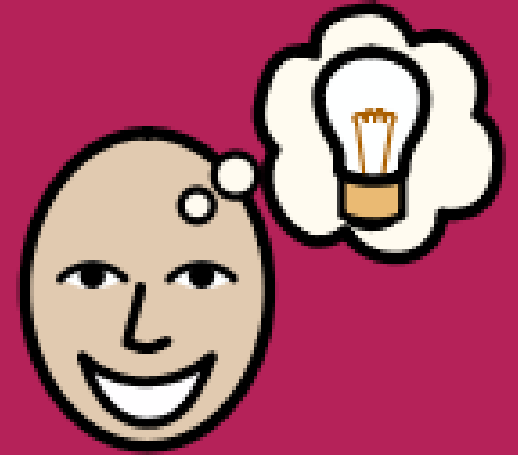


Teaching and Learning for Neurodivergent Students: Key Principles

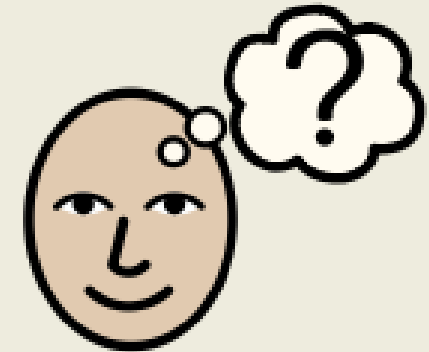


Partnership for the Inclusion of Neurodiversity in Schools

The programme is funded by the Department for Education (DfE), supported by the Department for Health and Social Care (DHSC) and NHS England (NHSE)

Plan

1. Introductions
2. Learning styles and Neurodivergence (ND)
3. Tips for classroom support
4. Consider the classroom environment
5. Home learning



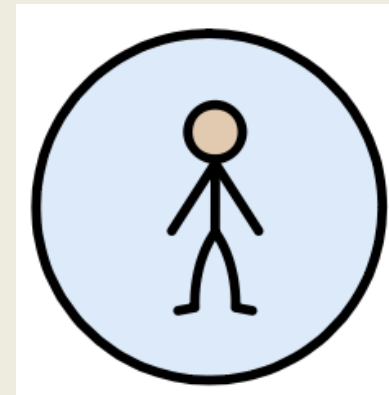
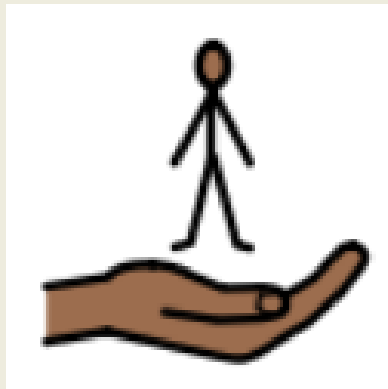
1. Introductions



What is PINS?

Partnership for Inclusion of Neurodiversity in Schools

- PINS provides a unique opportunity to work in partnership between health, education, children and their families to develop different aspects of school life to support neurodiversity
- We know that meeting needs of ND children will be of benefit to all children
- Meeting needs of children with SEND in mainstream schools is the cornerstone to improving outcomes (attainment, attendance and wellbeing), parental confidence and delivery financially sustainable SEND system.



Who are we?



HCRG Care Group are the current Community Provider of Children's Service in B&NES and Wiltshire. We are working to deliver additional training to schools as part of the PINS project.

Within our organisation we have a skill mix specialist clinical workforce who are helping provide consultation and expertise to this partnership programme.

Professionals include:

- Teachers
- Learning Disability Nurses
- Clinical Psychologists
- Paediatricians
- Occupational Therapists
- Speech and Language Therapists
- Physiotherapists
- SENCos



Different brains, like different plants, need different things to grow well. It's important to know what kind we have so we can take care of it properly.

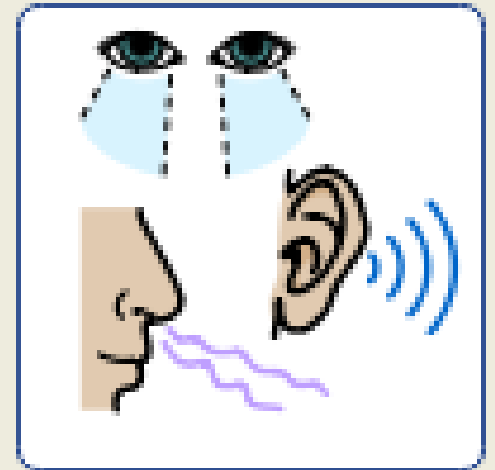


2. Learning Styles and ND



Learning styles: Learners with autistic traits

- ❖ May want to sit on their own and have space around them
- ❖ Consider the sensory environment e.g. lights, noise, windows
- ❖ Use their interests to engage them initially
- ❖ Be prepared with different ways to record the task
- ❖ Give closed choice: You can do ... or?

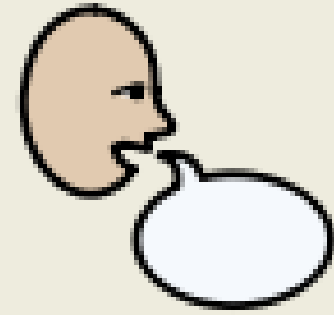


Learning styles: Learners with attention / impulse difficulties

- ❖ Chunk tasks down and consider that some may struggle to concentrate for longer periods
- ❖ Have instructions written to refer back to
- ❖ Give breaks for movement where possible
- ❖ Have reference materials ready and model how children should use these
- ❖ Consider seat carefully and ask child their opinion on where they may learn best
- ❖ Put in extra support to help students organise themselves. Make a plan for recording homework, as sheets may get lost and forgotten



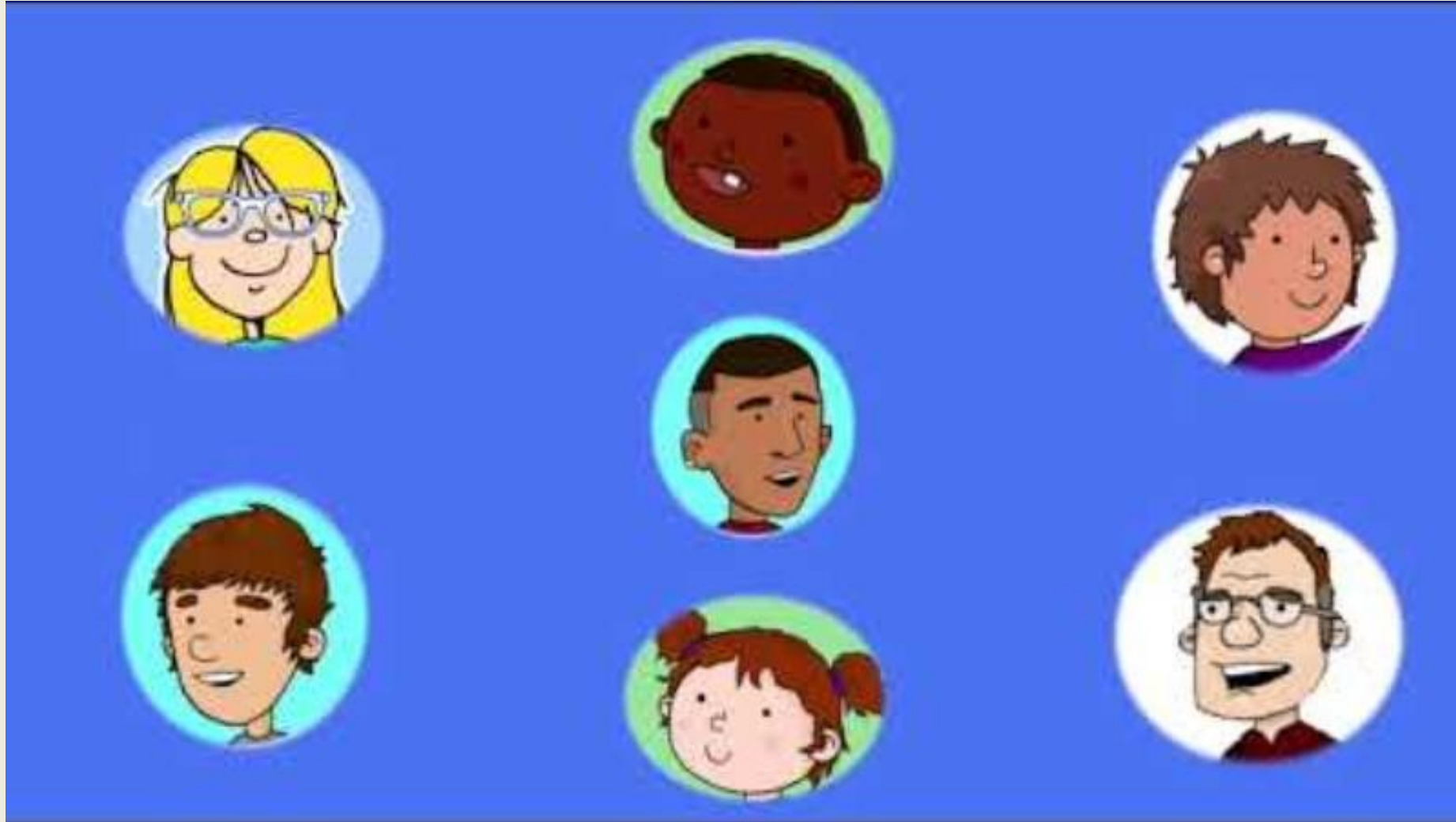
Learning styles: Learners with Speech and language difference



- ❖ May need to be seated at the front of the class
- ❖ Avoid using negatives when giving instructions, tell them what you'd like them to do, in simple assertive language
- ❖ Use cues, visuals and props to help understanding
- ❖ Give thinking time and be patient to allow children to express themselves
- ❖ Model speech, don't correct "I goed to the farm." You can say back, "Yes, you went to the farm."

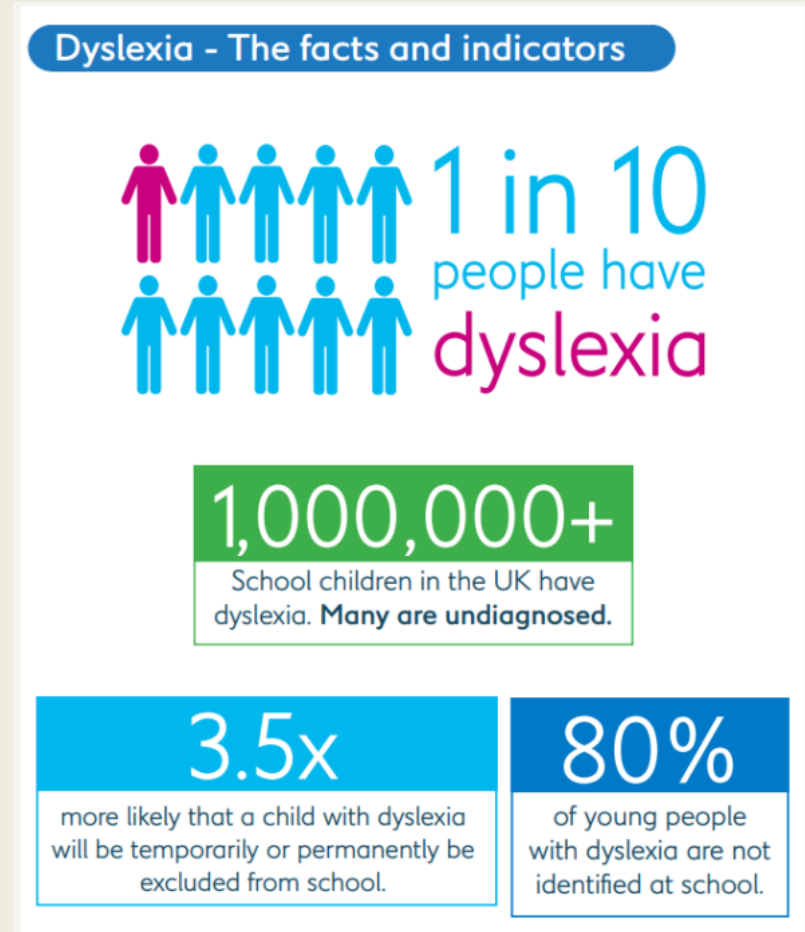


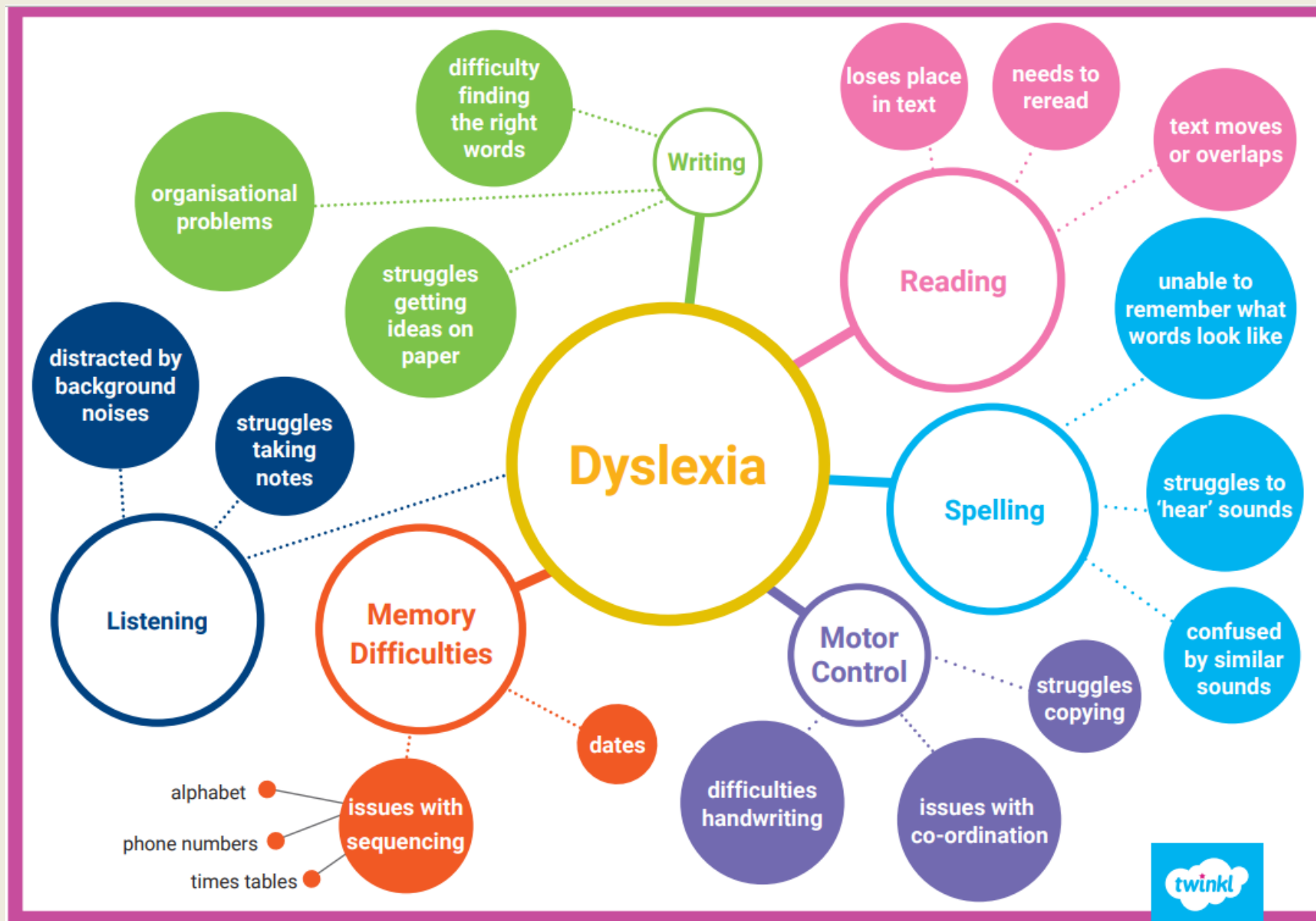
DLD: Developmental Language Disorder



Learning styles: Learners with dyslexic traits

- ❖ May need a seat towards front of class and where the teacher or TA can support more easily
- ❖ Ask the student 1:1 how they learn best and how they like to be supported
- ❖ List of tasks written down to refer back to
- ❖ Extra time needed for most tasks
- ❖ Overlearning is essential to develop 'automaticity' and build self-esteem
- ❖ When giving feedback, only mention one or two areas for improvement – explain the successes





Difficulties linked to dyslexia

However, ...
dyslexia will look different in everyone

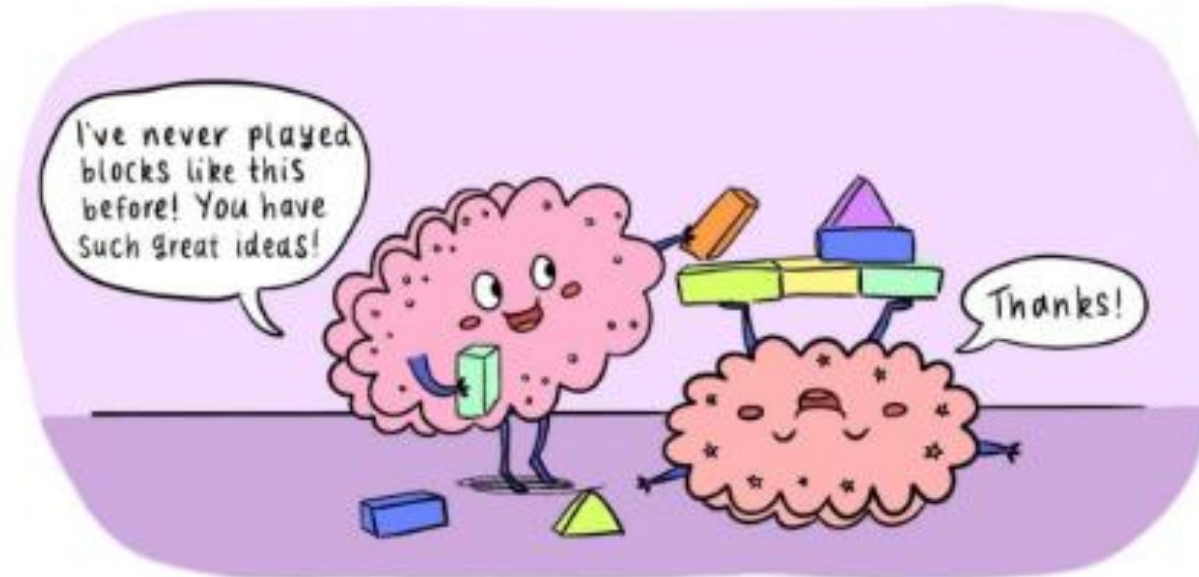


There is an increasing bank of research which suggests that many people have co-occurring difficulties

All brains are equally important

ALL brains are EQUALLY important.

Sometimes people think that neurotypical brains are the best ones, just because they are the brains that lots of people are used to.

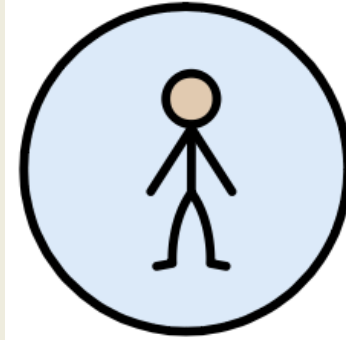


The truth is- the world NEEDS people who think differently, otherwise things would never change.



What do neurodivergent children say?

'I'm worried that the teacher thinks I'm being lazy, but I just don't know how to get started'



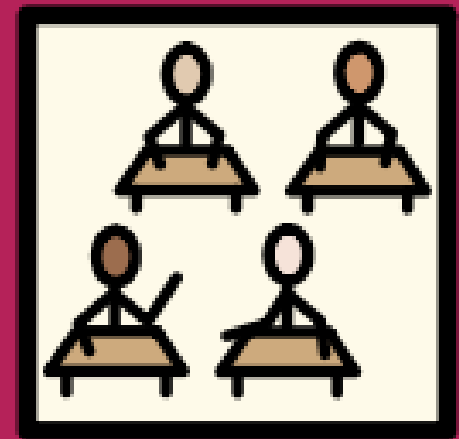
'I just want to hide away sometimes and get out of the classroom'

'I wish I could just sit still, but I find the classroom chairs so uncomfortable'

'Things just disappear from my memory!'

'I'm embarrassed it takes me so long to write compared to my friends'

5. Strategies for supporting those in your class



What adjustments do you put in place to support ... ?

Reading

Spelling

Memory

Brainstorm your ideas with colleagues

Writing

Maths



Dyslexia



Difficulties	Strengths

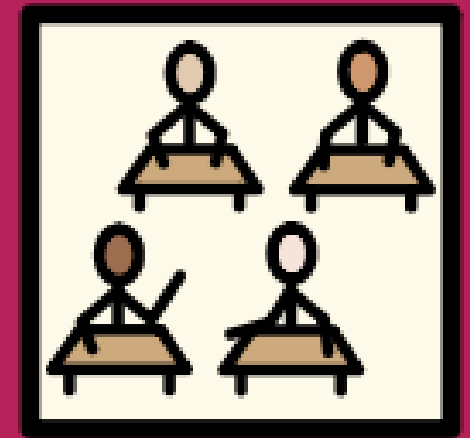
Dyslexics learn best when teaching is ...

1. Structured – include reading, spelling and writing elements
2. Multisensory – use our senses to develop long term memory
3. Cumulative – slowly adding skills
4. Phonics or morphology based – be aware of phonics fatigue
5. Overlearning – revisit, revisit, revisit!



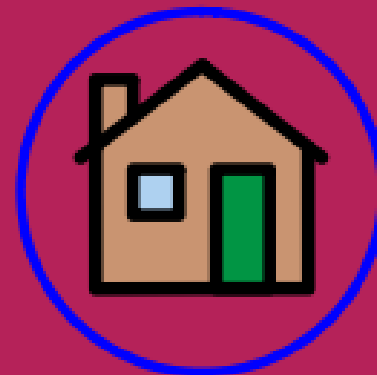
- ❖ Be aware that there will be many children in your class who are dyslexic, but will probably never be 'diagnosed'
- ❖ Quality First Teaching, incorporating adjustments will support many to make good progress

7. Consider your Classroom Environment



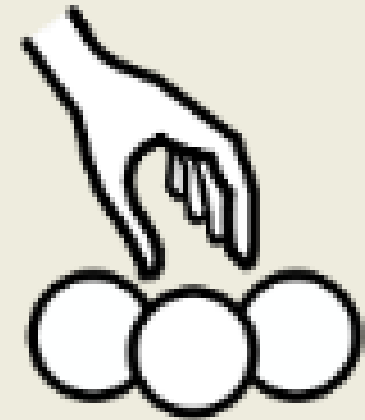
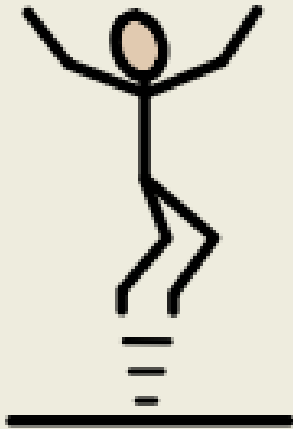
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8. Home Learning

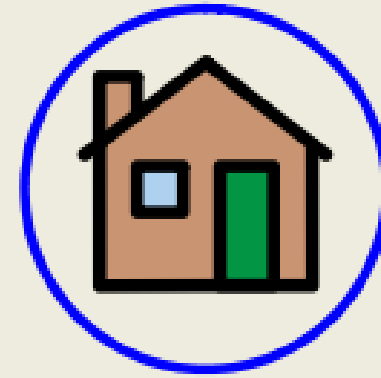


Put home learning in context

We don't just learn in school. We learn in the park, we learn by listening to others, we learn by trying new things...



Support Parents with Home learning



- ❖ Home learning can be a challenge for ND children
- ❖ Take an encouraging, flexible approach and work with parents collaboratively
- ❖ Give choice: can tasks be presented in different ways? For those with dyslexic difficulties, maybe give time limits rather than ask for the task to be completed
- ❖ Be sensitive about spellings. Mark the individual letters which are correct, or adjust the 'pass mark'
- ❖ Encourage parents to plan home learning into their week and make this visible for children

Planning for home learning

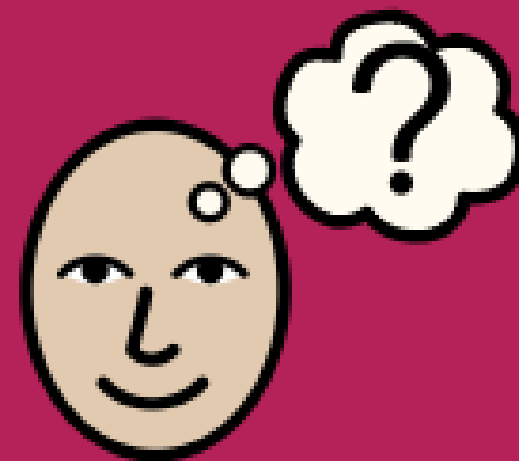
Add pictures to help understanding.

You don't need to be an artist, just be consistent with the pictures you draw



<u>Mon</u>	<u>Tues</u>	<u>Weds</u>	<u>Thurs</u>	<u>Fri</u>
<u>3-4pm</u> TV, snack 	 Club (football)	TV, snack  	TV, snack   	Club (Basketball) 
<u>4-5pm</u> Home Learning 	TV, snack 	Home Learning 	TV, snack 	TV, board games 
<u>5-6pm</u> Dinner 	Dinner 	Dinner 	Dinner 	Dinner 
<u>6-7pm</u> TV 	Bath 	TV 	Bath 	Bath 
<u>7-730pm</u> Story + bed. 	Story + bed. 	Story + bed. 	Story + bed. 	Story + Bed. 

Reflection and Action Plan





Thank you for listening

Further resources and information

Training and Advice



- ❖ [SEND-Station](#) Good value courses online
- ❖ British Dyslexia Association – free webinars
- ❖ [Level 5 SpLD/Dyslexia courses](#)
- ❖ ADHD Foundation – webinars, podcasts
- ❖ Autistic Society UK – Educational advice and guidance
- ❖ Resilience video for children [Wellbeing For Children: Resilience – YouTube](#)
- ❖ Beano for Schools [Bouncebackability Archives - Beano for Schools](#)
- ❖ Young Minds – support for parents and teachers with SEMH needs
- ❖ Language and communication support: www.naplic.org.uk and www.radld.org