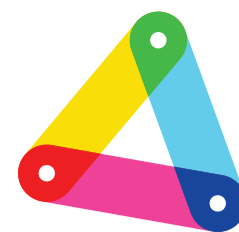


Neuroinclusive School Code



Building a
Neuroinclusive
School

1. Strategic plan

Our strategic plan specifically focuses on neurodiverse students, with clear goals and targets for meeting their needs, developed in consultation with students and their whānau.

2. Governance

Members of our board have lived expertise with neurodiversity. Our Board actively engages with neurodiverse students and whānau and incorporates their perspectives across its work.

3. Professional learning

All of our staff have a good understanding of neurodiversity and the characteristics of neurodiverse learners, and can use strategies to differentiate learning and support student needs.

4. Classroom practice

All our staff use neuroinclusive practices like: setting clear outcomes for each class; providing clear instructions in oral, visual and written forms; checking with students regularly on their specific learning needs; where possible, allowing work to be presented in visual, written and oral modes; and providing specific opportunities for depth and extension.

5. In class support

We have sufficient teacher aides trained in understanding neurodiversity to support neurodiverse students in all classes as required.

6. Specialist staff

We have access to specialist staff to help our classroom teachers support all our neurodiverse students and to access and co-ordinate external resources as required.

7. External specialists

We have a good understanding of what neurodiversity specialists are available in our area and we access and work with them effectively.

8. Specialist programmes & opportunities

We offer a full range of high-quality specialist programmes and strength-focused opportunities to neurodiverse students depending on their needs. Parents do not need to pay, and students do not need a formal diagnosis, to access these programmes.

9. Social and emotional support

We recognise that neurodiverse learners may need support to build the social and emotional skills required across learning and social environments. We are proactive in building skills and providing extra support as required.

10. Time with like minds

We recognise the importance of neurodiverse students having a regular opportunity to spend time with like minds, working in a strengths-based environment, exploring their talents and passions, and building their identity and agency. We proactively create opportunities for these things to take place within our school context and schedule.

11. School culture

We have an inclusive school culture where neurodiverse students and staff feel comfortable sharing their neurodiversity and are valued for their strengths.

12. Neurodiverse staff

We encourage our neurodiverse staff to share their needs and make every effort to support them and build on their strengths, including their knowledge and understanding of neurodiverse learners and whānau.

13. Learning & community spaces

Our school is physically well-designed to meet the needs of neurodiverse students and staff. We have quiet and calm spaces for working, time out spaces, and easy access to resources like headphones and fidget toys.

14. Working with whānau

- ▶ We work closely with the whānau of our neurodiverse students to explain what we are seeing, listen to their experiences and perspectives, and outline how we can support their child and them.
- ▶ We provide a written plan for what we will do and set meeting times to discuss progress regularly, including with specialists (internal and external) as required.
- ▶ We provide accessible resources for whānau around neurodiversity and supporting neurodiverse children at home and school.
- ▶ We bring whānau together to learn and share
- ▶ We are cognisant of cultural and other differences with whānau, and make sure to recognise their particular needs and perspectives.

15. Managing behaviour

We recognise the impact of neurodiversity on student behaviour and work with students and whānau to ensure neurodiverse students are set up to succeed and getting the support they need day-to-day.

Where challenging behaviour does occur, we have clear protocols to support classroom teachers and involve whānau and external specialists in problem-solving on how to better support students. We do not suspend or exclude neurodiverse students without a full review of support provided to the student and only as a last resort.

16. Welcoming to school

We talk to parents about their child's learning and social needs when they start with us and look for neurodiversity characteristics which may need support. We outline clearly the range of support we are able to provide and access for neurodiverse children and their whānau.

17. Assessment conditions

We ensure that our neurodiverse students are able to access the support they need with assessments, facilitating the application process as required. We do not require a formal diagnosis to enable a student to access special assessment conditions.