

More Understanding - More Inclusion - More Celebration

Dear schools and settings across Shropshire,

The Neurodiversity Practitioner (NDP) Team supports neurodivergent children and young people from birth to 25, strengthening knowledge, skills and inclusive approaches across Shropshire's settings through person-centred, needs-led and systemic practice.



Over recent years, the team has worked with settings countywide through initiatives, such as Partnerships for Inclusion of Neurodiversity in Schools (PINS) and Supporting the Enhancement of Neuroinclusion in Secondary Schools (SENSES), delivered core training, including Good Autism Practice (GAP), and expanded the Neuroinclusive Practice Training Offer to strengthen whole-school inclusion.

This work was further enhanced throughout 2025-26 through a county-wide attention deficit hyperactivity disorder (ADHD) training roadshow, on-demand Fetal Alcohol Spectrum Disorder (FASD) training for settings requiring targeted support, specialist toileting modules for EYFS and Primary phases and enhanced GAP training tailored specifically for Early Years practitioners. Together, these developments have enhanced understanding of neurodivergent profiles and experiences and equipped settings with evidence-informed strategies that enhance participation, wellbeing and readiness to learn.

Their Pupil Voice work continued to shape local priorities, with pupils sharing insights on sensory environments, safety and access to learning. Targeted workshops also supported Year 11 pupils as they prepared for post-16 transition.

2026-27 marks SENSES Year 2 and the development of new Autism + ADHD (AuDHD) training, further strengthening their county-wide offer and supporting settings to embed consistent, inclusive and neuroaffirming practice across all phases.

We look forward to partnering with even more settings this year to further strengthen inclusive practice and support neurodivergent children and young people to flourish across Shropshire.



Principal Educational Psychologist
and Preventative Lead



Specialist Senior Educational Psychologist
for Neurodiversity



Dr Kathryn Morgan

Specialist Senior Educational Psychologist (Neurodiversity)

Hi! I'm Kathryn. I am one of the strategic leads for the Neurodiversity Workstream and line manage the Neurodiversity Practitioner Team. I have been part of autism assessment teams for over a decade, including being one of the educational psychologists working in the Children's Development Centre. I am hugely passionate about enhancing neuroinclusive practice, including promoting neuroaffirming language, to empower and enable our neurodiverse learners and those around them.

Helen Vincent

Neurodiversity Practitioner & Post-16 Lead

Hi! I'm Helen. I am an experienced primary teacher, SENDCo and designated lead for care-experienced children. I have worked with teenagers in residential settings and have grown-up children of my own. I am committed to supporting settings to embed neuroinclusive practice so that every child and young person thrives. I am the lead for Post-16 and have recently been involved in developing resources to support schools with understanding Fetal Alcohol Spectrum Disorder.



Hollie Jones

Neurodiversity Practitioner & ADHD Lead

Hello! I'm Hollie, a qualified teacher with a Master's in Psychology and 20 years' experience working with children. I have taught across both the private and state sectors in the UK and abroad before specialising in neurodivergence. Being AuDHD myself and parenting neurodivergent children, I bring both professional and personal experience to my role. My dream is to see neurodivergent people proud of their uniqueness and celebrated for being their wonderful selves.



Rachel Tomkinson

Neurodiversity Practitioner & Early Years Lead

Hi! I'm Rachel. I am an experienced primary teacher and SENDCo, dedicated to supporting staff, children and their families. Enhancing neuroinclusive practice and championing the voice of children and young people is at the heart of my work. Currently, I am leading a Pupil Voice project that builds on good practice in our schools, ensuring pupils' experiences and ideas are valued and acted upon by the wider audience of Shropshire's Neurodiversity Workstream.



Our Values

We promote neuroaffirmative, inclusive and psychologically-informed practice that helps neurodivergent children and young people thrive.

Neuroaffirmation & Acceptance

We recognise and celebrate neurodivergent strengths and identities.

We promote environments where children and young people feel understood, valued and safe.

Curiosity & Understanding

Our work is grounded in psychological theory and neurodevelopmental research.

We seek to understand each person's lived experience and individual profile.

Inclusion & Culture Change

Our aim is sustainable, whole-school change.

We support the development of inclusive, neuroaffirmative environments through training and reflective practice.

Collaboration & Co-production

Relationships and partnership are central to our practice.

We work alongside families and professionals to build shared understanding and meaningful change.

Empowered Futures & Hopeful Transitions

We focus on what is possible.

We enable children and young people to flourish as they navigate life's transitions and develop pride in who they are.

Just as biodiversity is essential to ecosystem stability, so neurodiversity may be essential for cultural stability.

Judy Singer



Enhancing Engagement and Managing Change



FREE

Neurodivergent pupils identify **last-minute changes**, **uncertainty** and **rushed transitions** as particularly significant sources of emotional burden at school. Studies show that this distress is linked to lower levels of attendance. (Fielding et al., 2025; Lukito et al., 2025)

The workshop explores simple, effective approaches to supporting transitions and creating conditions that promote emotional safety and engagement.

How it Works

- 1-hour workshop for staff, packed with strategies to support children through change and transitions.
- Tailored planning session with the SENDCo and school leaders to identify priorities and embed approaches.
- Review meeting to evaluate impact, celebrate successes and plan next steps for sustainable change.



WoWW at
Christchurch
Primary
School

Working on What Works (WoWW)



FREE

WoWW is a whole-class, solution-focused approach that helps staff build on what is already working well. Through observation, coaching and collaborative reflection, schools develop practical solutions to everyday classroom challenges while strengthening relationships, engagement and inclusion.

How it Works

- NDP works with the teacher to agree 3 class goals.
- Regular classroom visits with positive feedback and coaching for pupils.
- Co-produced goals are developed with the class encouraging ownership and engagement.
- After 6 visits, goals are reviewed and next steps agreed.

“WoWW helped us focus on strengths, build relationships and create positive change across the classroom.”

Your pupils' voice can shape future support!

The **Pupil Voice Project** gives pupils whose voice may be heard less often the opportunity to share their experiences, ideas and views with the Neurodiversity Workstream, influencing change in local services.

Join a growing network of schools committed to ensuring neurodivergent children's voices are heard and acted upon.

How it Works

- Hold a pupil voice session once per term to respond to a short presentation provided by your NDP.
- Their views are shared with the Shropshire, Telford & Wrekin Neurodiversity Workstream.
- Feedback helps shape support for neurodivergent children and young people across the county.
- Schools receive feedback on how pupils' ideas have influenced discussion, decisions and developments.



A partnership of parent carers and professionals from education, health and the voluntary sector.

Supporting the Enhancement of Neuroinclusion in Secondary Schools (SENSeS)

FREE



SENSeS offers bespoke support for mainstream secondary schools to enhance provision for neurodivergent pupils. This support is tailored to the aspirations and priorities of your school with a focus on creating meaningful and sustainable change.

How it Works

- Up to 6 NDP visits (typically one per half-term),
- Review of current provision and neuroinclusive practice.
- Support may include sensory audits, learning walks and pupil voice activities. Also, walking a day in the shoes of your pupils to identify strengths and where greater consistency across practice could make a difference.
- A co-produced action plan.
- Ongoing support to identify barriers and embed change.

It has been invaluable to work with someone who has grown to understand the needs of our school and work with us to tailor support which meets the children's needs.



Do you have a staff member with a passion for neuroinclusion?



We're looking for passionate support staff in SEND, mentoring and pastoral roles to join our network of Neuroinclusive Practice Assistants (NPAs).

NPAs will be supported to develop their understanding of neurodivergence, explore ways to empower pupil voice and identify adaptations that can be made to support learning and wellbeing.

NPAs are advocates for positive change, helping to create more inclusive classrooms and school communities.

Preparing for Post-16: A Transition Programme

FREE

Supporting neurodivergent Year 11s to feel more confident about their next step.

These small-group workshops support preparation for sixth form, college, training, employment and adult life. Students develop a greater understanding of their strengths, build confidence in self-advocacy and learn practical strategies to support their wellbeing and success during periods of transition.

I have liked talking with others similar to me and feeling I can be more myself.

What's Included?

- An initial planning meeting with key staff to discuss the programme and answer any questions.
- Small-group workshops for neurodivergent Year 11s.
- Weekly or fortnightly workshops delivered by your NDP.
- Sessions exploring themes such as self-understanding, confidence, self-advocacy, neuroplasticity and preparing for change.



Developing Inclusive Environments

Sensory Needs

- Sensory audits
- Individual sensory profiles
- Sensory diet support

Neuroaffirmative Practice

- Teaching and learning strategies
- Neuroaffirming language
- Raising the profile of neurodiversity
- Provision audits and action planning

Embedding Change

Coaching

- Individual or group coaching
- Developing awareness, confidence and skills
- Supporting sustainable change

Solution Circles

- Structured problem-solving
- Collaborative staff discussion
- Action planning and practical strategies

Building Partnerships

Working with Families

- Parent carer information sessions
- Promoting your neuroinclusive offer
- Gathering meaningful feedback

Hollie allowed students, parents and staff to feel that their voice was valued and acted as a powerful and positive catalyst for collaborative work and progress.

It is wonderful to have practical strategies clearly communicated, modelled and implemented with your guidance.

Strengthening Pupil Voice

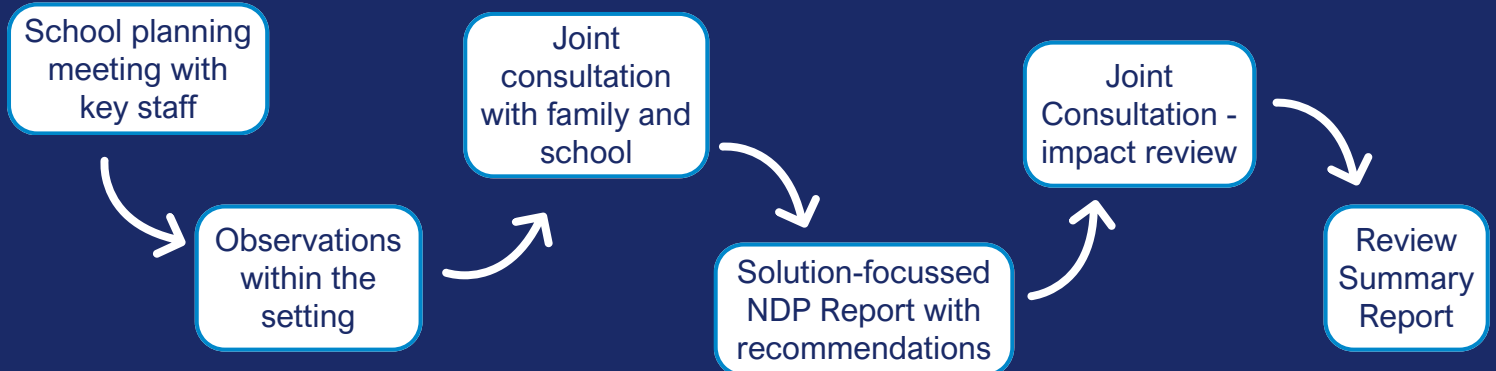
Person-Centred Practice

- Understanding neurodivergent learners
- One Page Profiles
- Pupil voice tools
- Understanding masking

Every school's journey is different. We can help you identify priorities and plan the next steps that are right for your setting.

Typical Casework Journey

Supporting understanding, planning and positive change for neurodivergent learners.



Consultations

Joint consultations form a key part of individual casework. They bring together parent carers and key staff to develop a shared understanding of a child or young person's needs.

Consultations are used to:

- Develop a holistic, shared understanding of strengths, needs, priorities and contributing factors to inform effective support planning.
- Agree person-centred, evidence-informed strategies and reasonable adjustments.
- Identify practical actions to support positive outcomes for the child or young person, their family and the setting.
- Review progress and adapt approaches to maximise impact.

NDP Reports

The solution-focused NDP report brings together information gathered through consultation, observation and person-centred approaches to develop a shared understanding of the child or young person's strengths, needs and experiences. It draws together the perspectives of the learner, family and educational setting to establish a shared formulation and identify agreed, evidence-informed actions. Recommendations focus on strengthening the setting's universal offer, promoting inclusion and sustainable change through practical and achievable strategies.

Thank you so much for this report. I don't think my daughter has ever felt so seen before and, for the first time, I feel heard.

You have really helped us see our daughter and how we move forward will be shaped by the acceptance you helped teach us.

You were able to connect with my son in a way that felt safe and comfortable for him, which is exactly what I was hoping for.

FREE

Neuroinclusive Education Network (NEN)

The NDP Team are licensed delivery partners for the NEN (formerly the Autism Education Trust).



National
Autistic
Society

Neuroinclusive
Education
Network

Shropshire schools benefit from an enhanced offer that combines training, implementation support and ongoing professional networks:

Train

Good Autism Practice

is the core module; it develops a shared understanding of autistic learners, supports consistent, neuroinclusive practice and serves as the gateway to Shropshire's enhanced offer.

Implement

Following Your Training

An NDP works alongside your school to support implementation, helping staff explore the NEN materials, identify priorities and develop a tailored action plan.

Network

Neuroinclusive Practice Network

An invitation to attend termly meetings that bring together professionals to share good practice, explore current developments and problem-solve collaboratively.

Develop

Additional Modules Include:

- Developing Inclusive Leadership
- Making Sense of Neurodivergence
- Support for Early Career Teachers
- Managing Transitions
- Understanding Non-Attendance
- Supporting Toileting Anxiety
- Developing Play in Early Years

This was the most useful training we have attended on autism for Early Years - would highly recommend.

After being in the profession for many years it just makes you stop and reflect on your practice.

It was very informative, applicable and relevant to my context and helped me develop and improve my practice in relation to the children in my class.

It was very interesting, extremely well presented and clear to understand. I enjoyed the course very much.

Looking for something different? We can work with you to design and deliver bespoke CPD to meet the needs of your setting.



Tel: 01743 258414



eps@shropshire.gov.uk

Understanding ADHD

Develop a deeper understanding of ADHD through current research, lived experience and contemporary perspectives, gaining new insights that support engagement, wellbeing and belonging.

I have been raving about how brilliant your course is to everyone in my department!

I feel so much more confident applying reasonable adjustments in my classroom; this training genuinely changed my practice.

Drawing on executive functioning, emotional regulation, sensory processing, positive psychology and person-centred practice, this training supports staff to translate theory into inclusive classroom practice.

Talking Mats Foundation Training

An evidence-based framework grounded in communication theory and person-centred approaches, designed to access authentic pupil voice and support meaningful participation, particularly where spoken language alone may not fully capture a child or young person's views.

TalkingMats

Empowers children and young people to express what matters to them and have meaningful influence over the decisions that affect their lives.

Delegates will:

- Explore the evidence behind Talking Mats and its application within everyday practice.
- Learn how to use Talking Mats to facilitate meaningful conversations, authentic pupil voice and inform responsive actions.
- Leave as Registered Talking Mats Users.

Fetal Alcohol Spectrum Disorder (FASD)

Gain new insights into how prenatal alcohol exposure can influence development and wellbeing.

This training explores:

- Identification, assessment, diagnosis and co-occurrence.
- The unique profile of each learner.
- The impact of FASD on learning, development and regulation.
- Practical and person-centred approaches to inclusion.

The course raises awareness and offers good advice on how to support children. It has made me think about children in my setting.



Pathological Demand Avoidance (PDA)

Explore:

- Differences between demand avoidance and PDA.
- Anxiety, intolerance of uncertainty and emotional regulation.
- Declarative language and low-arousal approaches.
- Practical strategies to reduce distress and support engagement.

Develop an understanding of demand avoidance and PDA through the lens of anxiety and emotional regulation. Drawing on research and lived experiences, this training supports professionals to create low-pressure environments that foster autonomy, flexibility and engagement.

“Fantastic!”

Neuroinclusive & Relational Practice

“Your session was excellent and very thought-provoking.”

Research highlights the importance of belonging, positive relationships and inclusive school environments in supporting neurodivergent learners' wellbeing and educational outcomes.

This training develops a deeper understanding of how neuroinclusive practice and relational approaches work together to create environments where learners feel understood, connected and able to thrive.

Explore:

- The relationship between neuroaffirming and relational practice.
- How connection supports engagement and learning.
- Behaviour and emotional wellbeing through a relational lens.
- Practical strategies that combine environmental adaptation with co-regulation techniques and relationship-based support.

(Hebron & Humphrey, 2014)

Neuroaffirmative Language

Language does more than describe a person; it shapes expectations and opportunities. (Rosenthal & Jacobson, 1968)

Through the lens of research and lived experience, this training explores how language shapes perceptions, professional narratives, identity and belonging and how subtle shifts in wording can support more neuroaffirming experiences and outcomes.

“Just wanted to say how informative and engaging your talk was; your passion is really inspiring!”

Delegates will:

- Explore how language shapes identities and outcomes for neurodivergent learners.
- Learn how to reframe deficit-based language.
- Develop confidence in using neuroaffirming, strengths-based and person-centred language.

Barriers to Attendance

By understanding what lies beneath non-attendance, schools can move beyond attendance-focused responses and towards meaningful, sustainable support.

Explores:

- The factors that can build barriers to attendance.
- The experiences of neurodivergent pupils and the role of belonging, safety and inclusion.
- Early identification and understanding.
- Frameworks for exploring push and pull factors.
- Practical, relational strategies that support engagement and participation.

92.1% of CYP currently experiencing School Distress are neurodivergent

(Connolly & Mullally, 2022)



Current Pricing

£100 per 3-hour session

The number of sessions required will vary depending on the nature of the work and will be discussed and agreed in advance through an initial discussion with the requesting setting.

As a guide:

Staff Training: 1 - 2 sessions
Staff Coaching: 3 - 5 sessions
Solution Circles: 1 session
Individual Casework: 4 - 5 sessions
Transition Support: 1 - 3 sessions
Whole-School Development: 3 - 6 sessions

Please note: The examples provided above are intended as a guide, not an exhaustive list of the support available; bespoke packages can be developed in discussion with your NDP.

For further information on the Neurodiversity Practitioners or to arrange an informal discussion about your setting's needs, please contact us:



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[Learning Gateway](#)