

# Supporting Neurodiversity in the Classroom

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Wednesday 30th April 2025  
Thursday 18th September 2025

Half Day Virtual Masterclass  
Half Day Virtual Masterclass



Facilitated by:  
**Amanda Ross-Scott**  
*SEND Consultant, JMC Education*

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## OUTLINE

The paradigm-shift from differentiating for individual Special Educational Needs in the classroom to adaptive and neuro-inclusive teaching can be challenging for overloaded teachers. This half day Masterclass unpacks these concepts and provides the practical tools needed to adopt this new approach with confidence.

It is estimated that students with learning differences such as dyslexia, dyspraxia, autism, and ADHD now make up 15% – 20% of UK school populations. Without appropriate support, these students may underperform academically as a direct result of their challenges. This reduced achievement can lead to an erosion of self-esteem, deteriorating mental health and challenging behaviour.

While these neurodevelopmental differences are distinct and may still need to be supported at an individual level, sub-groups have traits in common. Differentiation for individuals has been the primary approach to support in the classroom, but a paradigm-shift towards adaptive teaching means teachers need to adopt a range of approaches in the classroom that support progress for all students. Mainstream, evidence-based teaching strategies have the potential to improve outcomes for both neurodivergent students & neurotypical students alike.

This half-day Masterclass explains the key traits shared by the most prevalent neurodivergent groups, how they impact on learning, and matches these traits with solutions from mainstream teaching pedagogies.

## WHO SHOULD ATTEND

Relevant to all classroom teachers and learning support assistants.

This course would also be useful to school leaders looking to increase neuro-inclusivity as part of long-term School Development Plans.

## KEY LEARNING OBJECTIVES

This masterclass/session will enable you to:

- Attendees will deepen their understanding of the specific challenges faced by neurodivergent students in the classroom and reflect on a range of helpful pedagogical approaches to explore.
- Understanding how the concept of neurodiversity is driving a change in classroom teaching from differentiation to adaptive teaching.
- Overview of how this change fits with Duties under the Equality Act 2010, and with ISI & OFSTED 2023 inspection criteria in relation to pupils with SEND.
- Understanding that barriers to learning are disabling factors under the Equality Act 2010.
- Knowing that some students' individual needs must still be identified & supported.
- Knowledge of the key challenges shared by many students with learning differences.
- Developing a toolkit based of key pedagogical approaches that benefit the full range of neurodiversity.
- Understanding a range of additional classroom factors that contribute to student wellbeing and improve academic outcomes.

## FACILITATOR

Amanda is a freelance SEND consultant, executive function coach, conference speaker and trainer specialising in all aspects of SEND, neurodiversity and whole school approaches that support students with neurodivergent traits.

With over 15 years' experience leading on SEND & Inclusion in schools, as Assistant Head Teacher, Head of Learning Support, DDSL and Wellbeing Lead, Amanda understands the demands of integrating SEND support within the wider, complex context of whole-school management.

Now working as a consultant, Amanda supports parents and schools who often seek guidance when they have reached crisis point due to lack of engagement from overstretched local authority services. She is passionate about delivering neurodiversity awareness training as she believes that effective whole school approaches and adaptive teaching strategies support teachers, help to avoid crisis and promote positive outcomes for all pupils.

In her private practice as an executive function coach, Amanda works individually with young people and adults with Autism, ADHD, Dyslexia, and mental health challenges to recover their self-esteem and confidence and acquire new skills to achieve the outcomes they seek in education or on their journey through life.

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## VIRTUAL PROGRAMME

**09.55am REGISTRATION**

**10.00am** A paradigm shift away from differentiation: How concepts of neurodiversity and adaptive teaching can support neurodivergent students:

- How the concept of neurodiversity benefits students and teachers alike
- How Adaptive Teaching aligns with High Quality Teaching as the first response to SEND in the classroom.
- Key learning challenges shared by students with learning differences that act as barriers to learning & impact on student mental health.

**10.45am** Key mainstream & evidence-based teaching approaches that support progress for ALL pupils:

- A Menu of relevant key mainstream pedagogies
- Explicit links between each learning approach and challenges faced neurodivergent learners.
- How these approaches can form part of everyday adaptive teaching: practical examples

**11.30am COMFORT BREAK AND VIRTUAL NETWORKING**

**11.45am** Additional factors that can create the right learning environment for neurodivergent learners:

- Sensory aspects of the classroom
- Reducing & managing challenging behaviour
- Test and exam anxiety
- Reviewing curriculum design

**12.30pm PLENARY & FINAL Q&A**

**1.00pm CLOSE OF DAY**



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## Venue

This is a virtual conference, with private login details to further online resources and interactive content. Log in details will be sent one week before the event.

## Date

- ☐ Wednesday 30th April 2025
- ☐ Thursday 18th September 2025

## Virtual Fee

£195 + VAT (234.00)

## \* Card Discount

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## \*\* Group Rates

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