

What support can your neurodivergent child expect in school?



By Catrina Lowri

## **Who?**

Catrina Lowri; experienced SENCO, qualified SEND teacher and founder of Neuroteachers. I am neurodivergent myself; dyslexic and bipolar.

## **What?**

We will begin with introduction to Neurodiversity. Discuss how this affects behaviour in the classroom and how the educators can support this.

A Neuroteachers Perspective

## This will include:

### About the session

- What is neurodiversity?
- Neurodivergent conditions
- Your 'child in mind'
- The offer in Welsh schools
- The teaching standards
- Universal support and individual needs
- Working in co-production with your school
- Making a plan for your child
- Your questions answered

What we will cover  
today

# What is Neurodiversity?

The term neurodiversity comes from the words 'neurology' and 'diversity' and refers to the variety of different minds and brains across the human genome.

It is a social construct rather than a diagnosis.

Neurodivergence originally referred to only autism and ADHD but has been expanded to include all types of neuro difference that are not neurotypical.



The term first came into popular usage in the late 1990s in various online forums for autistic and ADHD adults.

People minds and brains that develop as a typical rate and in a typical way are called 'neurotypical'.

This description was first used as a tongue in cheek phrase devised by neurodivergent people to show that they were proud that their brains developed along different line.

For example; typically children develop single word speech at between 10- 18 months. Public health practitioners call this age spread a ' normal range' ie it is statistically average.

We would expect neurotypical infants to develop speech within this range.

If a child develops single word speech before 10 months or after 18 months in medical terms they may be considered a-typical.

What is meant by Neurotypical?

**This includes**

\*All hereditary conditions which cause a difference in neurology

\*All hereditary mental health conditions

\*All acquired neurological difference such as those caused by injury



# Neurodivergence



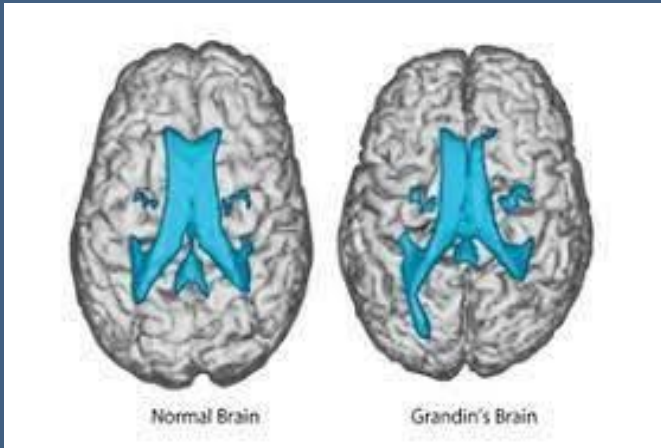
Photo by Rosalie Winard



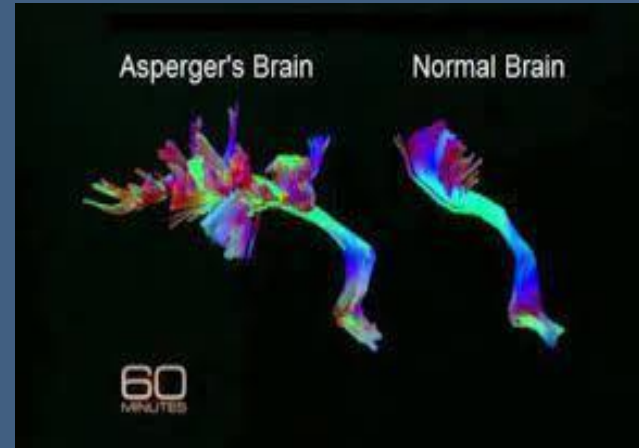
# How divergent is Neurodivergent?

# How divergent is Neurodivergent?

View from above



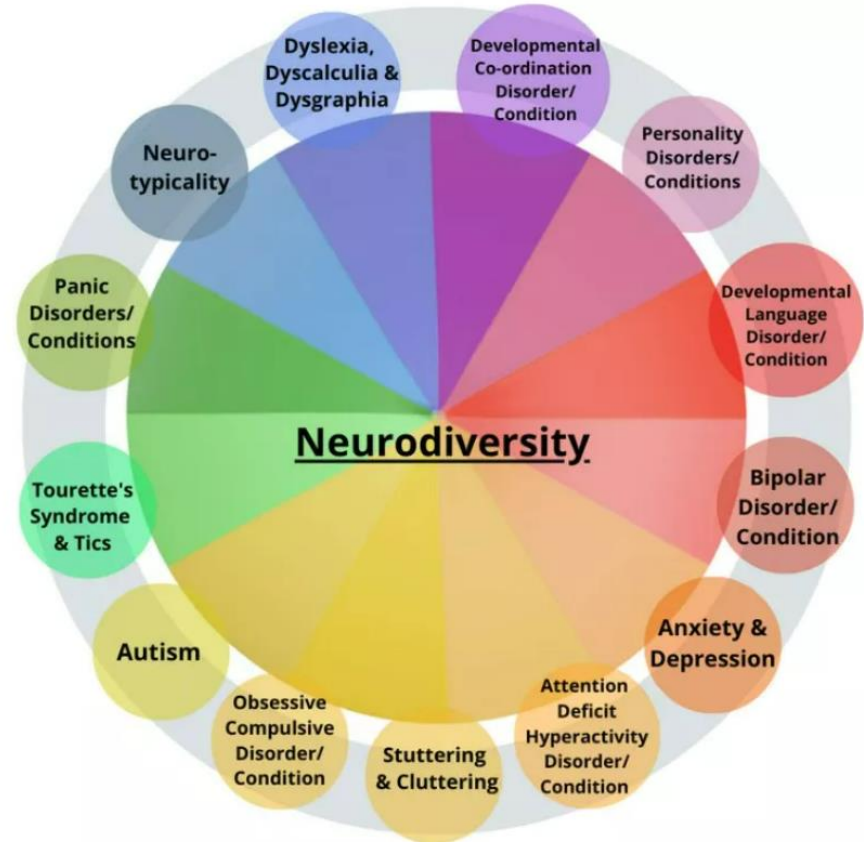
Speech centre





# Co-occurring Neurodivergent Conditions

These include common conditions such as Autism, ADHD, Dyspraxia (DCD), Dyslexia, Dyscalculia and Developmental Language Disorder (DLD)



# The Fruit Salad Approach





Your 'child in mind'



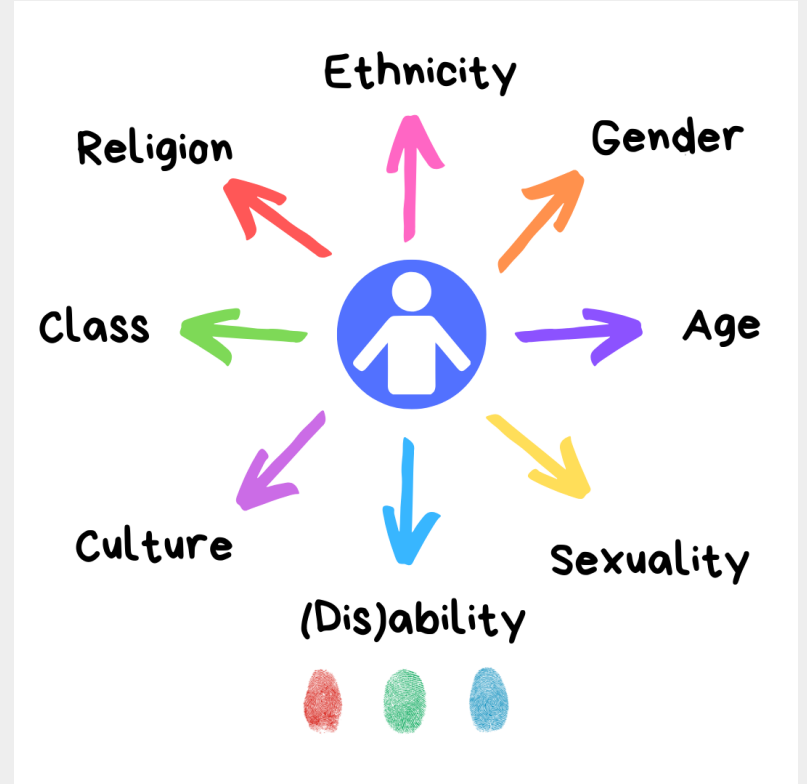
Ages and  
stages





# Intersectionality

And neurodivergence



# The offer in Welsh Schools

What is Universal Provision?  
What are Individual  
Development Plans?



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Free Resource

# Teaching Standards

Professional standards in teaching and leadership

- 5 Standards; pedagogy, leadership, professional learning, innovation, collaboration
- Overarching values and dispositions





# The Pedagogy

## Pedagogy

Refining teaching... towards sustained highly-effective practice

TEACHING

## Assessment

### Sustained highly-effective practice descriptor:

Specialised assessment techniques are employed for identified learners and there is a commitment to working with colleagues and other agencies to best meet identified needs.

### Induction descriptor:

Assessment is used effectively to pinpoint learning needs for all learners.

### QTS descriptor:

The range of purposes and practices for assessment is understood and articulated.

PLP



- What assessment?
- Which colleagues ?
- Which other agencies ??



# Differentiation strategies

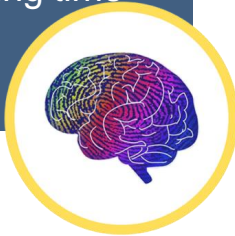
<u>Strategy</u>	<u>Description</u>
<b>Adjust rate</b>	More time to process, to complete a task, to demonstrate knowledge
<b>Adjust volume</b>	Change amount of material to process or produce
<b>Adjust complexity</b>	Change number of details or complicated ideas to create or interpret
<b>Staging of tasks</b>	Tasks completed in logical steps or increments instead of all at once
<b>Prioritisation</b>	Certain task components are stressed or de-emphasised during a complex activity or task
<b>Change presentation format</b>	Information is presented in a way that pupil can process more effectively, e.g. more visual medium
<b>Change production format</b>	Pupil is allowed to demonstrate competency using a different medium
<b>Change evaluation system</b>	Performance is assessed differently for the pupil
<b>Use of support or aids</b>	Specific tools are used to facilitate learning or output e.g. laptop

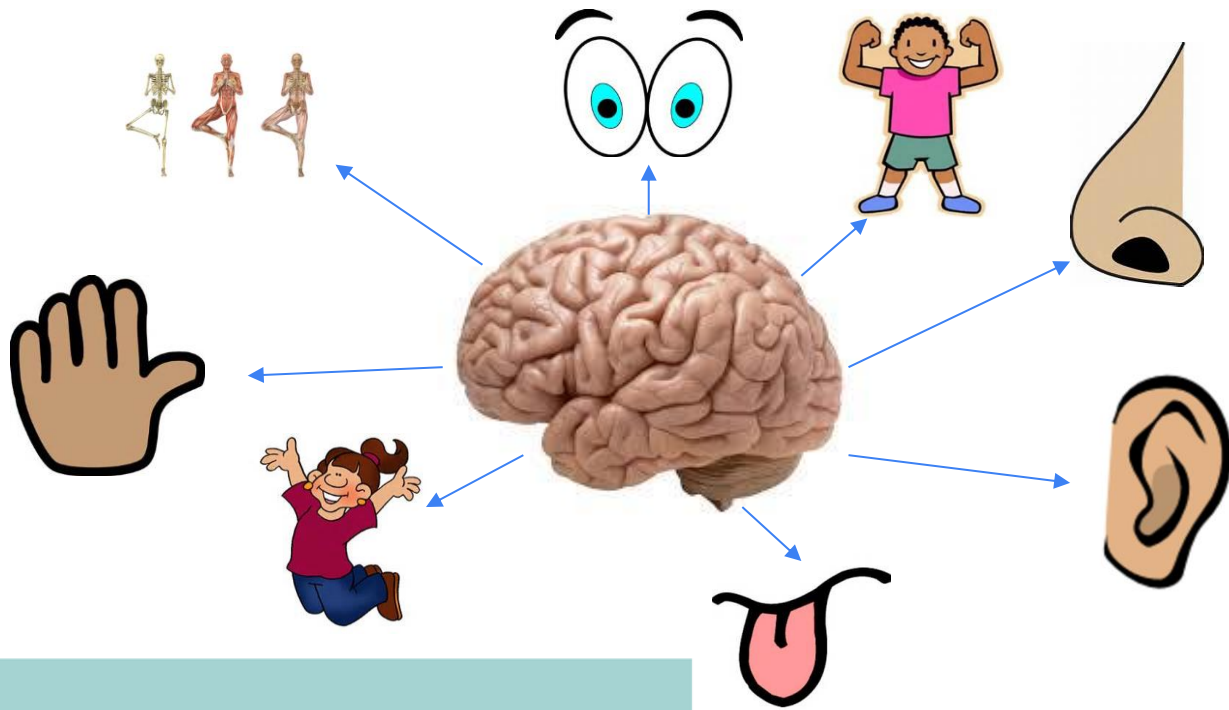


# Processing

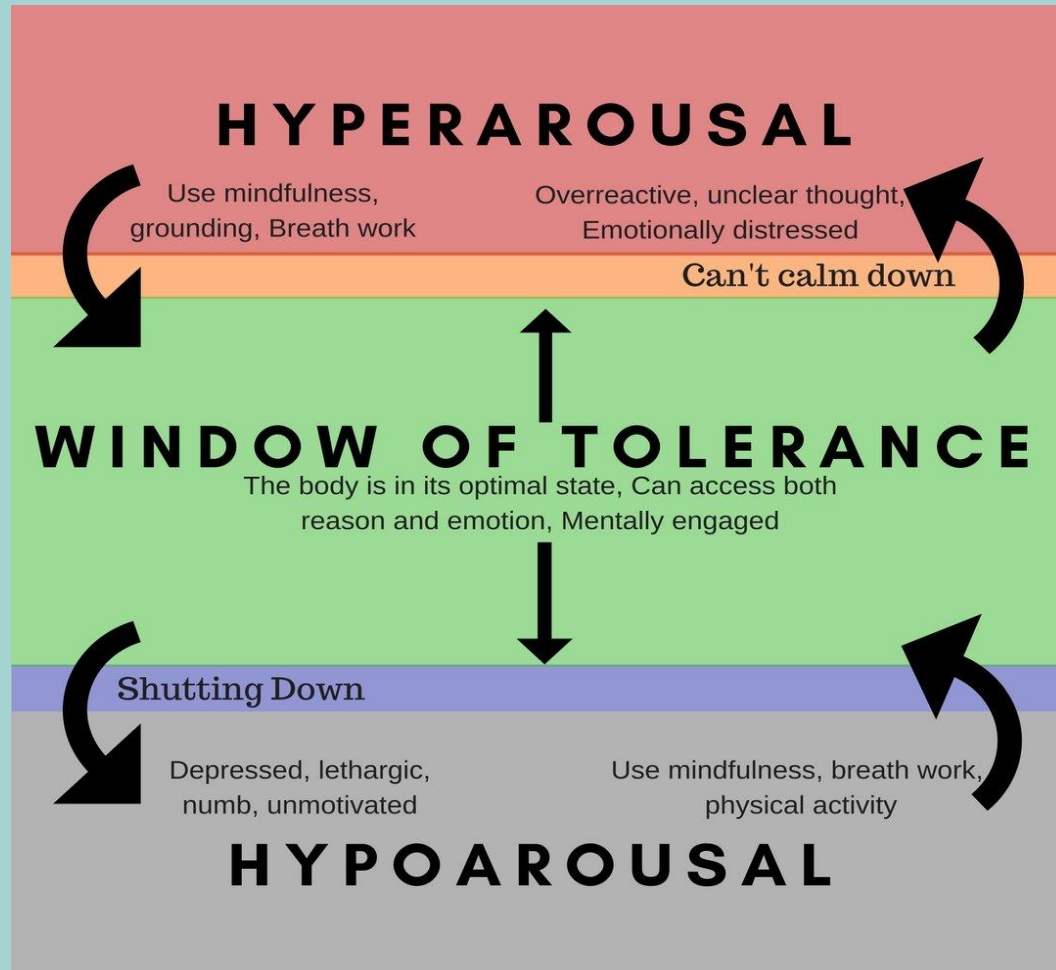


- ## Processing Time
- Did you know the average NT person takes 6 seconds to process and instructions?
- ND people may take several minutes to process the same information.
- Try leaving longer between each instruction to give more processing time





Sensory Differences



# Executive Function

- Organisational skills
- Impulse control
- Task Initiation
- Emotional Control
- Flexible thinking
- Planning and prioritising
- Self-motivation
- Working memory



# Social communication and Interaction



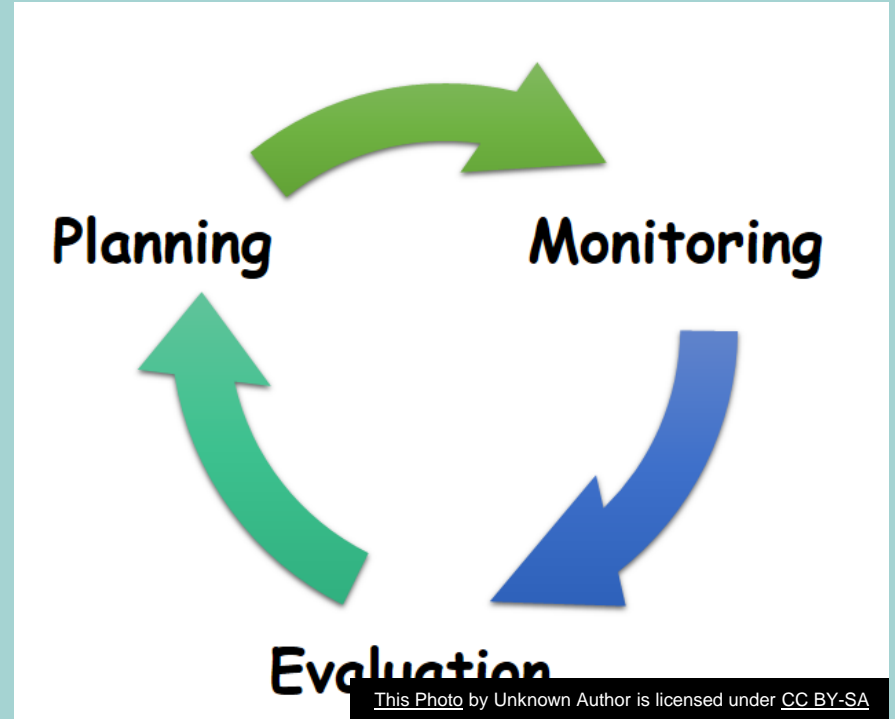
**\*Strategies to support some of the building blocks for social communication**

- **Joint Attention**
- **Language**
- **Perspective**



# Individual Development Plans

- What is an IDP?
- Who can ask for an IDP?
- Who is responsible for for the IDP?
- What is included in an IDP?
- How often will they be reviewed





# Working in co-production with your school

- Recognizing value: Ensure that all contributions are valued and that people are recognized as assets
  - Building relationships: Develop reciprocal relationships and encourage peer support
- Recording discussions: Record discussions that take place during and after activities to gain insight
  - Providing opportunities: Offer a range of activities, such as art, interviews, and short films
- Training professionals: Train professionals to be empowered to take on a co-production role
- Celebrating contributions: Record and celebrate young people's contribution





Making a plan for your  
child



# Questions?





# Neuroteachers

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