

Opportunities to promote Neuroinclusivity

Norfolk Multi-agency Practice Week November 2024

Presented by Greg Daniels, Development Coach for Children's Services



Welcome and thanks for joining us

We want people to participate but please use the 'raise hand' facility to ask questions and contribute when others are talking.

Please be considerate to others - together we want to create a safe, open and reflective space to learn.

You can turn on live captions on by clicking on the 3 dots at the top of your screen if you need this.

The link to the feedback form will be put in the chat.

Please do take the time to complete it after the session.

Thank you!



Checking in

- Check in with your own biases and where you might make positive or negative assumptions in relation to the social GRRRAACCEESSS (Gender, Geography, Race, Religion, Age, Ability, Appearance, Culture, Class, Education, Employment, Ethnicity, Spirituality, Sexuality & Sex)
- If you or someone close to you or someone you know identifies as neurodivergent please do not feel under any pressure to talk about your experience.



Aims for this Session



- What is Neuroinclusivity,?
- Promotion of neuroinclusion
- Opportunity for active reflection
- Organisational and individual opportunities
- Further reading

- **What has brought you to this session?**
- **On a scale of 0 – 10 where 10 is that you are confident in your understanding of Neuroinclusive practice and 0 is where this is a new concept, where are you today?**

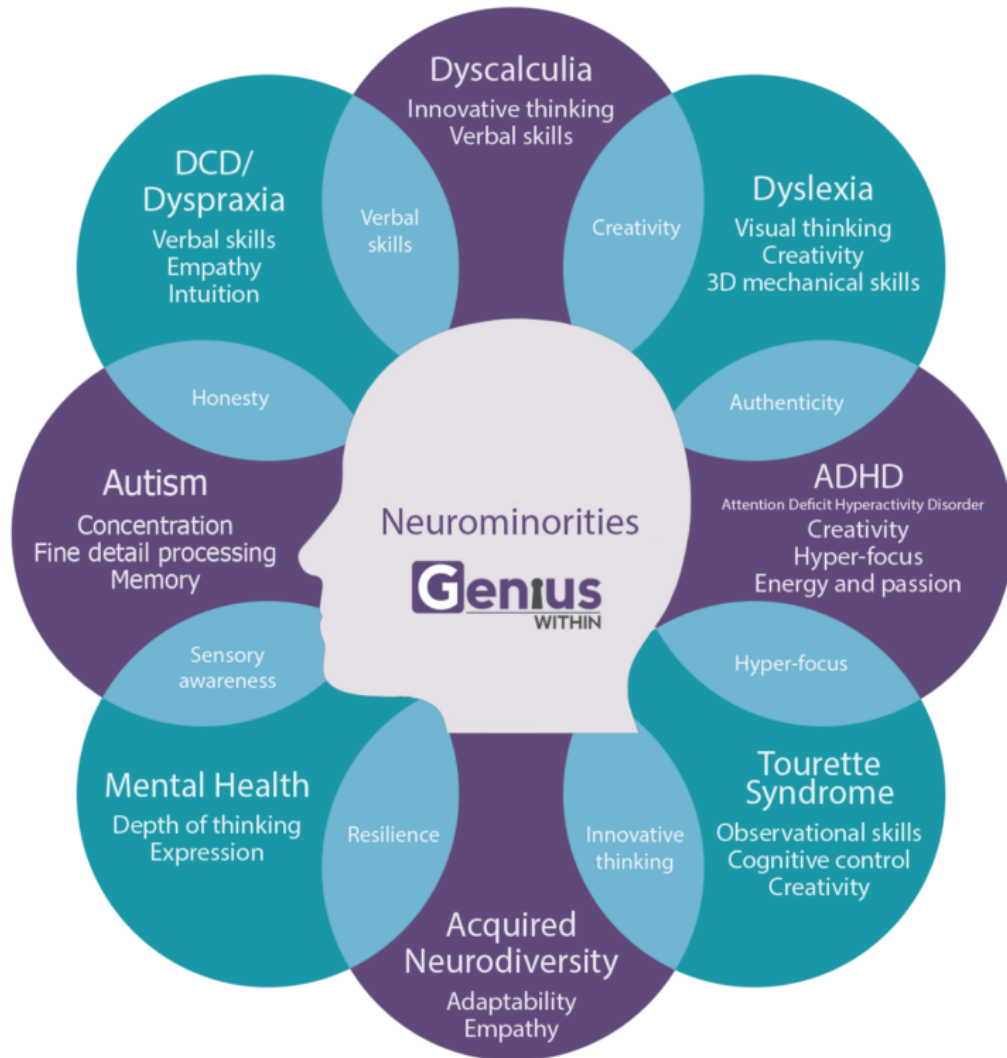
Defining Neuroinclusivity

Neurodiversity, like all forms of diversity, can be beneficial for teams, as different ways of thinking offer different strengths and insights.

“Neuroinclusion” refers to having a plan that welcomes and accommodates neurodiversity



Neurodivergence in the population



- At least 700,000 autistic adults in the UK of which only 15% are in employment.
(Source: National Autistic Society 2023)
- Individuals with dyslexia in the UK is around 10% with 4% of population at the severe end of the dyslexia continuum. (British Dyslexia Association)
(Source: Local Government Association) info@local.gov.uk
- Estimate of 2.6 million people with ADHD in the UK, 1.9 million of them adults.
(Source: <https://adhduk.co.uk/about-adhd>), 2023)

Also, consider those who are undiagnosed or waiting for a diagnosis



Click here to watch the video:

[What is neurodiversity? - YouTube](#)

Ableism

discrimination in favour of able-bodied people.

(Oxford dictionary)

Ableist micro-aggressions

- 'Sorry' e.g. lack of (reasonable adjustments)
- Minimisation of need

Leading to Imposter syndrome/ shame/ exclusion.

I do not belong here!

Themes from practitioners:

- Feeling different.
- Feeling misunderstood.
- Feeling isolated.
- Masking/exhaustion.
- Internalised shame.
- Pain and worry of disclosure.
- Unsure how to seek support.

What can we do to recognise and address ableism:

- Believe people when they disclose a disability
- Similarly, don't accuse people of 'faking' their disability
- Listen to people when they request an accommodation
- Don't assume you know what someone needs
- Never touch a person with a disability or their mobility equipment without consent
- Keep invasive questions to yourself
- Don't speak on behalf of someone with a disability unless they explicitly ask you to
- Talk about disability with children and young people
- Incorporate accessibility into your team meeting planning

What do you think are the challenges and opportunities for Neuroinclusion?



Connection



**Cultural humility
and curiosity are
key!**



**Strengths-based
approach.
Presume skill and
competence.**



**Shared meaning
and
understanding.**



**Different ways of
communicating:
Speech
Behaviour
Writing
Other**

All staff can contribute to developing a neuroinclusive culture through:

- Learning about neurodiversity and its importance at work
- Considering neurodiversity in all interactions
- Being an inclusive collaborator on projects and in meetings, recognising and appreciating the different perspectives and ideas individuals bring to the group and enabling everyone to contribute
- Knowing how to respond if someone tells you they are neurodivergent
- Having positive conversations around individual preference, for example in terms of ways of working, information processing, learning, and communication styles
- If interviewing job candidates, taking a neuroinclusive approach to hiring.

[Chartered Institute of Personnel and Development](#)

“Organisations with a strong focus on neuroinclusion commonly report more cohesive and stronger teams”





Equality is everyone getting a pair of shoes.



Diversity is everyone getting a different type of shoe.



Equity is everyone getting a pair of shoes that fits.



Acceptance is understanding we all wear different kinds of shoes.



Belonging is wearing the shoes you need/want without fear of judgment.



Building support systems

Organisational opportunities:

- Reasonable adjustments
- Promotion of Access to Work
- Coaching
- Mentoring
- Employee resource groups (e.g. neurodiversity employee network @ NCC)
- Informed leadership and management buy-in
- Culture of listening and feedback
- Adoption of strategies and awareness of latest research

Individual opportunities

- Ask the other person what works best for them
- Ask for feedback to find out how you are being received
- Offer check ins, offer empathy rather than sympathy
- Be mindful and consider your responses
- Ask yourself- is this the right place and time?
- Is this a supportive helpful intervention?
- Consider the possible outcomes
- Relevant training

**Thank you for your valuable time this afternoon.
What will you be taking away with you?**



Please let us know what you think



<https://forms.office.com/e/PqVNki3HUA>

Please contact us via developmentcoach@norfolk.gov.uk with any additional questions



Further reading:

- <https://bbc.github.io/uxd-cognitive>
- <https://geniuswithin.org>
- [Neuroinclusion at work | CIPD](#)

Join the Neurodiversity Employee Network Teams channel >

