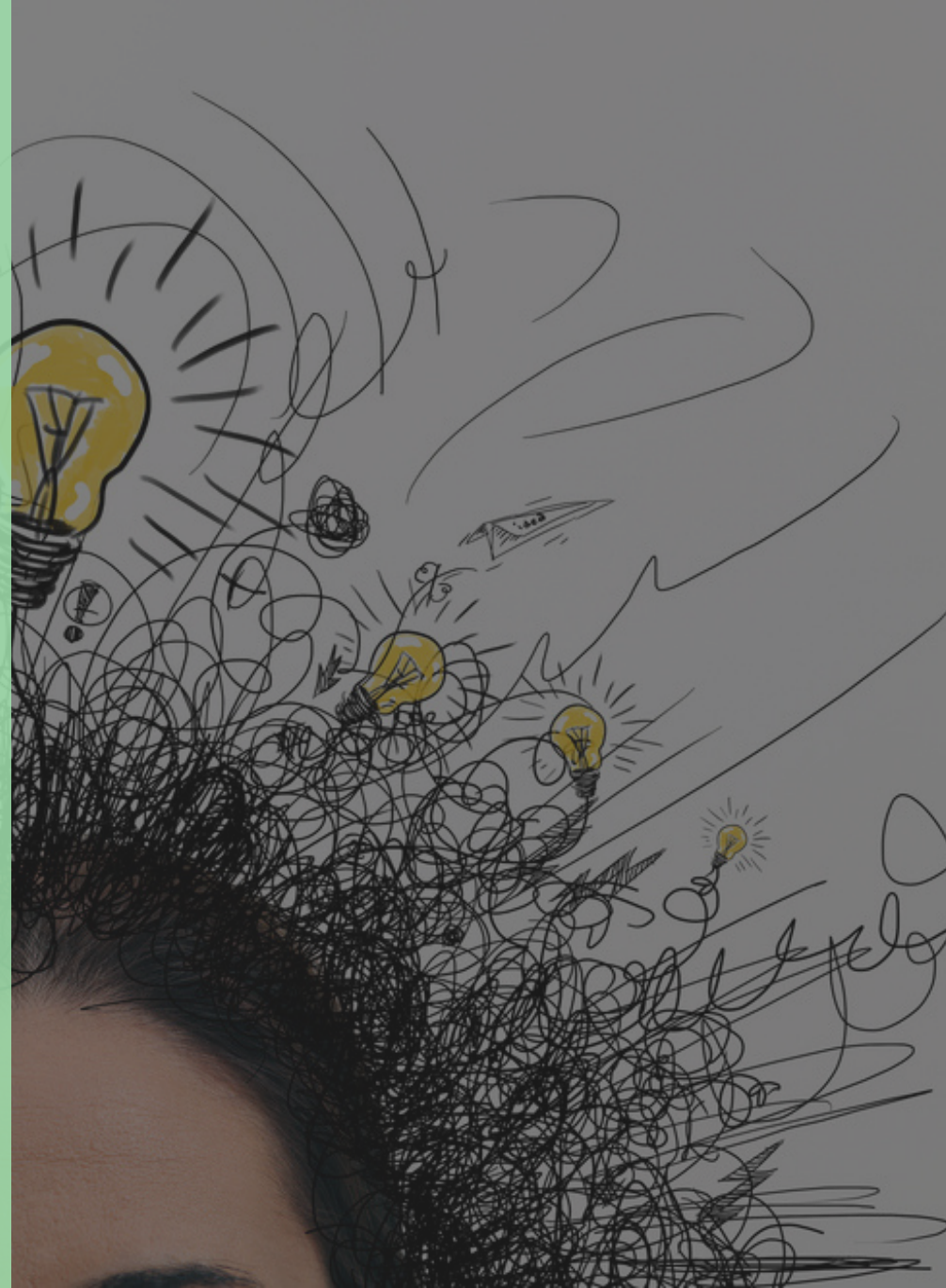


Boosting achievement of children in care

Understanding and supporting
neurodiversity

Part 1



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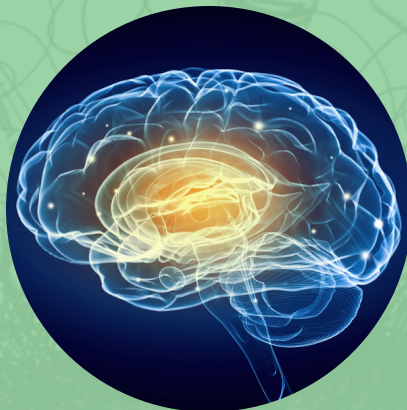
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What we're going to talk about



Defining the
challenge
some statistics



What is
neurodiversity?
some definitions



Holistic
profiling
understanding
strengths and
challenges

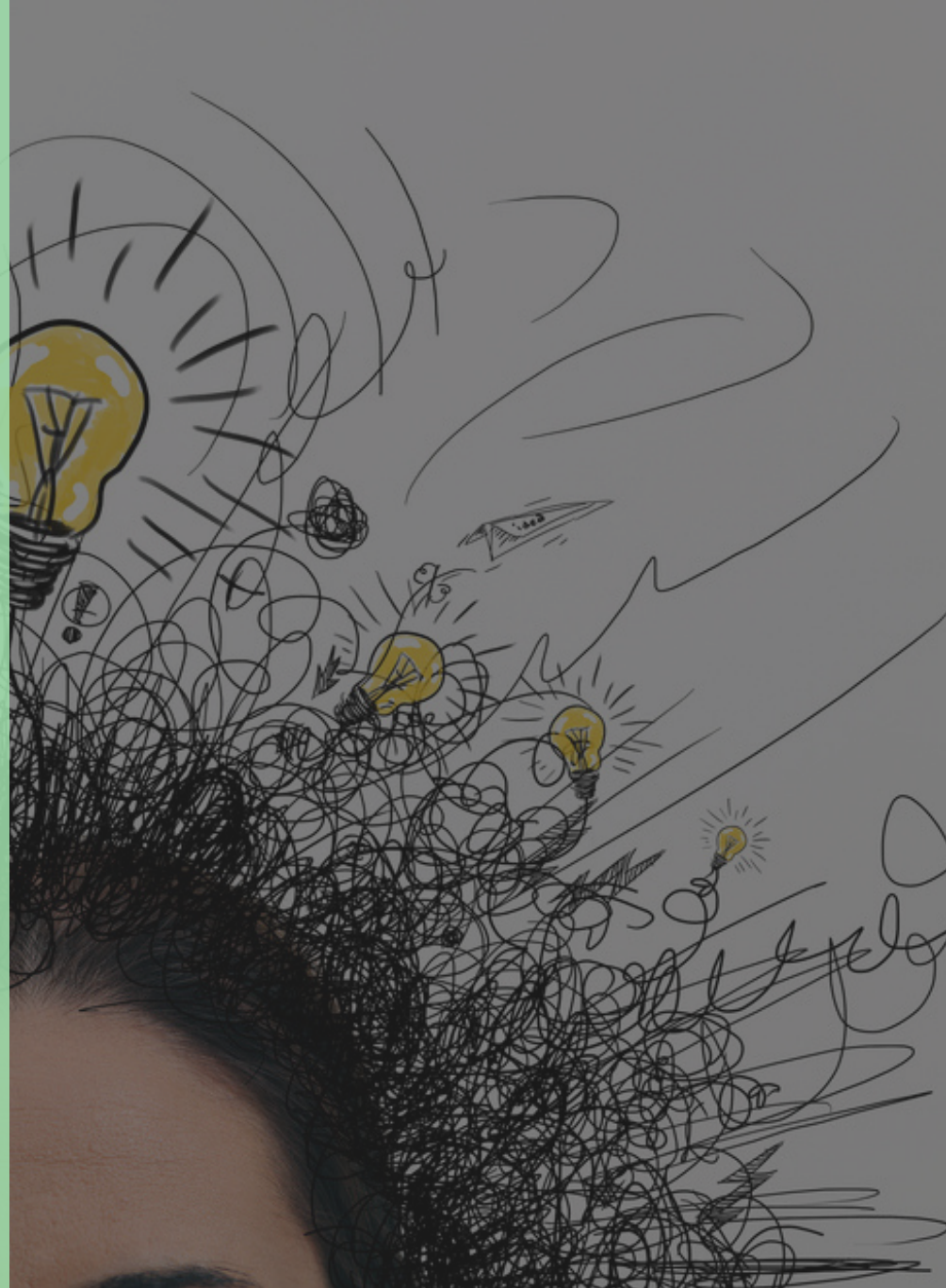


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Defining the challenge



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Five golden threads

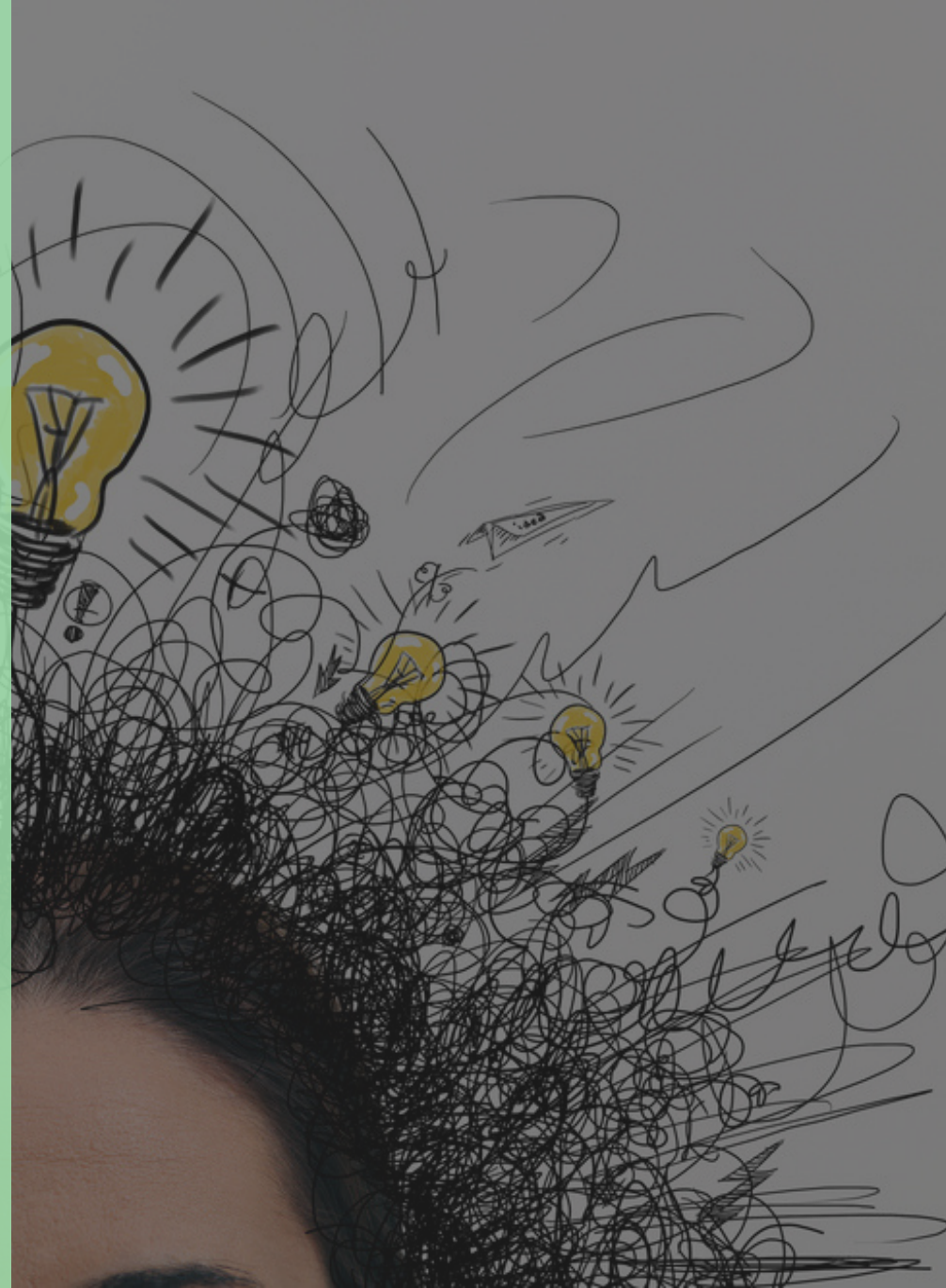
- the best start in life
- language for life
- engaging parents and carers
- smarter working, better services
- knowledge is power

Grasping the nettle: Early intervention for children, families and communities



How well do looked after children do at school?

some statistics



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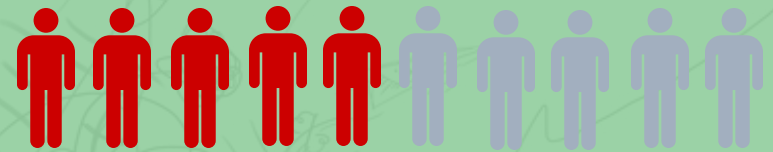
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Key Stage 1

percentage reaching expected standard*

Looked after children



All other children



24.75 percentage points difference

*based on average across reading, writing, maths & science



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Key Stage 2

percentage reaching expected standard*

Looked after children



All other children



28 percentage points difference

*based on average across reading, writing, maths & SPAG



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Key Stage 4

percentage reaching 5+ GCSEs at A* - C

Looked after children



All other children



39.5 percentage points difference



Key Stage 4

average score Attainment 8

Looked after children



All other children



25.3 points difference



Special Educational Needs

percentage identified with SEN

Looked after children



All other children



42.9 percentage points difference



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Five key issues

- Too many young people's lives are characterised by instability;
- Young people in care spend too much time out of school or other places of learning;
- Children do not have sufficient help with their education if they get behind;
- Carers may find it difficult to provide sufficient support and encouragement at home for learning and development;
- Children in care need more help with their emotional, mental or physical health and wellbeing.

Social Exclusion Unit



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Five golden threads

- the best start in life
- language for life
- engaging parents and carers
- smarter working, better services
- knowledge is power

Grasping the nettle: Early intervention for children, families and communities





What is neurodiversity ?

some definitions



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Neurodiversity is the diversity of human brains and human minds. The enormous diversity among individual human minds is a product of multiple factors, including environment, culture, family, and personal history. But human minds also possess an innate diversity, which interacts with these other factors to produce the unique individuality of each human being.

Nick Walker, 2013



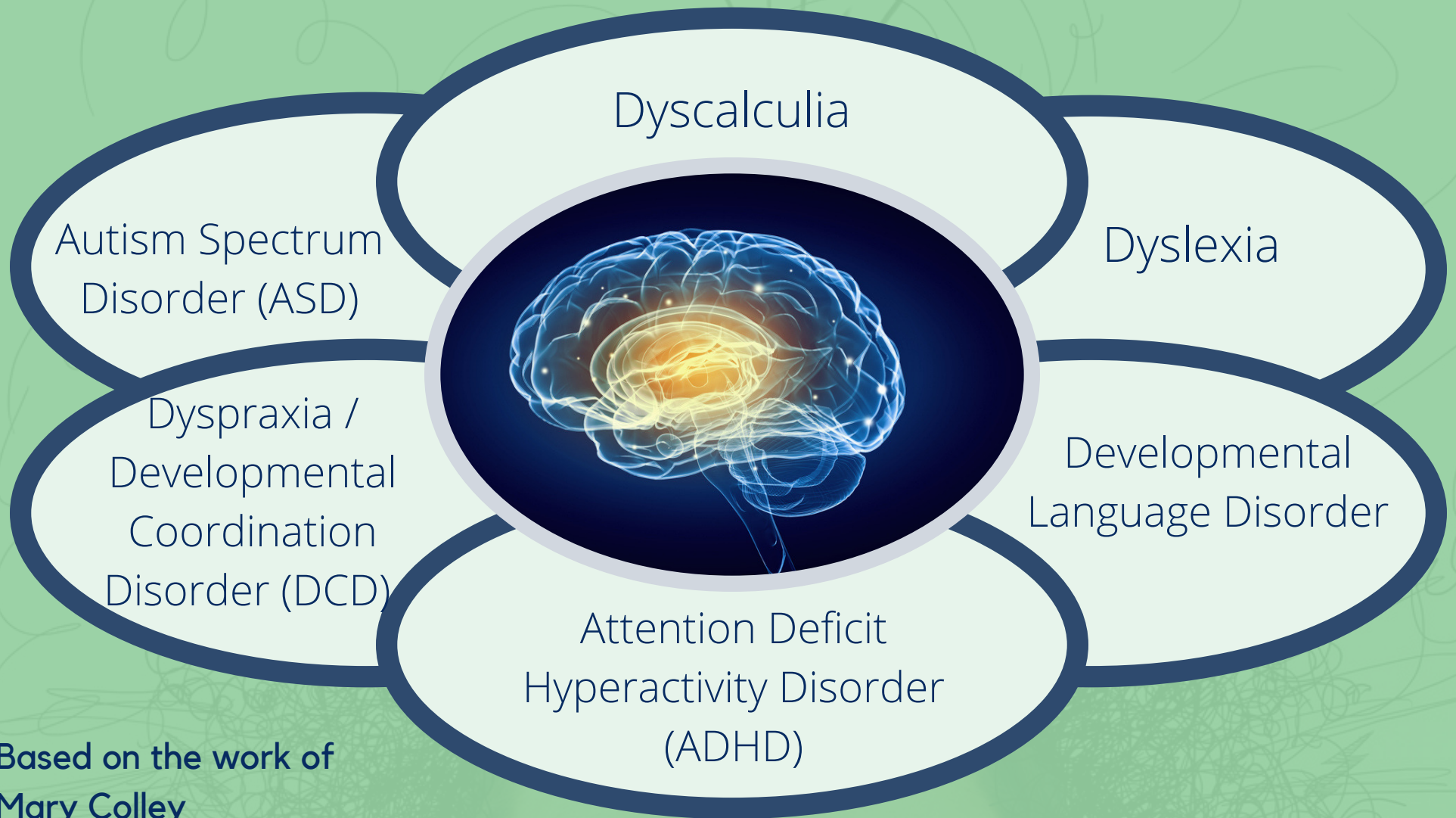
We are a neurologically diverse species: the enormous innate variation among individual human bodies extends to our brains, which differ from one another like fingerprints. This diversity of brains means a diversity of cognitive styles, a diversity of innate cognitive strengths and weaknesses, gifts and peculiarities. This is what is meant by neurodiversity.

Nick Walker, 2013





Specific Learning Differences



Based on the work of
Mary Colley



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Other possible issues

- Foetal Alcohol Spectrum Disorder (FASD)
- Childhood trauma
- Attachment issues



Holistic profiling

understanding strengths
and challenges



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motivation
sensitivity
honesty
visualisation
creativity
perseverance
resourcefulness
making
strengths
problem solving
empathy
long term memory
global thinking
visual-spatial awareness
oral communication



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orientation processing writing reading
motor skills attention
arithmetic memory spelling
social skills
challenges
organisation
time management
automaticity
word retrieval
estimating



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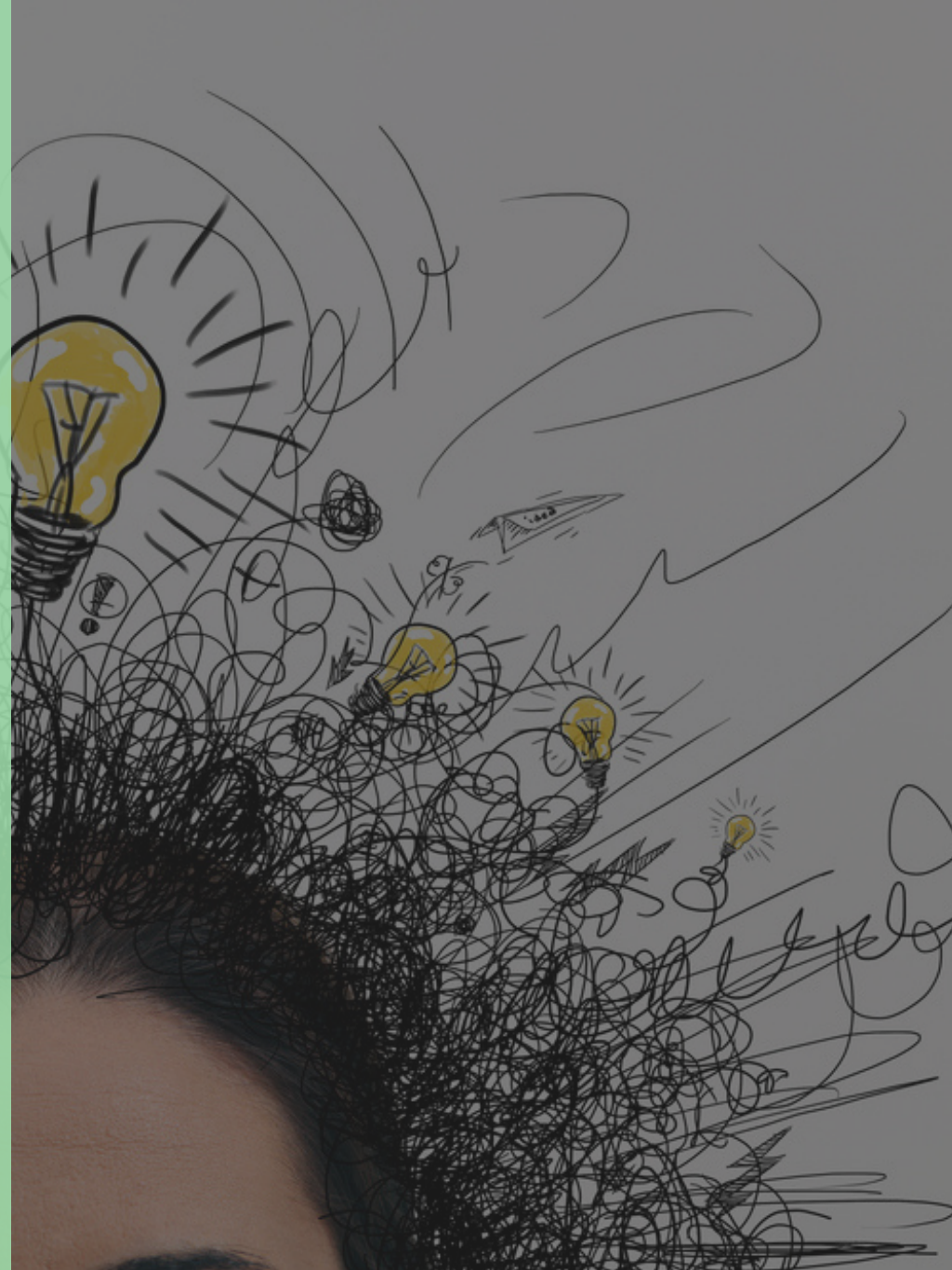
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Using the neurodiversity profiler

identifying strengths and
challenges



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Teaching for Neurodiversity resources and webinars are available from www.bdadyslexia.org.uk/about/projects/dyslexia-spld-support-project-2016-17

