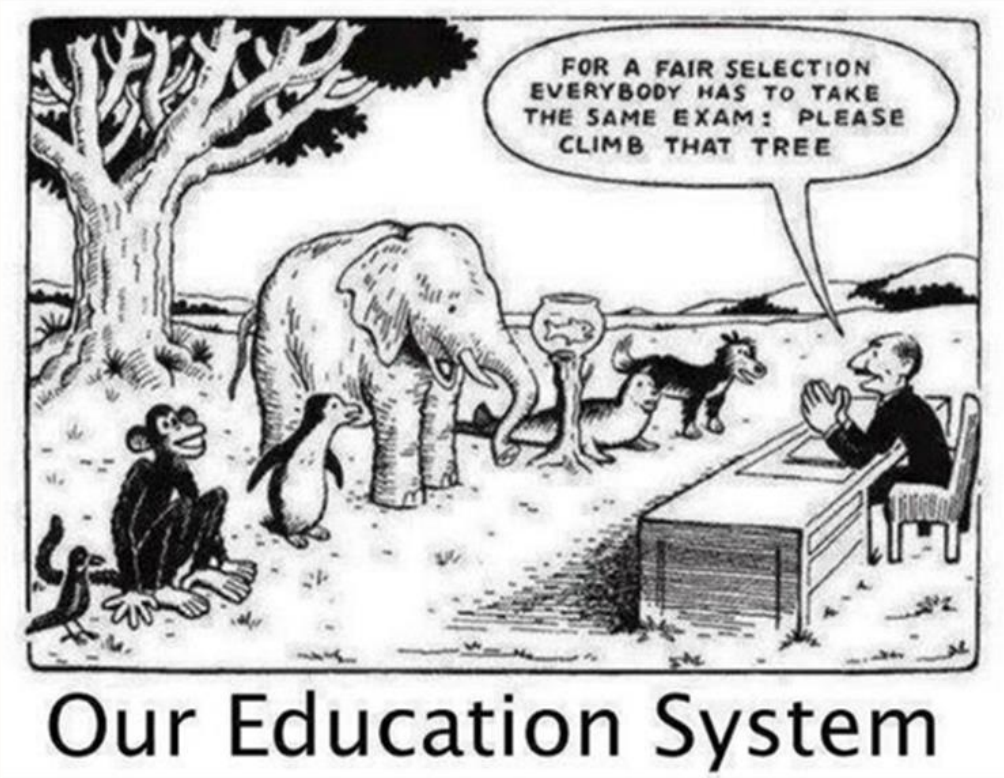


Neurodiversity at The Hall

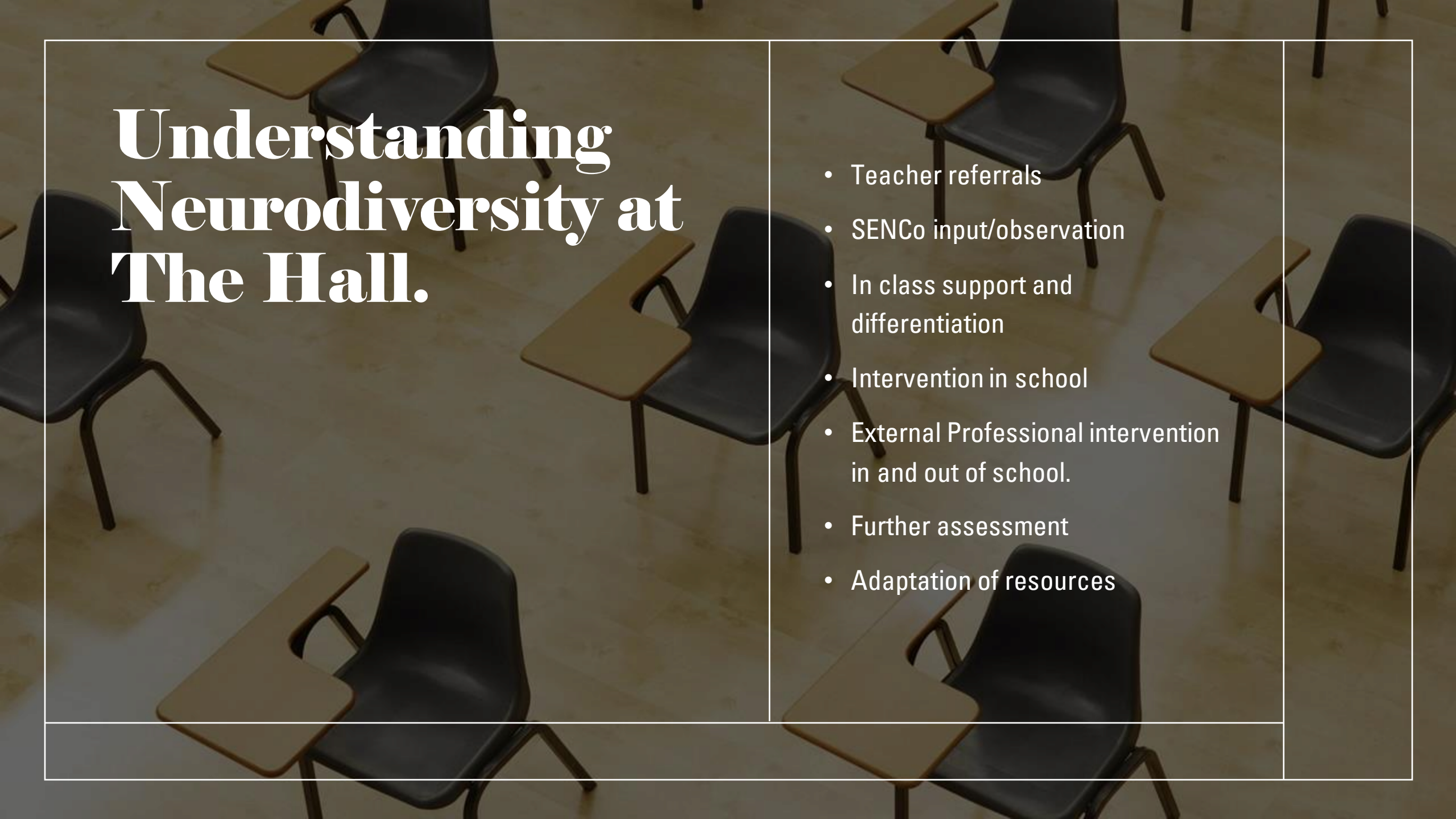
- Neurodiversity” is a word used to explain the unique ways people's brains work. While everyone's brain develops similarly, no two brains function just alike.
- Being neurodivergent means having a brain that works a bit differently.
- Differences should be celebrated.

Neurodiverse for life

Key terms

- **ADHD** – Attention deficit hyperactivity difficulties
- **ASC** – Autistic spectrum condition
- **DCD** – Developmental co-ordination difficulties or Dyspraxia
- **Dyslexia** - a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.
- **Dyscalculia** – Difficulties with maths
- **TS** – a condition that affects the nervous system.

Neurodiversity is about recognising that everyone's brain works differently.



Understanding Neurodiversity at The Hall.

- Teacher referrals
- SENCo input/observation
- In class support and differentiation
- Intervention in school
- External Professional intervention in and out of school.
- Further assessment
- Adaptation of resources

A whole school approach

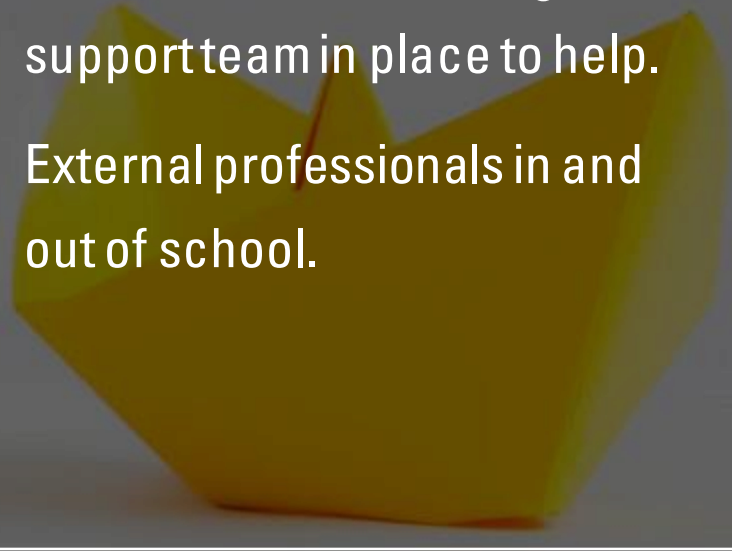
Scenario: Feeling anxious

The class are waiting in line to go into the hall for assembly. Harvey becomes very worried whenever he has to leave the classroom. When he is worried, Harvey feels better when he taps his hand against something. He is tapping his hand on Mohammed's arm... not hitting, just gently tapping.

What might help? How does Mohammed feel?

Learning support and referrals

- Referrals for support are typically made by the class teacher to the SENCO.
- If a student needs support, we have a fantastic learning support team in place to help.
- External professionals in and out of school.



Adam – Individual learning Plan 2023

Name: Adam	**Class:** 2R	**DOB:**
Strengths: • Chatty & bubbly • Enthusiastic • Hardworking • Sociable	**Difficulties:** • Focus and attention. • Following stepped instructions • Applying concepts • Developing independence	
External reports: Dr Smith Clinical Psychology 00.00.00 Prof Johnson – Psychiatrist 00.00.00	**Areas for development:** ✓ Developing independence ✓ Applying concepts	
Exam/test allowances: N/A at present, would suggest rest breaks in the future.		
Learning support: 1:1 Literacy/30min/week 1:1 Numeracy/30min/week External specialists help for literacy & maths		
Area of need : Adam has ADHD and is medicated.		

Teaching strategies:

- Break down multi step tasks and supply visuals.
- Talk through with A before he writes.
- Repeat first instructions in a sequence to allow him to start multi step tasks.
- Ensure that A is attending before giving oral directions/ explanations.
- Use Adam's name and establish eye contact (but do not over use or single him out excessively).
- Slow down the rate of speech.
- Speak using different volumes to gain attention
- Speak in short simple sentences with plenty of pauses and repeats.
- Give clear, concise and succinct instructions.
- Prompt during quiet work.
- Provide a purpose for the activity to prepare Adam.
- Information is presented in simple steps or chunks e.g., sit down - get your book out.
- Limit the amount of verbal information given at one time.
- Provide a written back up of instructions on the board.

Attention and movement:

- Seat in a distraction free spot.
- Lots of movement breaks (e.g., getting him to hand out books especially before seated work)
- Allow him to drink from his bottle
- Allow him to use fidget putty
- Allow him to do chair press ups

Learning plans – an example

The Early Year's Foundation Stage – EYFS – Early intervention.

- Communication and language development. …
- Physical development. …
- Personal, social, and emotional development. …

External reports – when and why

- There may be a time when we suggest an assessment to establish if your child is Neurodiverse.
- EP – Educational Psychologist – looking at cognitive ability 7+ – Dyslexia, Dyscalculia.
- CP – Clinical Psychology – Typically for neurodevelopmental assessments including ADHD & ASC.
- Psychiatry – To help with medication of ADHD.
- NHS or specialist Physio/OT – DCD, Tic disorders.

ADHD & AUTISM

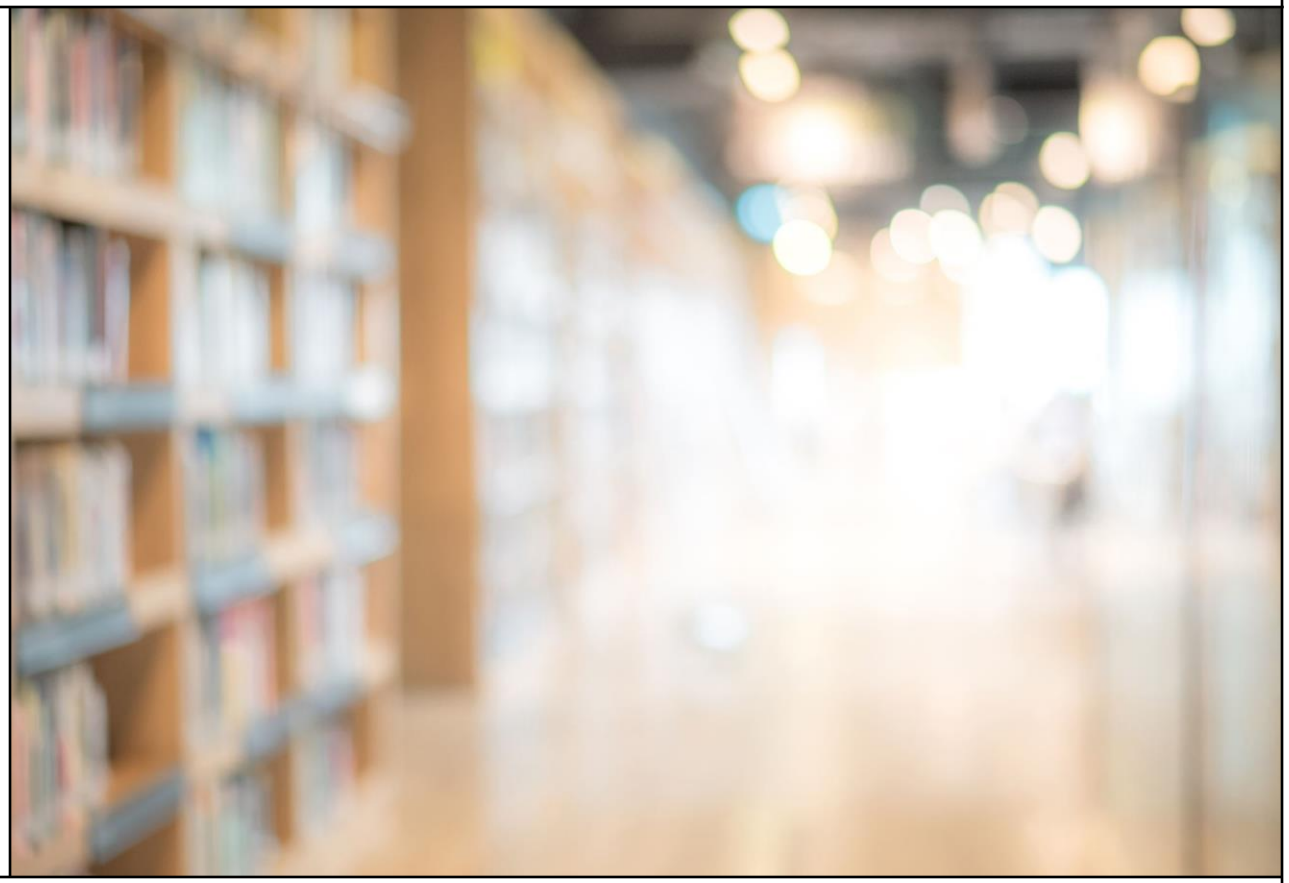
- Both neurodevelopmental conditions
- Both often misunderstood and misdiagnosed
- Overlapping symptoms but with different causes.

Wellbeing and Learning Support

- Welfare Strategy Group
- Safeguarding Group
- Co-ordination role
- Liaising with external professionals
- Referrals
- Weekly meetings with Kevin, Katie, Willem & Richard
- Fortnightly meetings with Chris

Future Schools

- How we balance the academic expectations and **neurodiversity**
- Exam arrangements
- Future schools



Home

- Communication.
- What is your child like at home?

NEURODIVERSITY
IS MY
SUPERPOWER

1

3

2

4

5

6

8
1,500

7

Learning Support team contacts

- Emily Holmstoel – SENCO and Head of Learning support e.holmstoel@hallschool.co.uk
- Danielle Fobel – Level 7 Specialist teacher and exam allowances (MS/SS) d.fobel@hallschool.co.uk