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The East Berkshire Neurodiversity Network launched in June 2021 with a presentation by Siena Castellon.

Siena is an inspirational young advocate who shared her experiences of neurodiversity and talked with passion to the members of the Neurodiversity Network. A huge thank you to Siena for her support for the network and her continued drive to promote the strengths of neurodiversity.



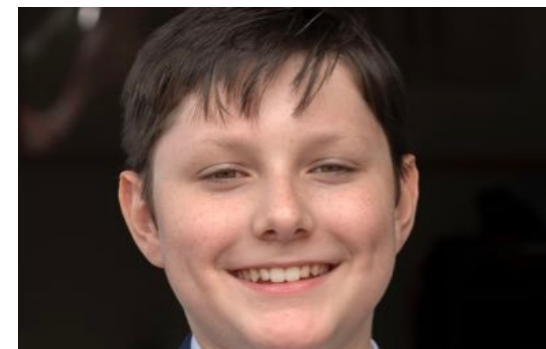
# Session One Newsletter:

## An introduction to Neurodiversity in Education

Contact us  
to register

The second network meeting took place in July, presenting a great opportunity for members of the network to meet and share their ideas and thoughts on how East Berkshire can develop positive practices and services for children and young people in the local area.

The theme of the meeting was "An introduction to Neurodiversity in Education". Colin Foley, National Training Director for the ADHD Foundation Neurodiversity Charity facilitated a lively session focusing on educational practices to best support our neurodivergent learners in education. This was an opportunity to develop skills and knowledge within an educational context, providing insight into best practices within school settings.



We were also joined by the wonderful Marcus Wilton, a 14-year-old young ambassador for the ADHD Foundation Neurodiversity Charity.

Marcus is a passionate speaker who talked openly about his experiences of neurodiversity and education. Marcus' presentation not only made us smile, but encouraged members to pause for thought and think about the young person's personal experiences and view point.



# About the network:

The Neurodiversity Network aims to bring together people from across East Berkshire to change how we think about and understand neurodiversity and to explore best practices to support neurodivergent children and young people within the area. During the July meeting, members of the network took part in break out room discussions.

Based on feedback from members of the network, we collated their feedback.

**Find out what's working and what they would like to see moving forward:**



**To find out more information, or to register for the network, visit:**

**[www.adhdfoundation.org.uk/east-berkshire-neurodiversity-network](http://www.adhdfoundation.org.uk/east-berkshire-neurodiversity-network)**

**We look forward to welcoming you to the network!**



# What's working?

- Great examples of individual practices are taking place in schools locally including; emotional literacy programmes, calming spaces in classrooms, sensory circuits and clear routines.
- Schools are demonstrating an understanding of neurodiversity and accepting of neurodivergence.
- Training opportunities for school staff is allowing for the development of knowledge and understanding.
- Understanding and acceptance are seen through schools as they provide individualised support for children and young people.
- Teacher's willing to try new approaches and staff supporting parents/carers.
- Positive home school communication.
- Partner agencies are valuing working alongside schools to support positive transitions.
- Improvements in technology to allow for an increase in resources and ways to communicate and connect with others
- Relationships - between parents/carers and school, between professionals, parent/carers and school land between the adults and the children and young people themselves, are improving.

# What we would like to see:

- Important to focus on meeting the child's individual needs, particularly in relation to girls and when there are more complex presentations.
- Consistency among the different schools allowing for accessible support to be easier to obtain.
- Holistic approaches and understanding a child or young person's context, especially in the early years,
- Transitions to continue to be seen as a priority area and for them to be the very best that they can be.
- Accessing support can often be confusing to families. Families could benefit from it being more straight forward and additional support options available to them.
- Parents/Carers would like to "do away" with pen licenses for neat handwriting as well as behaviour hubs where children are isolated or excluded.
- Continued opportunities to share practice/skills/information.