



Neurodiversity Team Training Menu

Please email - Neurodiversity0-19Enquiries@portsmouthcc.gov.uk to book a place or organise this training for your setting.

Topic	Duration	Content	Who is it for?
Neurodiversity Profiling Tool training	3.5 hours	<p>A practical session for those who will be completing profiling tools or for those who want to find out more about the tool.</p> <p>The session will give an overview of the tool and how to use it.</p> <p>By the end of the session attendees will be able to complete a profiling tool.</p>	All
Understanding Myself	1 hour	<p>An overview of the Understanding Myself programme. This is a 6-week programme that schools can use with young people who are neurodivergent. The session will give an overview of the programme and how to use. At the end of the session attendees will be given the materials for the programme to use.</p>	All
Masking	2 hours	<p>During the session attendees will develop an understanding</p>	All - schools/education



		of what masking is, gain an understanding of the behaviours we see (fizz and pop), understand behaviours that suggest masking, support strategies that could minimise the need to mask and environmental changes that could minimise the need to mask, calming the fizz and pop	settings can offer this to parents as a workshop
Neurodiversity and Anxiety	x 2 2-hour sessions	These workshops look at anxiety what it is, how it can build and looks at practical strategies that can help support with this.	This is a parent workshop
An Introduction to Neurodiversity	1 hour session	An overview of neurodiversity	All
How to Support Students with Sensory Needs & Differences	2-3 hours (min 2hrs) – this can however be split across a couple of sessions	<p>A theoretical & practical course to develop understanding of sensory processing needs & challenges</p> <p>Outcomes:</p> <ul style="list-style-type: none"> To identify when sensory challenges may be impacting on a pupil's learning and wellbeing 	Education staff (teachers, LSA's, pastoral & learning mentors)



		<ul style="list-style-type: none">• To be able to identify environmental aspects which impact on learning• To reflect on the sensory experience of your pupils• To explore a variety of sensory based regulation strategies to implement with your pupils	
"See behaviour?... think language and communication needs"	3 hour session	<p>Find out about speech, language and communication differences within Neurodiversity.</p> <p>They are usually well hidden and show themselves as behaviour, emotions or difficulties with relationships.</p> <p>Neurodiverse language & communication skills</p> <p>The language & communication differences of ASD, ADHD and when they exist alone as 'Developmental Language Disorder'.</p> <p>DLD is far more common than ASD and research tells us 1-2</p>	All



		<p>children in every classroom have it.</p> <p><i>DLD... See Me</i></p> <p>Supporting DLD or Language & Communication needs using a communication friendly classroom and home.</p>	
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