



## ***Children's Neurodiversity***

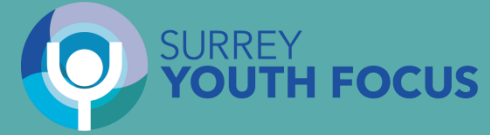
### ***Skills Sharing: Schools***

***Tuesday 24th June 2025***

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# AIMS OF TODAY



- The **Surrey STIPs** team to share skills and learnings from their own work with schools. Supporting your knowledge and confidence of what is available.
- Create a space where we can meet with local colleagues, learn from each other and gain an increased understanding of other organisations working with children and young people and their families.
- Access to problem solving conversations with peers.
- Make connections with other colleagues, to follow up with after today.

**STIPS = Specialist Teachers  
for Inclusive Practice**

Becky Billingham & Liz Calver

## **Specialist Teachers for Inclusive Practice (STIP)**

Children, Families and Lifelong  
Learning (CFLL)





**SURREY**  
COUNTY COUNCIL

# Supporting inclusion in the classroom

Specialist Teachers for Inclusive Practice

# Aims of the session

- Who are we and what do we do
- How STIP support neurodiversity

# Specialist Teachers for Inclusive Practice



# Ordinarily available provision

The term 'ordinarily available provision' comes from the SEND Code of Practice and refers to the support that mainstream schools or settings are expected to provide for a child or young person through their agreed funding and resource arrangements.



Surrey Local Offer  
for 0-25 year olds

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[Directory](#) [Information](#) [News](#) [Contact us](#) [Shortlist \(0\)](#)

[Home](#) > [Practitioners](#) > [SEND resources for practitioners](#) > Ordinarily available provision (schools)

## Contents

[Introduction](#)

[Overview](#)

[Principles](#)

[Section One: High Quality Teaching expectations of all settings](#)

[Section Two: Graduated response](#)

[Section Three: Ordinarily available support in educational settings](#)

[Section Four: Additional support](#)

## Ordinarily available provision (schools)

### Introduction

All children and young people should have the opportunity to reach their full potential. Surrey County Council's ambition for children and young people is that they are safe, have access to a local education setting, feel connected and heard in their community and have future opportunities to look forward to, here in Surrey.

This guidance will help meet this ambition by supporting settings, practitioners, families, and carers to work together to ensure that children's additional needs are met at the earliest opportunity.

Having a sense of belonging is so important. I strongly believe that all children and young people should feel part of their community, whether that's in school, their neighbourhood, town, or this county. This guidance sets out our approach to inclusion and the steps you can take to help address and respond to the diversity of needs of all children and young people.

Rachael Wardell  
Executive Director  
Children Families and Learning Surrey County Council

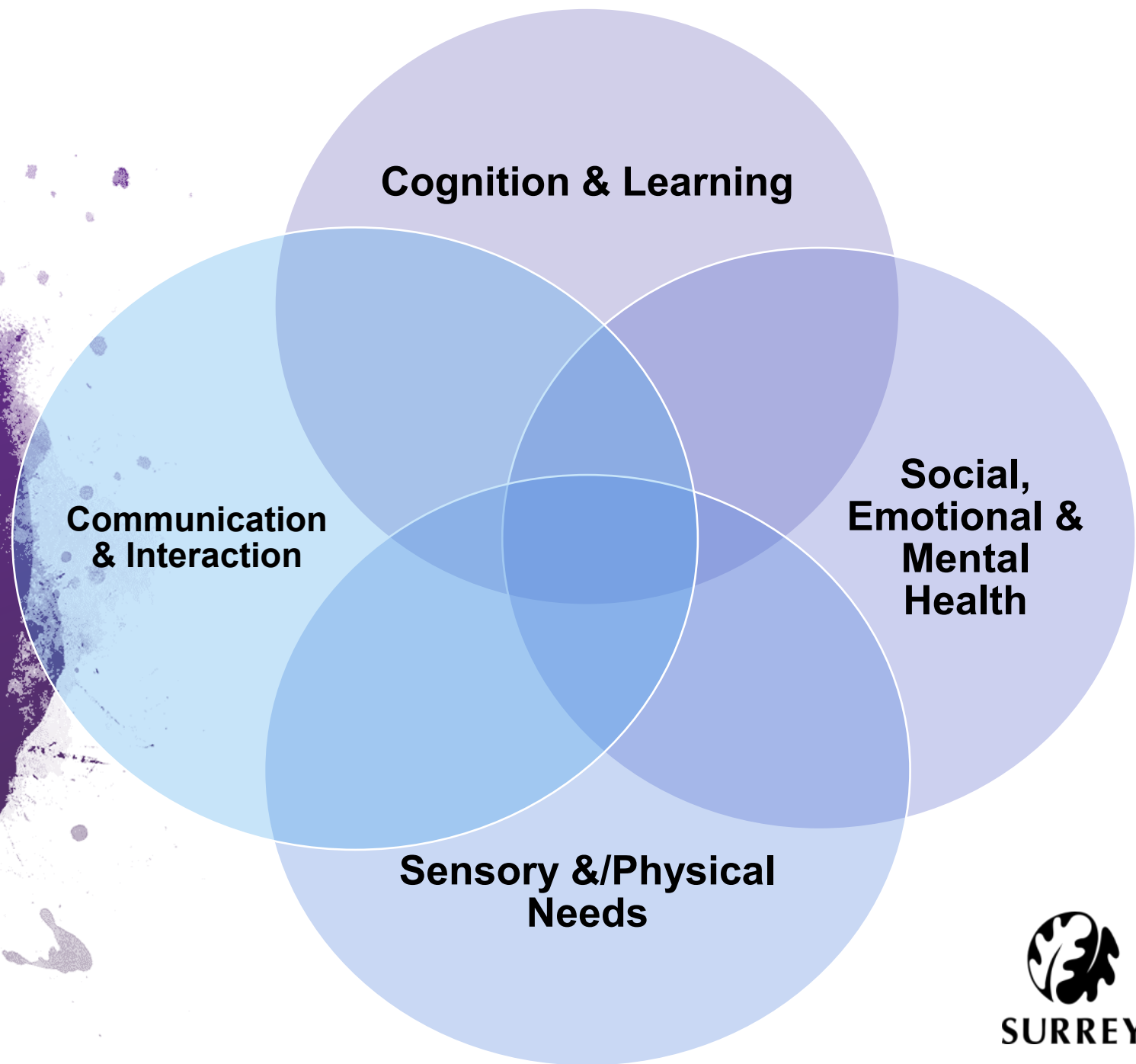
[Ordinarily available provision \(schools\) | Surrey Local Offer](#)

Surrey Inclusion & Additional Needs Service- information about the services available to support schools meeting the needs of their pupils [Surrey inclusion and additional needs service offer | Surrey Local Offer](#)



SURREY

# Areas of additional need



## Strategies to Support Speech, Language and Communication Needs

1. Positive communication environment
2. Engage attention
3. Simple language
4. Chunk instructions
5. Teach vocabulary
6. Clarify
7. Non-verbal communication
8. Aided language display boards
9. Visual aids
10. Waiting time



# Strategies to Support Cognition and Learning Needs

1. Chunk learning
2. Focus attention
3. Visual reminders
4. Visualisation - manipulatives and representations
5. Teaching to fluency and generalisation
6. Multi-sensory
7. Pre-teaching
8. Encourage metacognition and independence
9. Technology
10. Structured tasks



# Strategies to Support SEMH Needs

1. Environment
2. Routines
3. Visual prompts
4. Learning breaks
5. Developing scripts
6. Positive reinforcement
7. Model and teach alternative behaviours
8. Safe space
9. Self-monitoring
10. Social skills

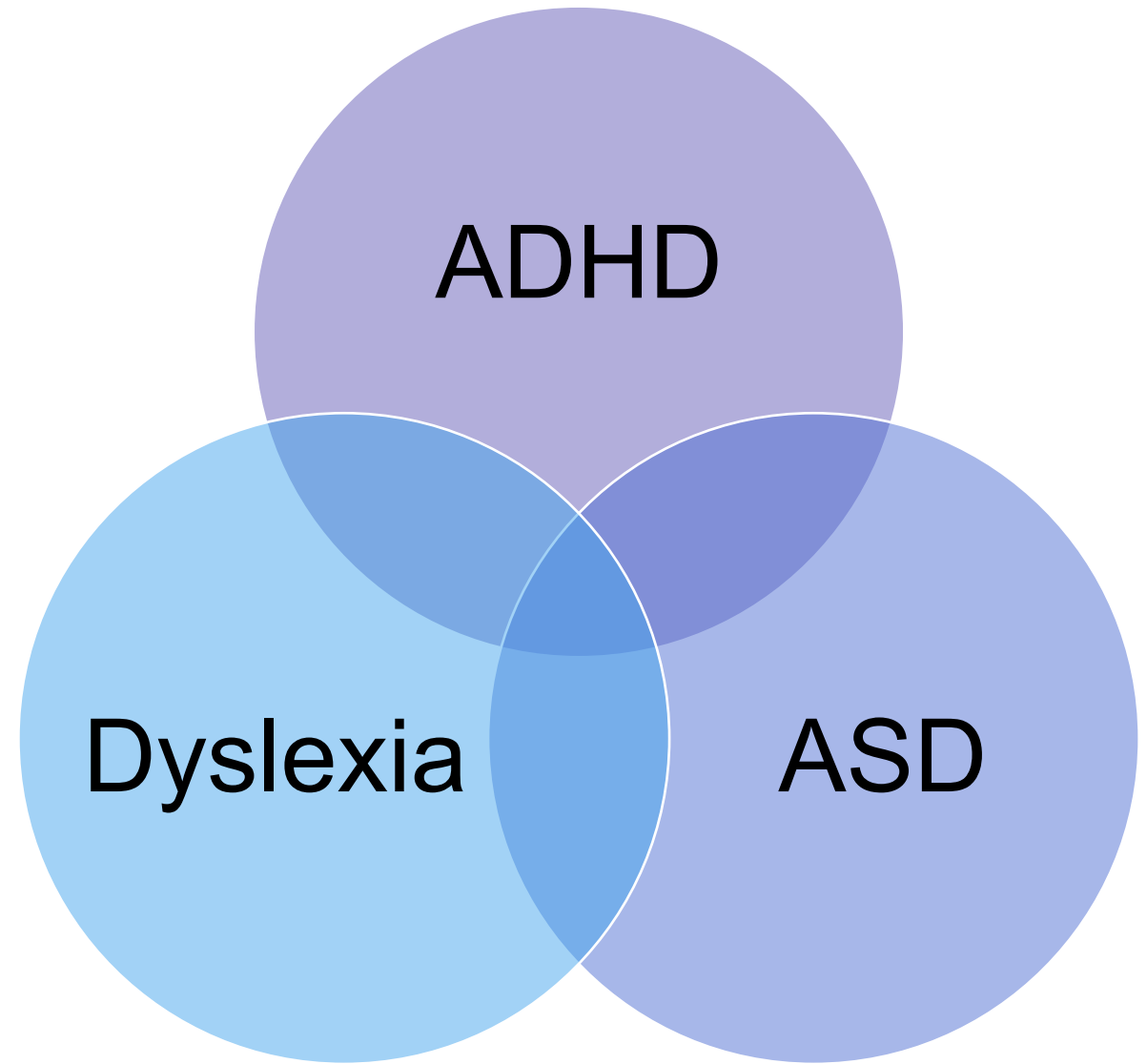


# Strategies to Support Physical and Sensory Needs



1. Whole school aware of sensory/physical needs and implications
2. Check hearing and vision
3. Posture and seating
4. Writing tools
5. Movement breaks
6. Equipment
7. Fiddle toys
8. Ready for learning
9. Daily living and independence
10. Sensory

Provide learning breaks  
Praise effort as well as attainment  
Prepare children for change  
Use social stories  
Use timers  
Break tasks into manageable chunks  
Highlight key words  
Have a quiet space or headphones  
Use visual prompts, e.g., pictures, symbols, objects  
Provide something to do during non-active times  
Supply a concentrator  
Reduce the amount of language you use  
Use visual timetables  
Provide checklists  
Avoid copying from the board



# Personalising it for our learners

## ***These are things I know Billy is good at/ enjoys:***

- He loves talking and joining in with class discussions and is funny
- He loves team games in PE
- Kind to younger pupils
- Strong knowledge and good vocabulary

## ***These are things I could now try out with Billy:***

- \* Praising effort on specific things before giving feedback on spelling
- \* Remind him to stay calm- I won't rush him if he needs to take time to read his writing out loud before I look at it.
- \* Giving him a chance to pre-read before reading aloud to the group

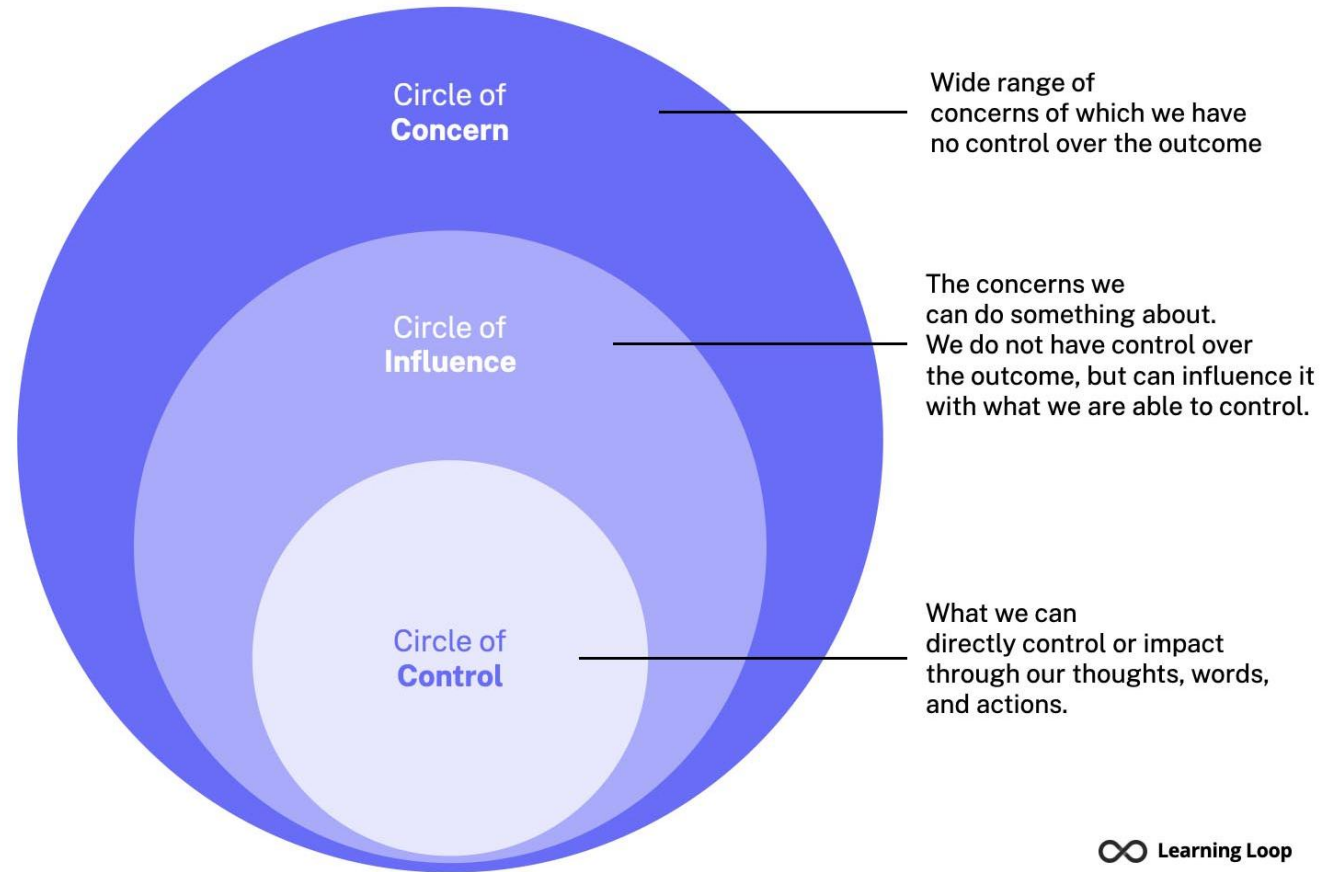
## ***These are things that Billy needs some support with at the moment:***

- He gets frustrated when he makes mistakes in reading aloud to the group. He puts his head on the table.
- He has great ideas for writing but gets really rude sounding if you need to give him feedback about the spelling or missing words

## ***These are things I'm already doing and are working well:***

- Having the text in front of him to copy from instead of asking him to copy from the board.
- Just giving the spelling when he asks for it- I go back to the word after he has finished writing to explain to him how the spelling works.

# Circles of Influence



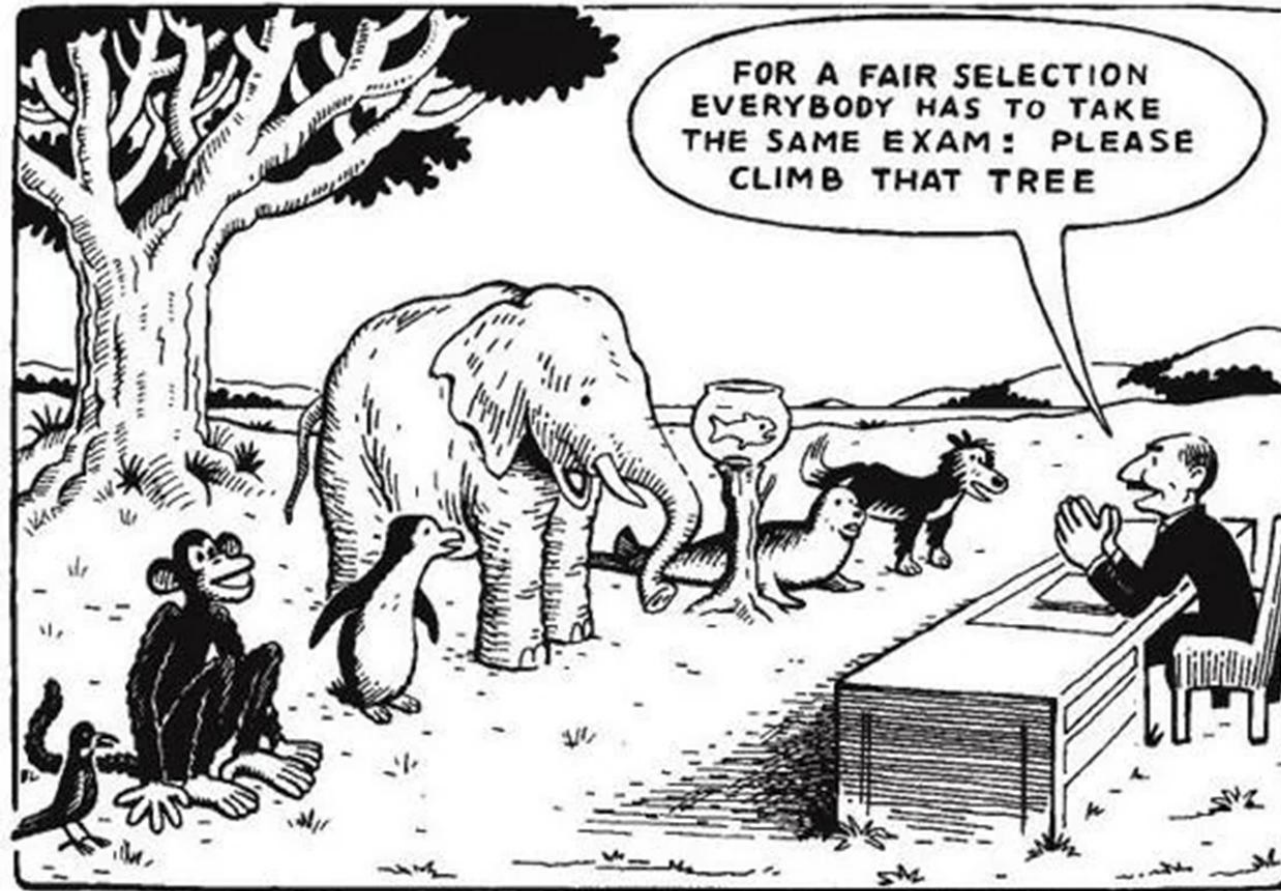
# Breakout Activity

What provision/resources have you come across in schools that support neurodivergent children?

What strategies or good practice have you come across in Surrey Schools that support neurodivergent children?

What can your team/service offer Surrey Schools to support neurodivergent children?

# Equality vs equity



# FEEDBACK



**Join at [slido.com](https://slido.com)  
#1342531**



How would you now rate your **CURRENT KNOWLEDGE** of how neurodivergent children and young people are supported within a school setting?

1 - no knowledge

10 - high knowledge



**How CONFIDENT do you now feel about working with school settings to support neurodivergent children and young people?**

**1 - no confidence**

**10 - high confidence**



**How likely is it that you would recommend Skills Sharing sessions to colleagues?**

**1 - highly unlikely**

**10 - highly likely**



**Thinking about working with schools to support children with ND needs:**

**Is there anything else you need from others in this network?**

**What you could you offer others (resources, further time together etc.)?**

**A key takeaway action?**

# Su Freeman



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[www.surreyyouthfocus.org.uk](http://www.surreyyouthfocus.org.uk)

Surrey Youth Focus

Collaboration Manager

We work with charities and statutory partners to improve the lives of children and young people living in Surrey

I have 2 kids and love watching them run and play cricket

I have worked in Surrey for over 20 years, so would be pleased to help make introductions to individuals or teams from lots of different organisations

If you have any service updates or ideas about new projects that need multi-agency involvement please message me.

**‘About me’** pack and further resources will be shared.

Look out for **future Skills sharing sessions** later in summer and Autumn (themes PDA and EBSNA) [Our Events - Surrey Youth Focus](#)

[Sign up to Surrey Youth Focus Bulletin](#)

## **Resource pack**

Please share any resources, knowledge about local organisations supporting parents.

Email [events@surreyyouthfocus.org.uk](mailto:events@surreyyouthfocus.org.uk)



**Would you or a colleague like to learn more  
about other events?**

**Check out our website**

**[www.surreyyouthfocus.org.uk/events](http://www.surreyyouthfocus.org.uk/events)**

**You may also be interested in our bulletin to  
learn more about what is happening in Surrey  
for children and families and funding  
opportunities.**

**[www.surreyyouthfocus.org.uk/bulletins](http://www.surreyyouthfocus.org.uk/bulletins)**

