



Thinking about Neurodivergence for Governing Bodies

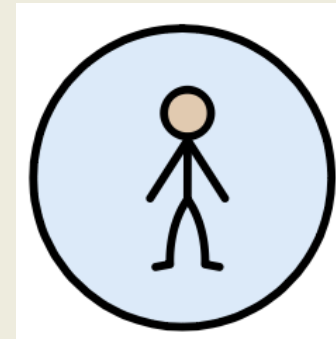
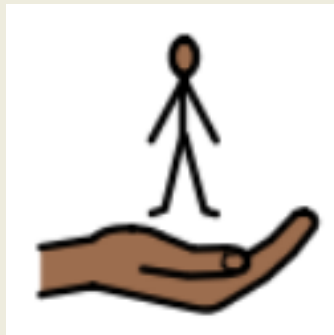
Partnership for the Inclusion of Neurodiversity in Schools

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

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 (ND)
- 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 of a financially sustainable SEND system.



Who are we?



HCRG Care Group are the current Community Provider of Children's Service in Bath and North East Somerset (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

Activity

Two different introductions...

My name is Anastasia Beverley and I am a Neurodevelopmental Practitioner and Specialist Speech and Language Therapist. I am also a Governor from a small primary school. I am here with my colleague Cheryl Crudgington, Neurodevelopmental Practitioner and Specialist Speech and Language Therapist—I'm here today to deliver some training on Neurodiversity. We're going to be exploring ND and vocabulary around this and do some other things.. We don't know how long the session will last so sorry if you have other activities to get to. We might run late and we might have some respite at particular points. Enjoy the training!

What about this instead?

- I am Anastasia Beverley.
- I am a Neurodevelopmental Practitioner and Specialist Speech and Language Therapist that works for HCRG Care Group Neurodevelopmental Pathway service. I am also Governor for a small primary school.
- This is Cheryl Crudgington
- Cheryl Crudgington is a Neurodevelopmental Practitioner and Specialist Speech and Language Therapist that works for HCRG Care Group Neurodevelopmental Pathway service in Wiltshire and B&NES.



Aims for Today

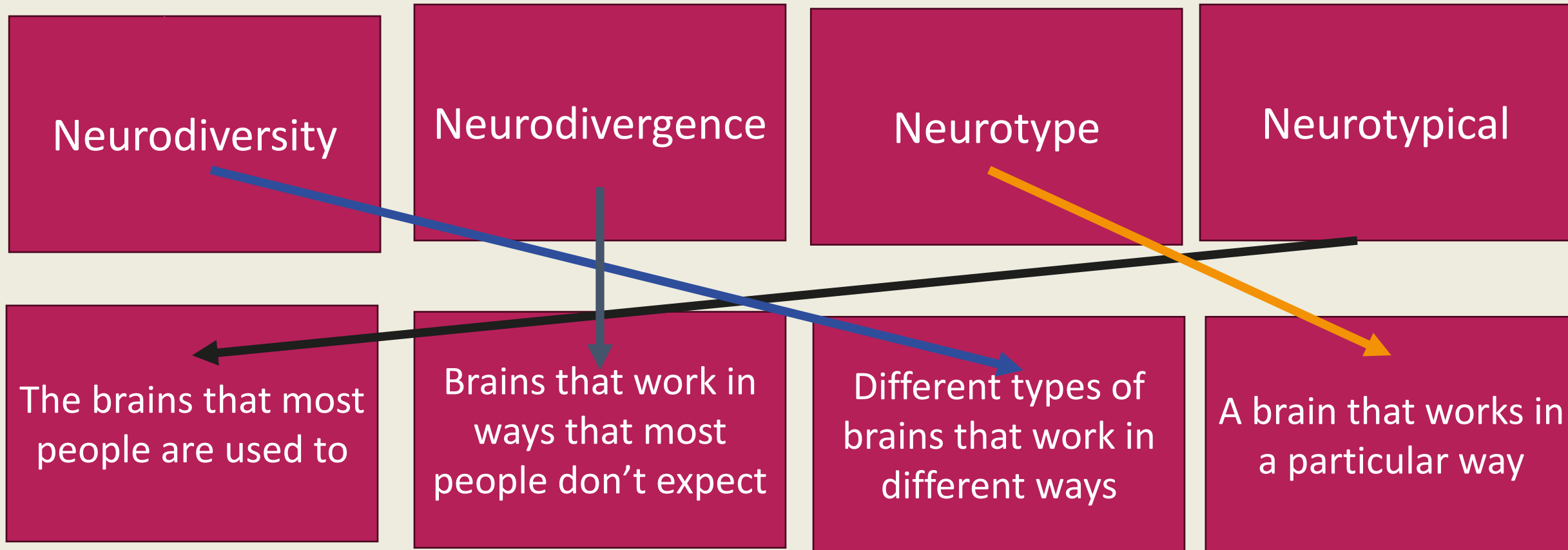
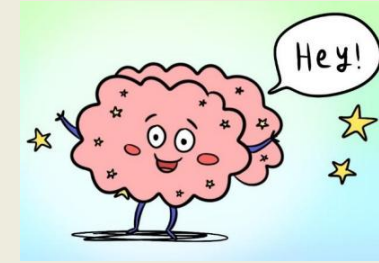
Aim	Completed
I will understand more about the words 'neurodiverse', 'neurotype', 'neurodivergent' and 'neurodevelopment'	
I will be able to understand more about the different areas of neurodevelopment	
I will have an understanding of how important awareness of neurodiversity is when thinking about policies and procedures	
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Why do we need to think about neurodiversity?



‘Kaninchen und Ente’ (‘Rabbit and Duck’) from the 23 October 1892 issue of *Fliegende Blätter*

Terminology- talking about brains





A diverse group of shapes.

But ☺ is the most common.

☺ are typical



are all divergent from the most common shape ☺

They are divergent



Here is a family of ☺. They are All divergent from the majority, who are ☺, but they are not diverse. Within their family group they are all the same.

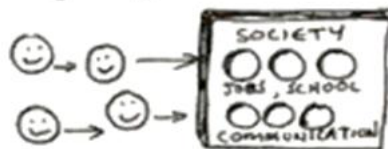
☺ is divergent from the average ☺, but they can't be diverse, as there is just one shape (not a group).



This family is diverse, with two divergent members in a society where ☺ is most common.

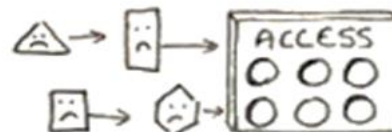
The ☺ is typical but part of a diverse family.

Typically society is designed for the majority ☺ of people



The majority are generally unaware of the challenges others face (as they don't experience them)

"Trying to fit in"



For divergent people this can mean they face huge unrecognized challenges, that can cause severe levels of mental and physical damage. Just trying to fit into society can mean masking our real selves.

All people need to be included in designing society, for society to work for ALL people!



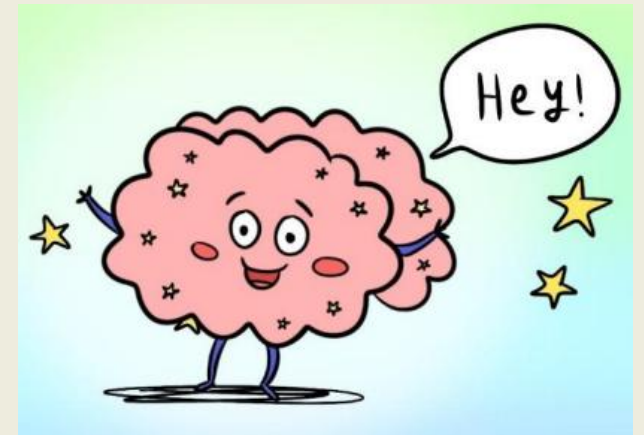
There should be "Nothing About Us, Without Us"

#NAUWU

@cyberqqaiver

Neurodevelopment (ND)

- The effects of 'brain wiring'
- What neurodevelopmental differences have you heard of?
 - Autism Spectrum Disorder (ASD)
 - Attention Deficit Hyperactivity Disorder (ADHD)
 - Dyslexia
 - Dyscalculia
 - Learning Disability
 - Dyspraxia
 - Semantic Pragmatic Disorder
 - Developmental Language Disorder
 - Stuttering/ Stammering



Neurodevelopment

There are many incorrect assumptions or stereotypes about neurodivergent people, for example consider the following statements:

- “They cannot be dyslexic; they can spell”
- “Autism is a mental health issue”
- “All neurodivergent people are the same”
- “Neurodivergence is just about autism”

By better understanding neurodivergence we can challenge stereotypes.

Neurodivergence Facts

- 15%-20% of the world's population is neurodivergent (ND)

This includes:

- 10% of people who are diagnosed with Dyslexia
- 5% diagnosed with Attention Deficit Hyperactivity Disorder (ADHD)
- Approx. 1% of the world's population has Autism Spectrum Disorder (Centres for Disease Control and Prevention (CDC))

It is also estimated that one in seven people (more than 15% of people in the UK), are neurodivergent, meaning that their brains function, learn and process information differently.

Taken from:

- <https://www.bridgecareaba.com/blog/autism-statistics>
- <https://adhdaware.org.uk/what-is-adhd/neurodiversity-and-other-conditions/>

Neurodevelopment

How could you see the effects of differences in neurodevelopment?

- Behaviour
 - How a person thinks
 - How a person sees the world
 - How a person responds emotionally
- Problem solving
- Learning style
- Communication
 - How a person relates to others

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Areas of Neurodevelopment

What areas of development or ability would be impacted by neurodevelopment?

1. Speech and Language
2. Energy Levels
3. Attention and Impulse Control
4. Motor Skills
5. Emotion Regulation Ability
6. Sensory Processing
7. Adaptability and Flexibility
8. Social Interaction and Social Relationships
9. Cognition

Don't forget that differences in any of these areas may only really be fully known by the person themselves. They may do their best to hide or 'mask' their difficulties.

Understanding Your Own Profile

Everyone has a UNIQUE BRAIN.

It's important to know what kind of brain we have so we can take care of it properly.



Knowing our brain type helps us figure out the things we need to feel HAPPY + SAFE.



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Legal Framework

- School governing boards have responsibilities to children and young people with SEN and disabilities under the Children and Families Act 2014 and to disabled children and young people under the Equality Act 2010

Special Educational Needs (SEN) and disabilities: guidance for school governing boards



The role and responsibilities of the governing board:

- The board is responsible for setting the values, culture and tone of the organisation. This includes creating an environment in which all pupils can thrive and play a full part in the life of the school.
- Boards play an important role in ensuring high quality outcomes for pupils with SEN and disabilities. The board, in collaboration with executive and senior leaders, should establish the school's policy and strategy for addressing the SEN and disability requirements of pupils.

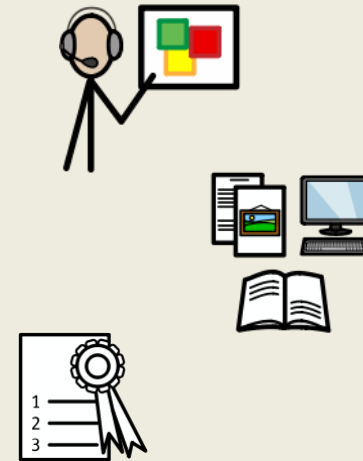
While overall responsibility rests with the board, there should be a lead member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability. The lead member will:

- Champion the school's support for pupils with SEN and disabilities, including good practice in pupil engagement
- Ensure that the board has the information it needs for assurance about the school's practice
- Work closely with the head teacher or principal, senior leadership team and (in the case of mainstream schools) the SENCO

Advocating for the right support and resources

Neurodivergent people often engage with learning, communication and their environment in different ways. As a school governor, you could support them by:

- Advocating for comprehensive teacher training and ongoing CPD
- Allocating resources for support
- Creating sensory-friendly spaces
- Suggesting flexible learning policies



Taken from: <https://governorsforschools.org.uk/inclusive-governance-blogs/inclusive-governance-spotlight-on-neurodiversity/>

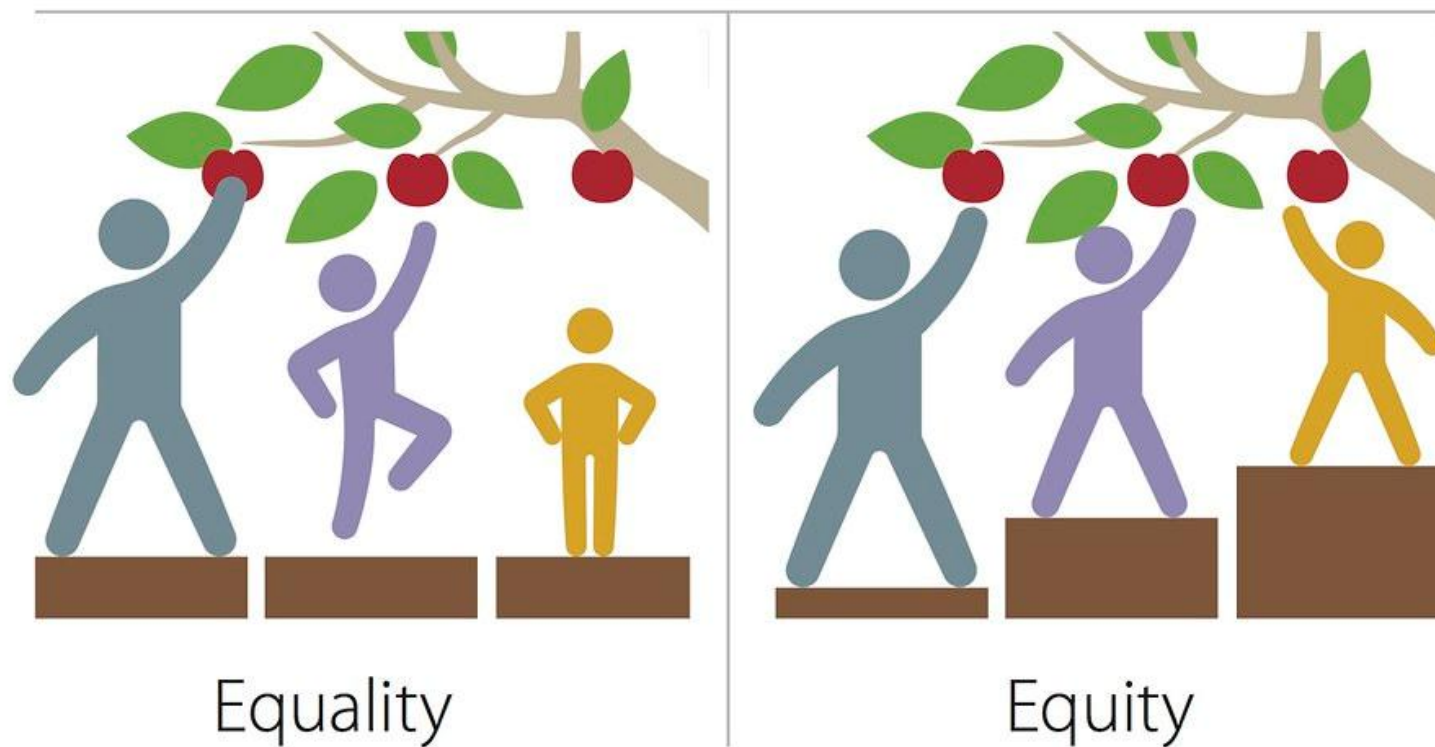
Why Profiles Matter



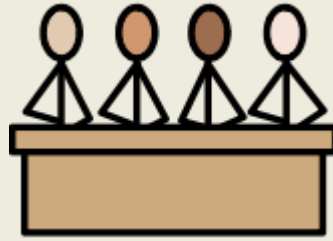
Different brains, like different plants, need different things to grow well. It's important to know what kind we have so we can take care of it properly.



Equality vs Equity



Your Role



School governors can play a huge role in empowering neurodiversity, and it is important that they understand the benefits to students/children in having informed educators that are empathetic and understanding around the benefits and value of neurodiversity in the world.

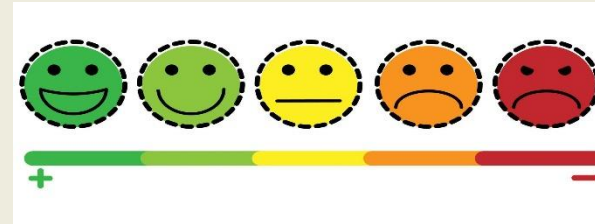
School governors can be important role models, changing the narrative around neurodiversity, inspiring neurodivergent students and ensuring they have the tools and confidence to succeed. This will help to empower neurodiversity across the world and in futures to come.

(Helen Musgrove, Director of Physiological Consulting at Lexxic (the official partners of NCW) Taken from: <https://governorsforschools.org.uk/inclusive-governance-blogs/inclusive-governance-spotlight-on-neurodiversity/>)

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How to hear the Voice of the Child

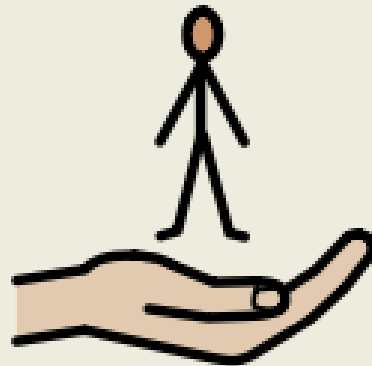
- No two children are the same. Ask them or ask people who know them well what helps.
- Speak to staff and ask how they are monitoring progress for neurodivergent children
- Think about using a visual support when talking to the children in school:



- Have a standing item on the agenda for 'Neurodivergence (SEN)' to support consistent monitoring

Supporting Neurodivergent Staff

- Think about the possible challenges for Neurodivergent Staff in your school
- Reasonable adjustments for colleagues (Equality Act, 2010)



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Questions, comments, feedback

