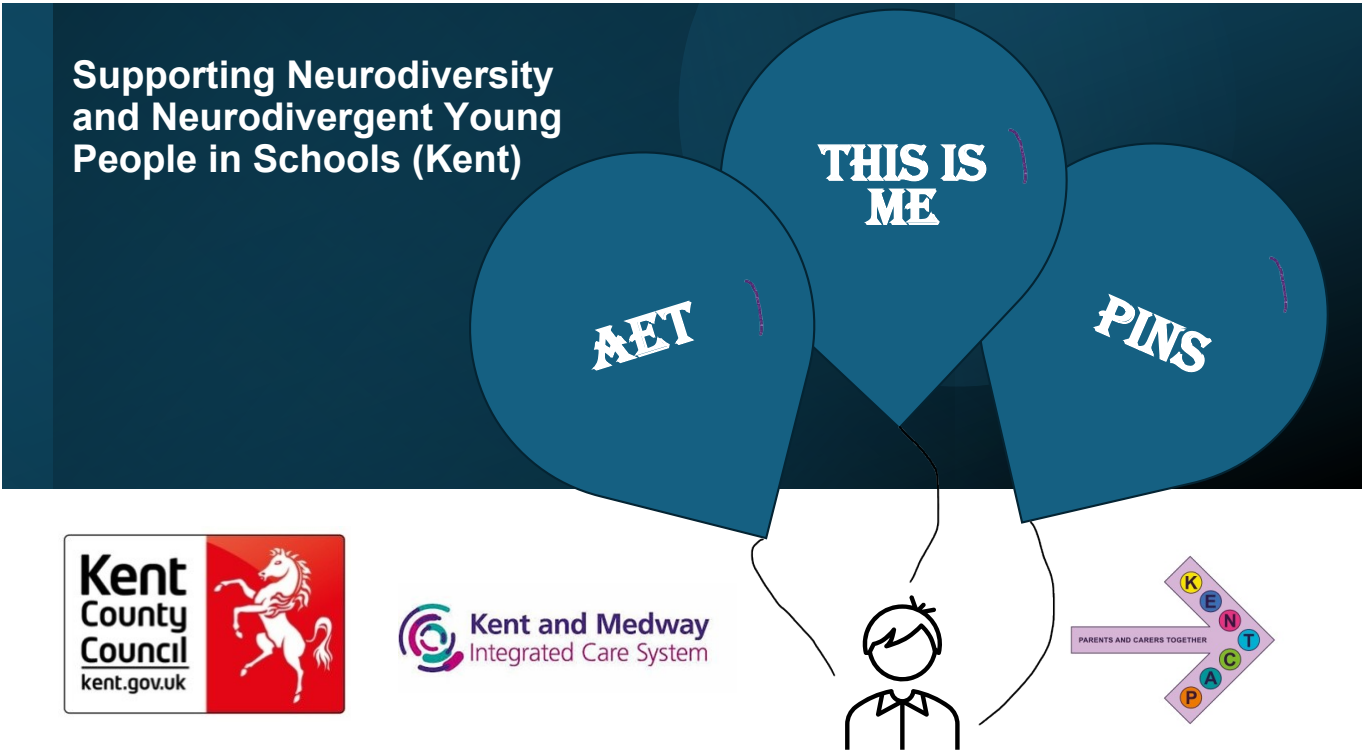


Appendix 3 – Supporting neurodiversity in Kent



Supporting Neurodiversity and Neurodivergent Young People in Schools (Kent)

Autism Education Trust

Autism Education Trust (AET) 2022-present is a workforce development package/autism training and frameworks (KCC) being offered to all mainstream settings, from Early Years to Post 16. It pre-dates PINS, and is a KCC-led initiative to support schools around inclusion of autistic/neurodivergent pupils.

IS

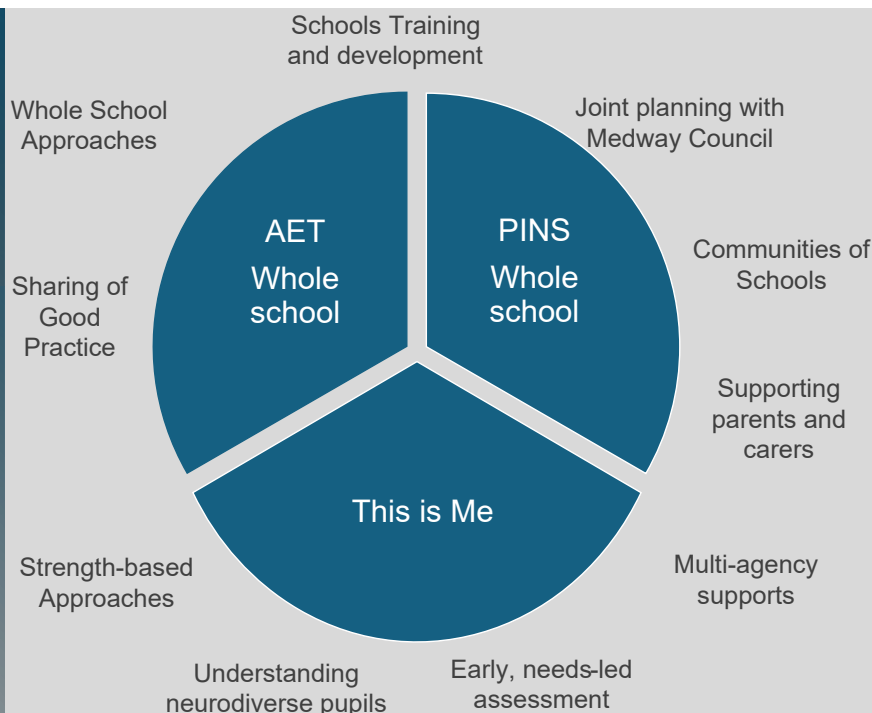
This is Me (2024 to present) is a health-initiated (but increasingly integrated) early intervention approach for neurodivergent children and young people. Schools with parents to co-produce a Needs Summary, which leads to the deliver of greater understanding of an individuals needs. This then leads to direct interventions for neurodivergent children and young people, and their families.

PINS

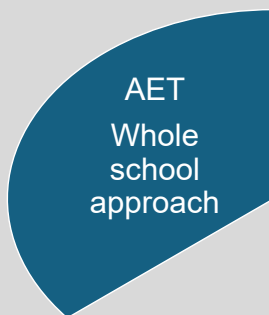
Partnership for Inclusion in Neurodiversity in Schools (PINS) (Jan 2024 to present) is a national initiative from the DfE and NHSE in partnership. Similarly to AET it's aimed at workforce development in schools (explicitly not for direct interventions with pupils). 38 schools in Maidstone and now Swale have been involved; we're using the learning for the schools localities approach.

Wider linking to future **Outcomes Framework**, yearly measurement and public site of outcomes

Supporting Neurodiversity and Neurodivergent Young People in Schools (Kent)



Supporting Neurodiversity and Neurodivergent Young People in Schools (Kent)



- Ensure consistent approach to training and information linked to school improvement
- Ensure that there is a single consistent message around Autism and neurodiversity across Kent. This reinforces that there is a long-term investment from KCC in this programme and building the cultural change around supporting more autistic pupils in mainstream.

	Making Sense of Autism	Good Autism Practice	Other Modules	Delegates
Early Years	278	15	10	2,424
School Age	453	100	41	17,779
Post 16	49	9	0	722
Total	780	124	51	11,252

Aet have trained **208,509** delegates since 2022.
Kent has trained **11%** of all their delegates.

Supporting Neurodiversity and Neurodivergent Young People in Schools (Kent)

PINS Whole school Approach

- The PINS programme is testing a new model for supporting good outcomes in mainstream schools for Neurodivergent pupils and strengthening parent/carer and school partnerships.
- The DfE and NHS England aim is that there will be guidance, and a possible strategy produced after September 2026
- Bringing Education and Health partners together to underpin truly connected normal everyday practice in schools.

Maidstone March 2024 – March 2025

- 20 schools in Maidstone took part in PINS;
- 826 staff members were trained
- 208 training sessions were delivered in just six months

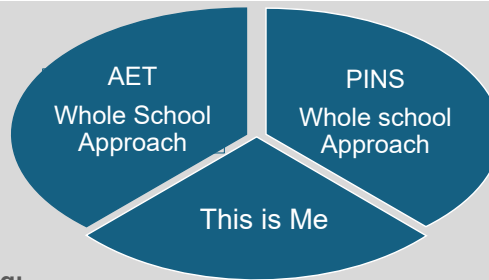
DfE and NHS England described Kent Model as the '**art of the possible**'

Supporting Neurodiversity and Neurodivergent Young People in Schools (Kent)

- **This is Me** is a health-initiated (but increasingly integrated) early intervention approach for neurodivergent children and young people.
- It's delivering direct interventions to neurodivergent children and young people, the first stage through education with advice and guidance from health, and if that does not work health staff act as a point of escalation.

This is Me

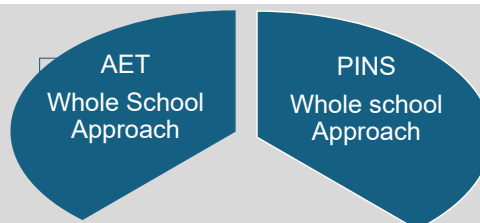
Supporting Neurodiversity and Neurodivergent Young People in Schools (Kent)



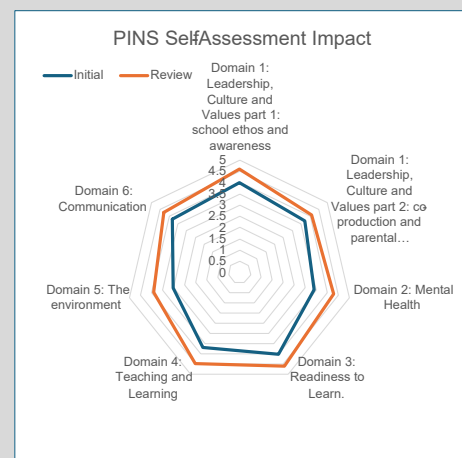
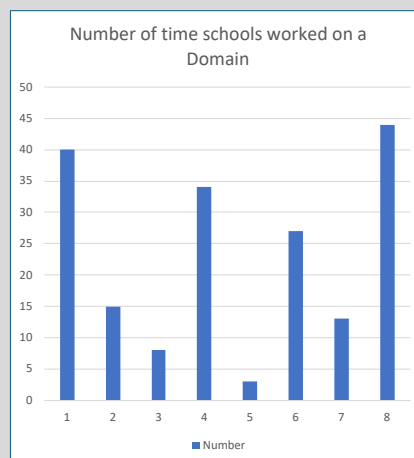
Learning:

- Whole School Approaches
- Co production value of parent and pupil voice in designing supports
- Connected Agency Working – shared approaches and understanding
- Community – education settings, parents and pupils providing peer support
- Core training and understanding – Speech and Language (Balanced System, Sensory and Physical Impacts, Information Processing - Classroom approaches)

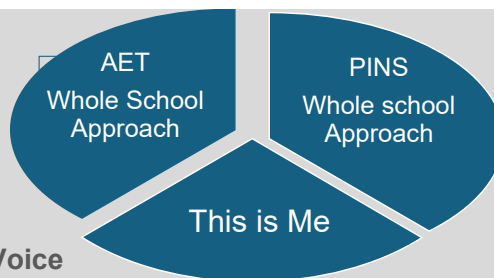
Supporting Neurodiversity and Neurodivergent Young People in Schools (Kent)



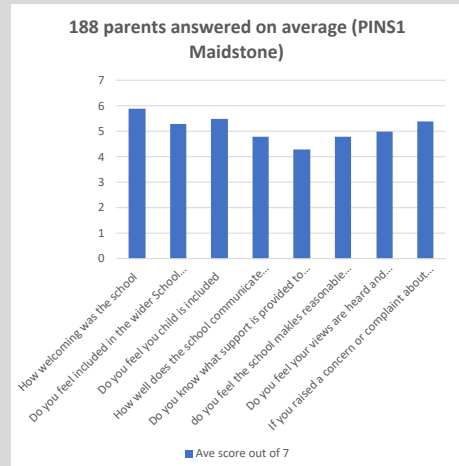
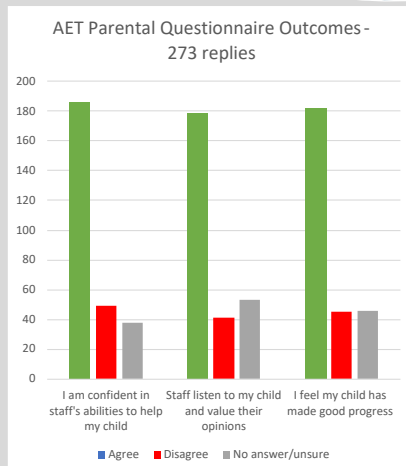
Schools Self Assessment



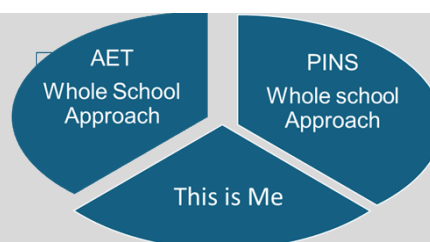
Supporting Neurodiversity and Neurodivergent Young People in Schools (Kent)



Parent Voice



Supporting Neurodiversity and Neurodivergent Young People in Schools (Kent)



Pupil Voice

- **Peer Awareness:** *Educate my peers about autism*
- **Professional Knowledge:** *Teachers needs to know the signs so they can help*
- **Safe Spaces:** *More safe spaces for anxious children*
- **Language:** *When taking things literally, by accident, I mean no offence*
- **Sensory:** *Don't force people to wear the blazers (they're uncomfortable)*
- **Movement:** *Understand that when we fidget it doesn't mean we're not focusing*
- **Time:** *Don't move on from tasks until everyone is done*
- **Recognition and Understanding:** *Don't compare us to other autistic people.*
- **Ways To Engage Us:** *Ask what would help rather than just assuming or not doing anything*

Supporting Neurodiversity and Neurodivergent Young People in Schools (Kent)

What PINS Phase 1 Schools said...

PINS Whole school Approach

PINS allowed us to support our collaborative approach as a federation.

PINS allowed us to support our collaborative approach as a federation.

Relationship building with new colleagues and making links with other professionals, particularly health.

The menu of support has helped us to pull out "are we doing everything we can?"

Through the children we have learnt that they want more say in their own classroom environments.

Our adults have a much better understanding of the individuals' needs of ND children.

Access to training would not have been offered otherwise

Having Frances come and work alongside us has helped us engage with our parents of ND children.

Reciprocity – this is an area of focus that has had a big impact.

Staff confidence has improved. Our PACT group is now starting to be led by the parent of a ND child.

You need someone to drive the work for PINS within your school.