

My training included one week in a SEN setting, but most new teachers have no lived experience

There should be greater scrutiny of the conceptual understanding entwined with educational tools/ techniques

First meeting takes place soon. Watch this space!

If as teachers we do not have a clear understanding of neurodiversity or confidence in adaptive strategies, then we are not able to do our best by the young people we teach

Early Career Teachers Co-Production Group
6 primary phase early career teachers from across England representing gender diversity, ethnic diversity and neurodiversity

Neurodivergent Young Adults Co-Production Group
6 neurodivergent young adults (aged 18-25) recruited from the Autism Education Trust's Young Experts Panel

IOE Early Career Researcher Impact Fellowship Engagement Activities

Many ECTS struggle to know where to start and depend heavily on their school for support

Advisory Committee
3 senior academic researchers in the fields of SEND/inclusion/neurodiversity
2 key stakeholders with advisory roles on SEND policy/inclusion
2 influential charity sector stakeholders
2 teacher educators specialising in primary education/SEND/social justice

Neurodivergent Children
8 neurodivergent children aged 10-13 (5 girls; 3 boys) recruited through word-of-mouth to share their experiences of primary school, teacher support and what they would like to see changed

One teacher keeps saying to me "Earth to Jacob*" (*pseudonym)

Students with learning difficulties are more accepted than those with social, emotional and mental health needs

I strongly support this important and timely research to build understanding and improve educational outcomes for all children

I don't like doing interventions in the hub. I feel singled out

My face gets misinterpreted as rudeness when I'm just thinking

My teachers don't notice when I get stressed