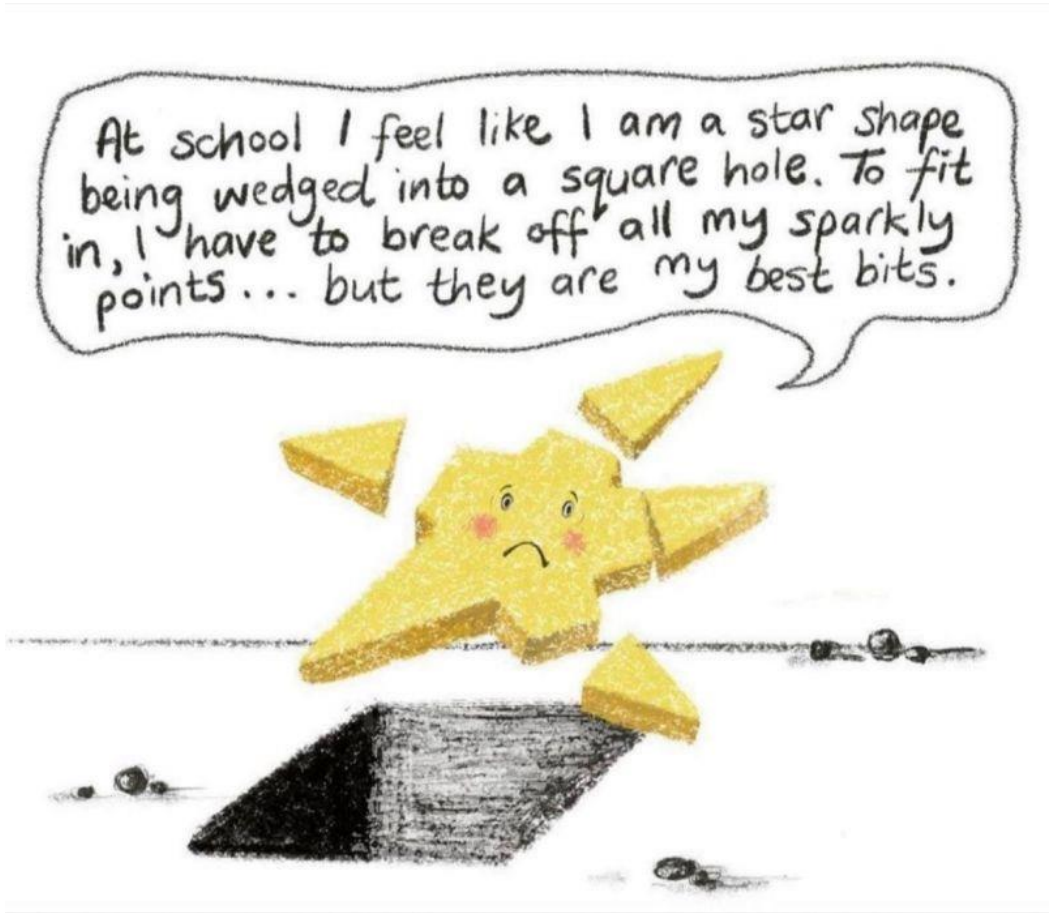


South Yorkshire Partnerships for Inclusion of Neurodiversity in Schools (PINS)

Doncaster PINS network
Monday 11th November 2024

Educators day booklet



Name of delegate _____ School/org _____





Doncaster PINS Network Day

Programme

Arrival/soft start from 8am	From 8am	Registration Coffee/tea/fruit tea	
Introduction	0845-900	<p>Welcome</p> <ul style="list-style-type: none"> • The Doncaster vision for PINS • The personal PINS charter • Appreciative Inquiry & mini team around the school 	<p>Graeme Routledge (SIA for Inclusion, City of Doncaster Council)</p> <p>Welcome and opening remarks by Leanne Hornsby (Service Director of Education & Skills, City of Doncaster Council)</p>
Session 1	900-1000	<p>Context - where are we with SEND? Why PINS?</p> <p>The importance of belongingness and partnership working</p>	<p>Emily Walker (Whole School SEND/LearnSEND) joined by Debbie Osborne and Giovanni Pezone (Doncaster Parents Voice) and Tracey Outram (SENDIAS)</p>
Session 2	1000 to 1055	<p>An introduction to neurodiversity: exploring language, ableism, and privilege in neurodiversity-affirming practice</p>	<p>Doncaster practitioners (mini team around the school)</p> <p>Ann Lowe, Nicola Moran, Natalie Neal, Sam Reeves</p>
	1055-1100	Remembrance reflection	
	1100-1102	Two minutes silence	
Break	1102 to 11-22		
Session 3	1122 to 1220	The lived experience of neurodiversity	Pete Wharmby
	1220 - 1300	LUNCH (including movement time)	
Session 4	1300 to 1340	Workshops	
For school support staff	Remain in main room	1. Speech, Language and Communication	



		provision across our city - the vision for 2030 (the role of the Lead Practitioner in every setting)	Karl Bower/ Matt Capps (NHS ICB/SLCN team)
For senior leaders/ teachers	Move to Belle Vue	2. Inclusion by design in the school environment from a communication and interaction perspective	Emily Walker (Whole School SEND/LearnSEND)
	1340 to 1345	Movement time	
Session 5	1345 to 1445	“Reflective and reflexive practice - small changes within a global understanding.” A model of trauma-responsive based care	Ted Daszkiewicz joined by Theresa Elvin (Doncaster Virtual School) and Louise Chappell (Headteacher @ Grange Lane)
Session 6	1445 to 1545 (including a mid-afternoon ten minute tea/coffee at 1500)	Reflecting on our personal journey in neurodiversity-affirming practice and preparing for change. Undertaking an Appreciative Inquiry with each setting	Doncaster practitioners team of Ann Lowe, Nicola Moran, Sam Reeves & Natalie Neal.
Breakout into six groups for debrief with teams around the school chat	1545 to 1600	Close to the network - personal commitments on charter & start to reflect as a school. Informal debrief and chat with professionals about school setting plans/follow-up questions/networking.	Graeme Routledge with practitioners around the room



External presenters



Ted Daszkiewicz has a psychology background with over 25 years direct work experience with children and families in both the statutory, education and voluntary sectors. This has included working in drug rehabilitation, behaviour support, youth justice and trauma related therapeutic interventions. He has also provided consultancy services to UK government departments developing national programmes. Ted is also a member of ACAMH - Association for Child and Adolescent Mental Health.



Pete Wharmby

After being diagnosed as autistic at the age of 34 in 2017, Pete Wharmby has immersed himself in working to improve autistic awareness, acceptance and making the world a more suitable place for the neurodivergent community.



“I have spoken at a wide range of events and conferences since 2020 in the UK and in Europe and North America, both in person and remotely, sharing my insight and experience of being autistic and ADHD with businesses, governments, educational establishments and more.

I am active on LinkedIn, Instagram and on YouTube, where my channel is at over 3000 subscribers. I am a bestselling author: my first book, *What I Want to Talk About*, was published by Jessica Kingsley Publishers in September 2022, and my second book, *Untypical*, was published by HarperCollins in March 2023, with the paperback released in March 2024. I have also written a number of articles, interviews and book chapters, and appeared on BBC Radio 2. I am a former secondary English teacher and a father-of-one.”



Emily Walker

Emily Walker has over 20 years of experience in education, holding both teaching and leadership roles in mainstream and special schools. Since 2018, she has been the Director of LEARN SEND Hub, and serves as the Regional Lead for EMSYH for Whole School SEND. Emily regularly speaks at conferences on SEND and is passionate about supporting all pupils to reach their full potential.

“True belonging doesn’t require us to change who we are, it requires us to be who we are.” Brené Brown



Belonging in Doncaster – “Connect before you correct.”

A belongingness-centred definition of inclusion

- “Inclusion as personal experience: do pupils *feel* included, and like they belong at school? Learners could be present and participating, but what is their subjective sense of whether or not they are part of their school community, and feel safe, and valued.
- Inclusion-as-belonging emphasises the importance of school *experiences*, and positions the people in the school community as *choice-makers and change-makers.*”



Text ©2023 The Belonging at School team. Alyssa Alcorn, Natalia Zdorovtsova and Duncan Astle



“Safety is not the absence of threat.....it is the presence of connection.” Gabor Maté

One way to understand neurodiversity is to think in terms of human operating systems-just because a PC is not running Windows doesn't mean that it's broken.

STEVE SILBERMAN



“The human brain is as diverse as the human fingerprint.” Victoria McGovern

**Celebrating
different minds**





Name _____ School/org _____

My personal charter to PINS

Priority	Due Date	What is the outcome I want to achieve?	Resources I'll need	PINS priority area	Progress by deadline
Short term commitment 1	Xmas 2024				
Short term commitment 2	Xmas 2024				
Medium term commitment 1	Apr 2025				
Long term commitment 1	July 2025				

NOTES:





Session 1 notes: Context - where are we with SEND? Why PINS?
The importance of belongingness and partnership working





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Session 2 notes: An introduction to neurodiversity: exploring language, ableism, and privilege in neurodiversity-affirming practice



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Kerry Murphy – Author of A Guide to SEND in the Early Years: Supporting Children with Special Education

We need to stop ‘fixing’ delays

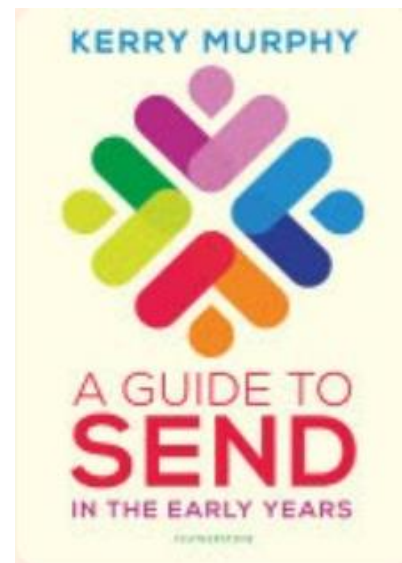
When I think back to my training as a SEND specialist, I was always taught that our role was to help minimise or "fix" delays, which was usually achieved through play-based interventions.

Play based interventions are structured programmes of support to improve educational outcomes. Some are carried out in the setting or in a clinical environment, others are parent-led and take place at home. A great example is Talking Boxes - vocabulary is introduced through themed boxes like animals, clothing or going to the park. Interventions are predominantly led by the adult, and have a specific agenda.

But I became increasingly frustrated that children with SEND often had their play behaviours reduced to symptoms of their conditions, rather than this being viewed as diversity within play. And what do I mean by that? Take, for example, "the only reason he lines things up is because he is autistic". This isn't necessarily true.

*I also kept feeling discomfort about the claim that interventions were play-based when they often contradicted the features of play (see Peter Gray's *The Value of Play*- link below). They often aren't self-chosen, stress-free, or enjoyable. I observed many small-group interventions and saw children resist "training" aspects where they were expected to sit, pay attention, speak, or to self-regulate. In many of these cases, children were on neurodevelopmental diagnosis pathways, for neurotypes such as autism and social communication.*

I had a looming concern that interventions were becoming a way to teach children to mask their differences. This has a long-lasting impact on children with SEND, as they're hiding the traits of their condition just to fit in.



Links to further reading

Peter Gray (2008). *The Value of Play I: The Definition of Play Gives Insights*

<https://www.psychologytoday.com/gb/blog/freedom-learn/200811/the-value-play-i-the-definition-play-gives-insights>



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CELEBRATORY FRAMEWORK WITH PROMPTS

Key Person "Voice"

- What do you love about the child?
- What do you hope the child will learn?
- What defines a good day for the child?
- What defines a not so good day?
- What ways do you bond within the settings?

Child's "Voice"

- What are their preferred forms of communication?
- How do they express their needs?
- How do you know they are engaged?
- What are the signs of disengagement?
- How do they like you to communicate with them?
- What soothes them?
- How do they let you know what they are thinking?

Parent "Voice"

- What do they love about their child?
- What do they hope their child to learn?
- What defines a good day for the child?
- What defines a not so good day?
- What do they love to do at home with the child?

Strengths & Interests

- What resources and objects do they play with?
- Do they initiate play?
- Which areas do you commonly find them in, for example, areas of continuous provision including whether it is indoors or outdoors
- What are they good at?
- Who do they like to play alongside and with?
- Do they return to particular experiences, or repeat particular types of play?
- What movements do they like to make?
- What can they do independently?
- Who are their favourite people?

Differences

- When thinking of the behaviours which you might usually consider as delayed, how do they do it differently to other children? For example, you may have a child that chooses to spin when they want something, rather than to speak.

Areas of Need

- Which area do they need support in:
 - Cognition & Learning
 - Social, Emotional and/or Mental Health
 - Physical and/or Sensory
- What currently works?
- What is challenging?
- Provide specific examples of what you think they might need.





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The Neurodiversity Zones of Growth





Session 3 notes: The lived experience of neurodiversity







Session 4 workshop notes: Speech, Language and Communication provision across our city – the vision for 2030 (the role of the Lead Practitioner in every setting)

OR

Inclusion by design in the school environment from a communication and interaction perspective







Session 5 notes: “Reflective and reflexive practice – small changes within a global understanding.” A model of trauma-responsive based care





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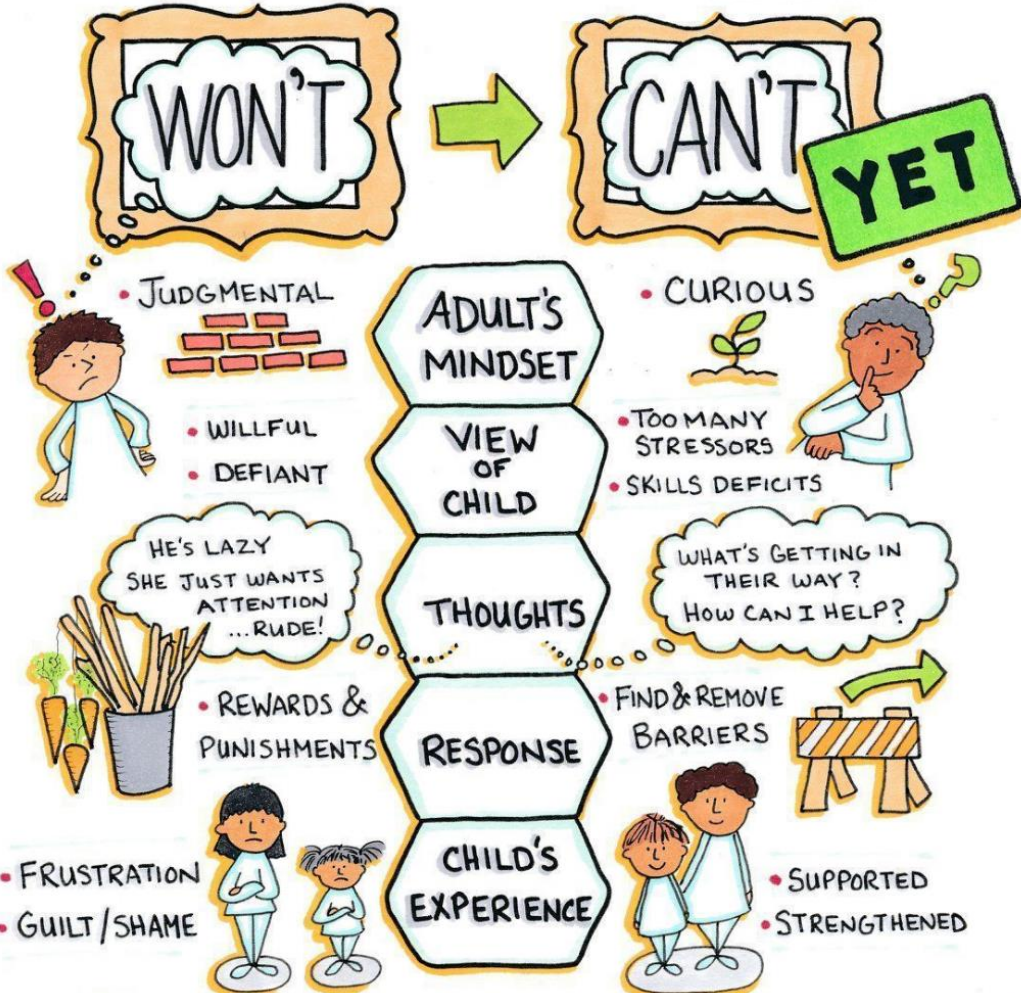
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REFRAME THE BEHAVIOUR

“KIDS DO WELL IF THEY CAN”

~ROSS GREENE



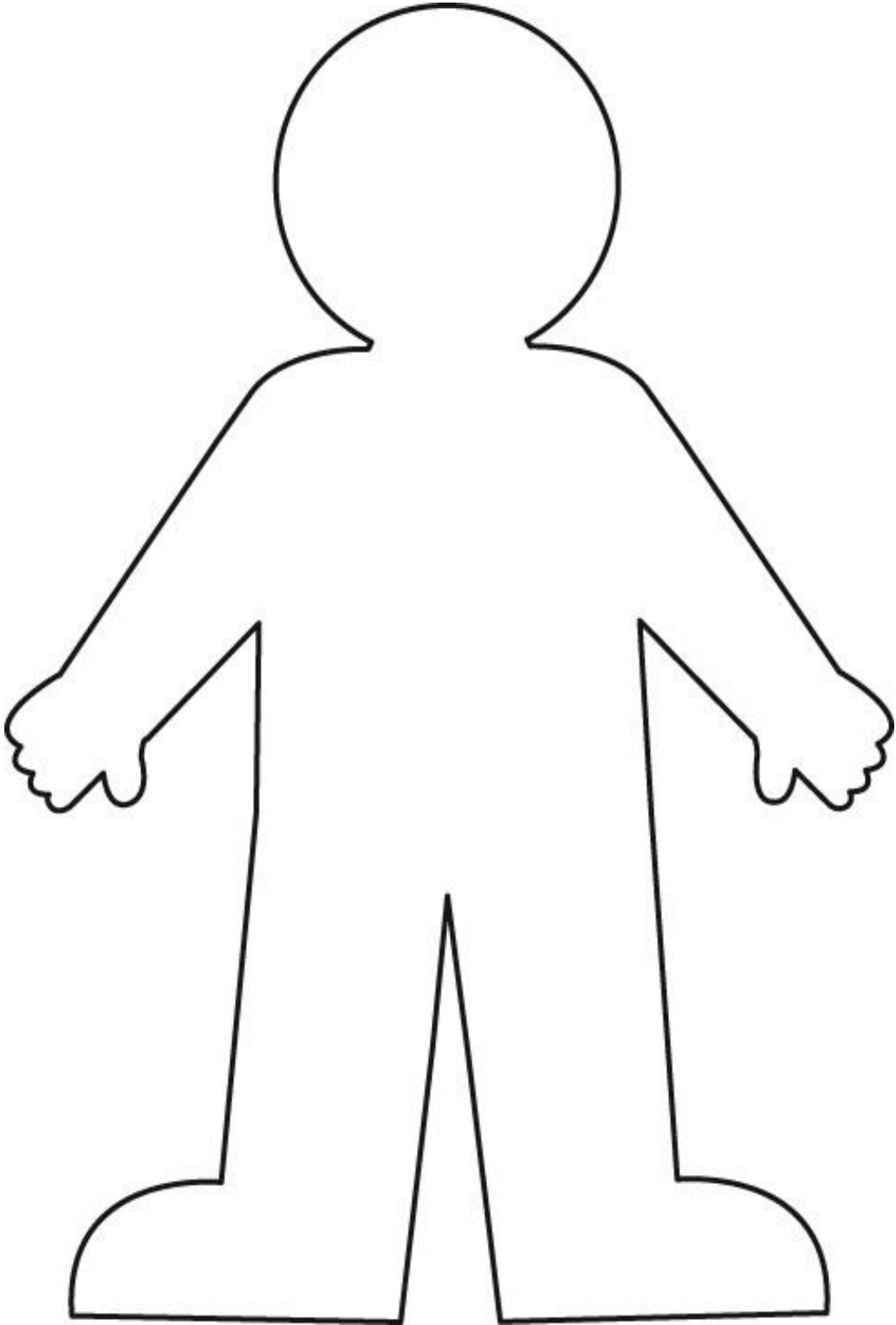
“SEE A CHILD DIFFERENTLY, YOU SEE A DIFFERENT CHILD”
~Dr. Stuart Shanker

When kids exhibit challenging behaviour we can be “STRESS DETECTIVES”...finding and removing barriers.

- FIND STRESSORS → REDUCE THEM
- FIND UNMET NEEDS → MEET THEM
- FIND SKILLS DEFICITS → TEACH THEM

@kwiens62

Thinking about the child/young person that you work with, someone who you would like to understand better. Around the child annotate the behaviours of the child that you are observing. Inside the child consider what the child may be feeling.





Session 6 notes: Reflecting on our personal journey in neurodiversity-affirming practice and preparing for change. Undertaking an Appreciative Inquiry with each setting







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We hope you have an enjoyable, insightful, and productive day working with us, and on behalf of the City of Doncaster Council and the South Yorkshire NHS ICB we want to thank you for your time, energy and commitment to this project and to your own personal development.

Best wishes,

Doncaster PINS team #PINSDoncaster2425 #PartnershipPINS
#NeurodiversityPINS #ChooseKindness

