools

Any questions?

Which schools are able to sign up for this project?

This project is open to schools in Derby City and Derbyshire with primary aged children. There will be a separate offer for Derbyshire secondary schools to follow.

How do we sign up for the project?

Complete the form to share your expression of interest.

What will happen if there are too many schools requesting to participate?

The project team will look at Health and Education numerical data, geographical location and team capacity to choose the 30 schools able to access the full offer. Remember there will be a training offer for all schools who apply.

We're a small school and releasing staff is difficult, can we still join?

Have you thought about 'federating' with other local schools so that you can share attendance and disseminate practice. Please contact claire.morley@derbyshire.gov.uk to discuss this.

Are you looking for schools with a high proportion of autistic children?

Neurodiversity covers so much more than just autism. The aim of this project is to enable schools to increase their capacity to support whether or not there is a diagnosis.