

The magic of being
NEURODIVERSE





NEURODIVERSITY

Neurodiversity is the concept that recognises and respects the diversity of neurological differences amongst individuals, including variations in brain function and behaviour. It emphasises the idea that neurological differences such as Autism are a natural variation of the human brain rather than a disorder that need to be cured or fixed.

An autistic child often has unique strengths and challenges that contribute to their success in life. The neurodiverse movement also promotes the idea that these differences contribute to the richness and diversity of human society.

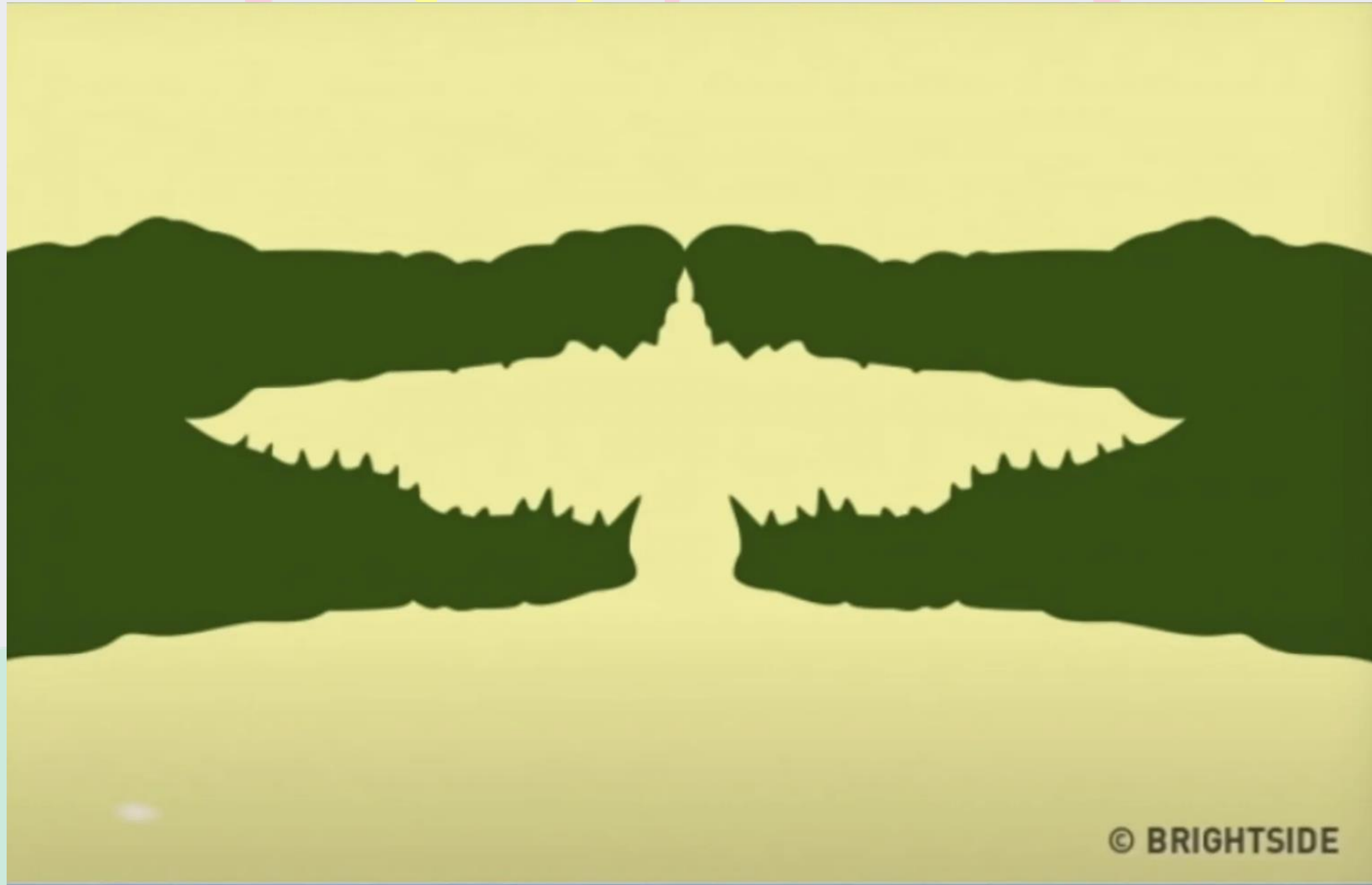


Kaleidoscope

Our additional recourse for neurodiverse students (ARMS provision), offers specialised support for pupils with Autism. This enables us to gain a comprehensive understanding of their unique brain function and effectively address a range of complex needs to ensure their holistic development and well being. This task however does not start and stop with the school, but given the correct and continuous support within the child's network, can only have a positive impact.



ACTIVITY: ALL OF OUR BRAINS WORKS DIFFERENTLY





Autism Spectrum Disorder (ASD)

Youtube – Amazing things Happen!





UNIQUE STRENGTHS OF A STUDENT WITH ASD

- Attention to detail
- Exceptional memory
- Passion and knowledge about a specific topic
- Observation skills
- Analytic
- Honesty
- Integrity
- Innovative and creative

HOW AUTISM AFFECTS LEARNING?

Our children may require different types of learning strategies, accommodations, or support to succeed in the classroom.

By providing the correct pathway to learning, we can help them access the curriculum and learn at their own pace.



Auditory – What you might see



Hypo sensitive – under sensitive	Hyper sensitive – overly sensitive
Bangs objects and doors	Covers ears at certain noises
Likes vibrations	Can hear things others do not notice
Attracted to sounds	Distracted by noise
Enjoys loud noises	A light sleeper
	Easily startled
	Anxious at loud sounds
	May make noise to 'drown' out external noises

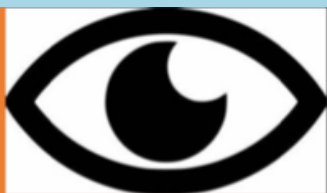


Auditory – What you might try



Hypo sensitive – under sensitive	Hyper sensitive – overly sensitive
Give time to respond to speech	Be sensitive to their wishes
Make noise – bang pots and pans	Warn them of loud noises you know will happen
Cause and effect toys	Provide a quiet space
Songs with actions	Music
Create noise in the environment – wind chimes, music, different materials	Allow them to wear sound reducing headphones
	Avoid a noisy classroom, do not raise your voice
	Use visual cues instead of words

Visual – What you might see



Hypo sensitive – under sensitive	Hyper sensitive – overly sensitive
Seeks out bright lights	Dislikes bright lights
Looks intensely at people and objects	Prefers dark spaces
Moves fingers or objects in front of eyes	Distracted by visual information
Showers items down in front of face	Looks down a lot of the time
Perimeter hugging	Focuses on small details
Takes longer to react to visual stimulus	Notices the smallest items



Visual – What you might try



Hypo sensitive – under sensitive	Hyper sensitive – overly sensitive
Use sensory lighting – lava lamps, bubble tubes, coloured lights, mirror balls	Keep visual clutter clear
Include pouring activities into provision	Reduce equipment/toys in the environment
Marble runs, dominos, ramps and racers	Keep lighting soft – use lamps, have blinds down
Magnifiers, sand timers, glitter tubes, kaleidoscopes	Allow sunglasses or peaked caps
Exciting visual things in the environment	Keep things in the environment to a minimum visually
	Tinted plastic to look through

Taste – What you might see



Hypo sensitive – under sensitive	Hyper sensitive – overly sensitive
Eats anything – including non food items	Restricted food types
Mouths and licks objects	Uses tip of the tongue to test things
Mixes sweet and sour	May gag or vomit easily
Eats quickly	Likes bland food
Craves strong tastes	Likes consistent temperature of food



Taste – What you might try



Hypo sensitive – under sensitive	Hyper sensitive – overly sensitive
Allow to join cookery activities	Play with food to desensitise
Timetable snacks	Use food pictures etc in learning
Provide a variety of foods – taste and texture	Offer different foods – but never force the food
	Use plates with different sections
	Use foods in different ways – make bracelets

THE IMPORTANCE OF INCLUSION

By creating a more inclusive learning environment, we can help children with Autism feel valued and supported.

Inclusion also helps to combat stereotypes and stigma surrounding neurodiverse conditions such as ASD.



CONCLUSION

Neurodiversity is a **natural variation** in **brain function** and development.

One specific variation is **Autism**.

Children with ASD have unique strengths and challenges that can contribute to their success in life.

By understanding and supporting our children, we can create a more inclusive and compassionate society for all.



RESOURCES

West Lodge Primary School Home page- Key Information

Sensory Processing 101 by Dayna Abraham, Claire Heffron, Pamela Braley and Lauren Drobnjak

Making Sense Award – All Aboard – Emma Griffiths and Beth Kitchen

National Autistic Society Homepage <http://www.nas.org.uk>