

Partnerships for Inclusion of Neurodiversity in Schools (PINS):

Self-Assessment Tool

This self-assessment tool is to help your school to identify the strengths and areas for development of your current whole-school approach to neurodiversity. It seeks input from school leaders, the governing body, SENCO, *and should be considered alongside your school's pupil and parent/carer voice feedback*, to understand the areas in which your school would most benefit from support from health and education specialists and expert parent carers.

There are three sections to this self-assessment tool:

- i) SENCO and school leader input: this should be completed by a school leader (we recommend a Headteacher or Deputy Headteacher), with input from the SENCO.
- ii) Governing body input: a summary comment which should be completed by the Chair of Governors, following input from the SEND governor and ideally from the rest of the governing body.
- iii) Summary sheet: this should be completed by a school leader to capture your identified support priorities and must be returned to your ICB.

Schools should retain the full Self-Assessment Tool to support discussion with your local project lead. Scores and feedback from the self-assessment will be reviewed by the local project team to identify the most appropriate support. Each participating school will receive the equivalent of 5 days' worth of whole-school support in sessions or hours.

As part of the school's involvement with the PINS programme, the local Parent Carer Forum will send out a survey for parents and carers to complete, to ensure that parent carer views are considered when planning the support provided, and to support the national evaluation of the project using anonymised themes across schools involved in PINS.

This programme 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.**

The self-assessment tool and menu of support, from which support will be commissioned, cover the same six domains: **Leadership, Culture and Values; Mental Health; Readiness to Learn; Teaching and Learning; Environment; Communication.**

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Section 1: School Leader and SENCO contribution.

This section is for a school leader to complete with input from the SENCO.

This section is split into a series of domains, each containing a number of statements. Please assess how true each of these statements are for your school, and record a score for each statement using the following scale:

1	Strongly disagree
2	Disagree
3	Neither agree nor disagree
4	Agree
5	Strongly agree

The score for each domain can help you understand the strengths and areas for development of your current approach. However, rather than use this score (which will be higher in those sections with more statements) you should use the pattern of scores in each section to identify priorities for support. For example, a high proportion of low scores throughout a section may indicate that support which addresses the whole domain will be appropriate, or a specific statement which has a lower score than the rest of that section may guide that more targeted support may be appropriate.

Domain 1: Leadership, Culture and Values part 1: school ethos and awareness

In my school...	Score (1 to 5)
School leaders are knowledgeable about neurodiversity and the diverse ways in which a child with neurodiverse needs might present. This includes the strengths and differences associated with neurodiversity.	
Neurodiverse children are visible and valued. School leaders can confidently identify which of their school cohort has been either diagnosed with, or presents with needs associated with, neurodivergence.	
We are committed to the inclusion of neurodiverse children through the development of school policy and practice, including making reasonable adjustments where necessary.	
The needs of neurodiverse children feature regularly as an agenda item	

(standalone or under SEND) at staff meetings and governors' meetings.	
School leaders can confidently provide informed advice to other school staff, including teachers, on supporting children with neurodiverse needs, and staff feel well supported in meeting the needs of neurodiverse children.	
School leaders understand the difference between and process for accessing universal, targeted and specialist levels of support for neurodiverse children.	
We support needs-led SEND provision within our school, rather than waiting for an EHCP or diagnosis.	
We provide a welcoming environment for neurodiverse children, including their inclusion on the school website, and how parents of neurodiverse children are welcomed when making admission enquiries to the school.	
We use data effectively at our school to analyse and act on the inclusion of neurodiverse children and their parents and carers in our clubs, activities, events, celebrations and parents' evenings.	
We use data effectively at our school to analyse and act on any disproportionate representation of neurodiverse children in our sanctions, poor attendance and suspension rates.	
School leaders recognise and respond to feedback from other stakeholders, such as parents, community members and external partners on how they support neurodiverse children.	
School leaders ensure that pupils and parents and carers are involved in transition planning and create opportunities for their voices to be heard in decision making around next steps.	

Domain 1: Leadership, Culture and Values part 2: co-production and parental engagement

In my school...	Score (1 to 5)
Parents and carers of neurodiverse children would say their child's needs were identified quickly and appropriately met and understand how the SEND process works in this setting.	
Parents and carers of neurodiverse children would say the school communicates with them regularly regarding the needs of their child and the support being provided to them.	
Parents and carers of neurodiverse children would say they feel listened to about the needs of their child and are involved in the planning and review of	

support.	
Parents and carers of neurodiverse children feel that their child is able to make good progress at the school and that their successes are celebrated.	
Parents and carers of neurodiverse children would say the school promotes a positive and respectful relationship between parents, carers and pupils with SEND.	
Parents and carers of neurodiverse children have opportunities to input into school practice and policy at the school, such as through parental voice or a parent carer forum.	

Domain 2: Mental Health

In my school...	Score (1 to 5)
We are confident that staff understand what poor mental health, including anxiety, is and how it may present differently for a neurodiverse child, including the possible impacts on behaviour and learning.	
We ensure that staff work closely with parents and carers and pupils to understand the causes of any mental health issues or anxiety and implement actions that might help manage it.	
We are connected with local community-based emotional wellbeing and mental health services for children and young people, such as Mental Health Support Teams (MHST).	
We have a whole school approach to emotional wellbeing and mental health, including implementing approaches and strategies that work for neurodiverse children to support their mental health needs.	
We have a designated mental health lead for pupils and staff, who shapes and supports the whole school's approach to mental health and wellbeing.	

Domain 3: Readiness to learn.

In my school...	Score (1 to 5)
We ensure that staff understand how neurodiverse needs can impact a child's behaviour and ability to learn.	
We are confident that staff understand the challenges that can exist at home for neurodiverse children that impact their ability to engage well in school.	

e.g. the impact of reduced sleep and have strategies in place to support this.	
We are aware of the prevalence of sensitivity around food and eating for neurodiverse children and have strategies to support children with this.	
We engage with parents and carers to develop consistent approaches (e.g. to behaviour) from home and school to ensure neurodiverse children are happy, healthy, supported and ready to learn and engage in the classroom.	
We understand some of the possible reasons behind non-attendance and emotionally based school avoidance in neurodiverse children and promote good attendance across the school, including for neurodiverse children.	
We have a school-wide approach to increasing attendance by providing support for both children and parents and carers to successfully reintegrate children back into the school environment.	
We have training in place to help staff understand the functions of behaviour and to consider strategies to support behaviours that may challenge and/or dysregulated behaviour in neurodiverse children.	
We provide appropriate leadership and support to staff members who work with behaviour that challenges and/or dysregulated behaviour.	
Our behaviour policy is inclusive and acknowledges how neurodiverse needs can impact emotional regulation and therefore behaviour and includes making reasonable adjustments where necessary.	

Domain 4: Teaching and Learning

In my school...	Score (1 to 5)
Our staff understand the range of typical learning styles of neurodiverse children and feel confident supporting them in their classrooms.	
We adjust our teaching practice to facilitate the engagement of all our learners, and offer high quality teaching to all pupils, including opportunities to build on individual strengths.	
Our ongoing teaching and learning training programme includes work around using evidence to improve the support for neurodiverse children in the classroom.	

We are evidence-based in our use of classroom resources and are confident that they promote effective outcomes for all our children, including those who are neurodiverse.	
We are evidence-based in our use of teaching assistants and provide the right training and support so that they work confidently and effectively with a range of children, including those who are neurodiverse.	
We support our teaching staff to work collaboratively, including with SENCOs and teaching assistants, to share good practice, seek advice, and coordinate support.	
We recognise and share best practice across our school in supporting neurodiverse children with their learning.	

Domain 5: The environment

In my school...	Score (1 to 5)
We are confident that teaching staff are aware of sensory differences and how the physical environment can impact neurodiverse pupils differently.	
We consider the needs of neurodiverse pupils when organising our classrooms and school environment to create an inclusive and accessible learning environment for all, including making reasonable adjustments where necessary.	
When a child is identified as having a sensory difference, we make changes and do our best to adapt the school environment to meet their needs, including making reasonable adjustments where necessary.	
We are aware of the benefits of sensory audits ¹ and have conducted one in the last three years.	
We are aware of the benefits of physical audits ² and have conducted one in the last three years.	

¹ A sensory audit is a review of the environment from the perspective of how an individual may experience sensory stimuli. It can be carried out by a range of professionals, informed by a professional such as an Occupational Therapist.

² A physical audit is a review of the physical environment from the perspective of how an individual may experience the physical space.

Domain 6: Communication

In my school...	Score (1 to 5)
We recognise that neurodiverse children may have a wide range of language and communication needs and can identify which of these might be met by universal support or adapted teaching strategies, and when to access specialist support.	
We understand how social communication challenges for neurodiverse children can impact their peer relationships and school experience and we implement strategies to support neurodiverse children.	
We have clear plans in place (including structured curriculum time) regarding peer acceptance and celebrate neurodiversity and inclusion.	
We ensure that classroom staff use classroom language to support learning for neurodiverse children and their ability to engage in education.	
Our physical environment supports children with speech and language needs, such as including visual supports in the environment, setting up the space to support opportunities for communication, and considering background noise and acoustics.	
We confidently use a range of universal strategies to support speech and language needs for neurodiverse children, such as adapting our language, teaching vocabulary, using Makaton to reinforce language, and building on what children say.	
We plan, scaffold and support opportunities for neurodiverse children to communicate in the classroom – such as group work, talking partner activities and class discussions.	
We are aware of the benefits of a classroom language audit to ensure that the spoken environment meets the needs of neurodiverse children and have conducted one in the last three years.	

Are there any issues raised by pupil voice feedback that could be helped by this programme?

Section 2: Governing Body Contribution

This section should be completed by the Chair of Governors following discussion with the governing body. (Response suggested word count maximum of 500 words).

Section completed by: _____

Please describe how effectively, and in what ways, the leadership, culture, values, and approaches of the school create an inclusive school environment for neurodiverse children.

When answering this question, please consider the following:

- What are the key strengths that the school has in the ways in which it currently supports neurodiverse children?
- In which areas would the school benefit from support to develop its whole school approach to neurodiversity?
- How effectively, and in what ways, does the school currently engage with the views of, and feedback from, neurodiverse children and with their parents and carers?
- How confident is governing body about its support for the school in working with neurodiverse children and what further support, or training is needed in this area?

Section 3: Summary Sheet - Please return this to your ICB by [redacted]

Please provide a short summary of your identified priority areas for support. This will give your ICB an early indication of school support needs and will help them to identify and commission the required specialist support provision.

Self-Assessment Domain	Priorities for school support
Domain 1: Leadership, Culture and Values part 1: school ethos and awareness	
Domain 1: Leadership, Culture and Values part 2: co-production and parental engagement	
Domain 2: Mental Health	
Domain 3: Readiness to Learn	
Domain 4: Teaching and Learning	
Domain 5: The Environment	
Domain 6: Communication	