Championing Neurodiversity, Wellbeing & Inclusion understand the link with Retention and Success Rates

HELEN ARNOLD-RICHARDSON – DO IT SOLUTIONS
CHARLOTTE FREEMAN – CITY & GUILDS
Welcome and introduction

Charlotte Freeman
City & Guilds
Overview

1. What is neurodiversity?
2. How are Neurodiversity and wellbeing linked to retention and success?
3. How can learner’s barriers be reduced and ability be optimised on programme resulting in success?
Around 51.7% apprentices withdrew from their training

https://feweek.co.uk/esfa-must-act-after-more-than-half-of-all-apprentices-on-standards-withdraw/
Who drops out?

You may not be able to tell

New skills

They may not know to self disclose

Juggling

Study skills
Don’t know

Shame

Don’t know support is available

Embarrassed
1 in 4 learners maybe neurodivergent

1 in 4 apprentices may need support for wellbeing at sometime during their life.
Around 25-30% of apprentices are neurodivergent people, but only 10% of apprentices self-disclose...
So, what is neurodiversity?
Neurodiversity

Our brains (*neuro-*) naturally vary from person to person (are *diverse*) and are a part of human variation.

We all think, move, act, process information and communicate differently.
Different terms used

- ALN
- SEN
- SEMH
- Special
- SEBD

Specific learning difficulties
Learning disability
Learning difficulties
Learning differences
Which is the second most ‘common’?

- ASD
- Dyscalculia
- ADHD
- Tourette’s syndrome
- Dyslexia
- DCD/Dyspraxia
- Developmental Language Disorder
Dyslexia- 10%

Developmental Language Disorder- 7-10%

Dyscalculia- 5-10%

DCD/Dyspraxia- 3-5%

ADHD- 4-5%

Autism Spectrum Disorder- 1-2%

Tourette’s syndrome- 1-2%

Diabetes- 6%
Number of balls indicates the severity of the challenge in that area. Some are easier to see!

Have to meet a certain level to ‘count’ and get a diagnosis for challenges or meet the criteria for services.

Different colours indicate different types of challenge, e.g. reading, attention, social, motor, home life, behaviours.
Research shows high levels of co-occurrence or ‘overlap’ between conditions
Who has one condition ‘just’ on its own?

1 in 2 people with Dyslexia also have Dyscalculia

1 in 2 people with DCD also have ADHD

Up to 1 in 3 people with ADHD also have a Tic Disorder

1 in 5 people with a Tic Disorder also have DLD

1 in 6 people with ID/LD also have Dyslexia

Up to 4 in 5 people with ASD also have DCD

Up to 1 in 4 people with DLD also have ID/LD

Seeing strengths in neurodiversity

Every person has their own unique profile.
It is not
It is..

Ref: https://newatlas.com/connectome-wiring-diagram-human-brain/39659/
Lack of support for ND and wellbeing = Increased anxiety and reduced productivity
Embracing Neurodiversity
Gains and Losses

**Gains**
- Ideas
- Aid communication
- Diverse thinkers
- Peer support
- Progress talent
- Recruit more

**Losses**
- Lost productivity
- Staff shortages
- Communication clashes
- Retention loss
- Sickness rates
- Legally
Do-IT have helped many apprenticeship providers to **reduce barriers** and **optimise success**
Do-IT Apprentice Profiler
Screening apprentices for neurodivergent traits and wellbeing.

Instant personalised report and relevant resources for each person Quick overview for the trainer with strategies

Target specific actions

Measure outcomes
Data available at all levels Organisation, by area, by coaches, by individual

Pathway for support
How has the **Apprentice Profiler** helped?

- Understand the apprentice taking a *whole person* approach
- Better and quicker engagement
- Targeted support
- Putting adjustments in place in a timely manner
- Improved outcomes
- Lower drop out
- Data can aid future planning/universal design
• Strategies and guidance at your fingertips to help trainers/employer

• Personalised, self-managed resources and guidance instantly available for the apprentice.
There is support available...

Employers, training providers and end-point-assessors are missing out on the extra ESFA Learning Support Funding (England) that is available for apprentices who require more support.
NEURODIVERSITY IS ALL ABOUT PEOPLE .. NOT LABELS
Taking a whole person, inclusive approach

What’s the person learning preferences?
What new tasks do they need to learn?
What’s the environment they are working in?
What are the skills gaps?
What else may have changed?
<table>
<thead>
<tr>
<th>Why of learning (Engage)</th>
<th>Visualisation</th>
<th>Communication</th>
<th>Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What of learning (Represent)</strong></td>
<td>Interest</td>
<td>Symbolisation</td>
<td>Executive functioning</td>
</tr>
<tr>
<td><strong>How of learning (Act and Express)</strong></td>
<td>Action</td>
<td>Effort</td>
<td>Feelings</td>
</tr>
</tbody>
</table>

• Assess the person and job
• Aptitude - work with strengths
• Adapt (task or environment)
• Avoid specific tasks/situations
• Amend processes
• Attitude - check yours
• Audit - what's working
• Access to Work and accessibility
Check for understanding
Check for understanding
Final thought...

Reducing barriers and optimising ability = Timely outcomes and success!
Thank you for listening and participating.
For more information on our products and services please go to our website: www.doitprofiler.com or to speak to one of our team contact us at info@doitprofiler.com