Severn
Training & Schools Alliance

Summer Term 2026

Partnership for the Inclusion of Neurodiversity

The future of PINS

The White Paper on Neurodiversity in Education argues for a system-wide shift toward practical training, early support, and recognition of neurodiversity as a natural part of human variation.

The White Paper argues that teachers need strong, practical training to understand neurodiversity and create inclusive classrooms. Your commitment to PINS has shown how you have put this into action by embracing and embedding specialist support, training, and parent partnerships directly into main-stream schools to improve outcomes for neurodivergent children. Thank you for demonstrating what is possible in just a few short months.

The White Paper now provides the policy vision and you have shown the practical model for transforming neurodiversity inclusion in our schools. We met with the DfE and NHSE to celebrate your success in March, which deserves the recognition. We are meeting with Shropshire and Telford and Wrekin LAs this month to discuss a way forward, to embed and showcase your work and plan for how this can be sustained. We want PINs to be the start of something very special and hope that you will continue on your journey with us.

Siân and Sophia



PINS
Celebrating every mind.
Connecting every learner.
Shropshire and Telford and Wrekin ICB

PODS CHARITY
"TOGETHER WE CAN MAKE A DIFFERENCE"

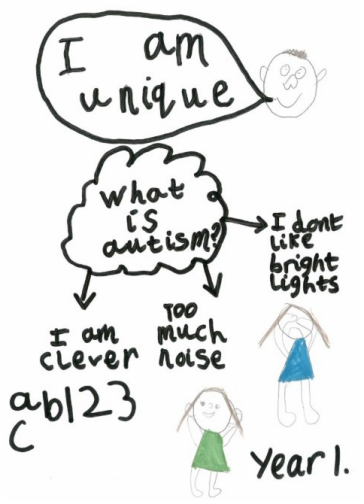
PARENT CARER COUNCIL
PACC
Championing your voice
SHROPSHIRE

New date for CPD

28th April 2026 4pm—5.30pm

Compassionate Support: Practical strategies for creating inclusive and supportive environments for neurodiverse and ALL pupils

by Niki McgGarvey







Neurodiversity Week

We hope you were all able to celebrate Neurodiversity Week and found the resources shared useful. We would like to say a special thank you to Captain Webb Primary School for sharing the wonderful work their pupils completed. You can learn more about their neurodiversity celebrations here:

[NEURODIVERSITY CELEBRATION WEEK – Captain Webb Primary School and Nursery]

"Accessing PINS has been incredible. Through the whole process, from the initial audit to the identified areas of need and how this support has been designated to schools has been perfect. We felt listened to and received exactly what was needed to move forward"

Our role is to involve and support parent carers and family carers to have a voice regarding services they access or need to access in the future. By bringing parent carers together as a collective voice we are stronger by working together and "Together, We can make a difference".

PODS Parent Carer Forum

We've learned that working well together really comes down to good communication, compassion and getting in early when things feel a bit wobbly. Schools offering workshops, coffee mornings and space to talk makes a huge difference, and so does everyone having a shared understanding of policies and expectations.

Parent carers reminded us how important it is to believe children and families, keep promises and avoid blame. Neurodiversity is only one part of a child's story, and it can look different in different places — especially when masking is involved. Being trauma□aware and knowing how to support a child after a diagnosis also helps build trust and stronger relationships.

Overall, early conversations, clear boundaries and a supportive, human approach keep things moving in the right direction for everyone.

As a forum, we've deepened our understanding of how schools work, including the role of SENCOs, which has helped strengthen relationships with both schools and families. By taking part in coffee mornings, parent evenings and even school fetes, we've created more opportunities to listen, learn and build genuine partnerships.

The more awareness we create, the more experiences we hear, leads directly to better outcomes for children, families and schools.

Jayne & Uma

CPD—Twilight Recordings

We are pleased to share that the suite of online PINS CPD is now available to access on our website, with all technical issues having been rectified. You can access the recordings here or alternatively, visit our Website STSA.uk - click the tab for 'Our Other Work', and navigate to PINS Secure on the left hand side.

The password is: P1n$Acc3ss26



Here you can access recordings from:

Shropshire and Telford School nursing Team
Telford Educational Psychology Service
Speech and Language Therapists
Parent Carer Forums PODS and PACC
Specialist teachers who work in local Specialist Provisions

ARFID & PICA
Barriers to Education
Developmental Language Disorder
Behaviour as Communication
Writing a relation policy/Mental Health

When relationships lead, neurodiverse learners flourish - that's the heart of our partnership.

Sian Deane - PINS Project Lead

Teagues Bridge Pilot School
Co-producing the Individual Education Plan

This pilot would not have been possible without the support of the Headteacher, Sarah Abdulla, SENCo Natalie Woods and parent carers and pupils at Teagues Bridge Primary. The pilot is a result of working with 70 schools across the ICB for Shropshire Telford & Wrekin and our Parent Carer Forums, Parent Carer Council in Shropshire (PACC) and Parents Opening Doors Telford(PODS) of the Partnership for Inclusion of Neurodiversity in Schools (PINs). School Co-production isn't just "consulting" parents. It means designing the plan together, sharing expertise, and making joint decisions. When done well, it transforms the individual learning plan from a school document into a shared roadmap for the child's success.

The starting point was working with PODs to improve parent carer and school relationships, which was highlighted at the initial meeting. Following this the school developed personal invitations sent via the children to parent carers and as a result the Headteacher reported:

"Yes, we had a very successful open morning for SEND parents. Children wrote their invitation with the SENCO for their parents, and we had 16 parents attend".

Sarah Abdulla—Headteacher

Severn Training and Schools Alliance

Severn Training & Schools Alliance (STSA – formerly Severn Teaching School Alliance) is based in Telford and is a partner of the Shropshire & Telford Education Partnership Teaching Hub (STEP). The Alliance draws on a large pool of talent and expertise to deliver support for schools, professional development for staff at all stages of their career, and engages in research and development projects. In partnership with the University of Chester, the STSA also offers high quality Early Years and Primary Initial Teacher Training via the PGCE Lead School Partner route.

Thank you to our outstanding practitioners:

Alexa Dunn - Assistant HT at Haughton School, Inclusion/Outreach/Hubs

Hayley Williams - Senior Specialist Outreach Teacher at The Bridge School

Katrina Drummond & Hellen Spriggs - Children's Occupational Therapy

Helen Vincent, Rachel Tomkinson and Hollie Jones - Neurodiversity Practitioners (Shropshire EP Service)

Darren Lennon - HT The Linden Centre, BSAT team lead, OFSTED inspector

Sarah Perrins & Miriam Bristol - MATi Specialist Advisory Teacher (Communication)

Niki Mcgarvey - MATi and Outreach Specialist Advisor (SEMH)

Gillian Hackett, Rhiannon Williams, Kirsty English - Speech and Language Therapists

Charley Reagan - Telford EP Service

Sandra Williamson & Emily Knowles - School Nursing Team

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