COMMON COMMUNICATION: THE GOLDEN THREAD FOR NEURO-INCLUSION

EDUCATION TRAINING FOUNDATION

Golden thread: common communication turns fragmented labels into shared understanding, earlier action and better outcomes

1 Labels to needs

Move from administrative categories to real needs

Variety of terms from different settings

LDD | SpLD | SEND
SEN | NEET | ESSENCE
DAMP | AuADHDer
IEP | ISP | PDP

Towards clarity and understanding

Needs-led profile

Diagnosis-led medical model

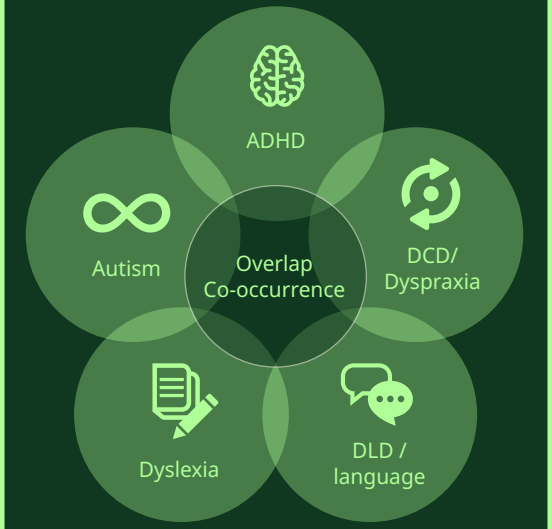
- Wait for label
- Bottlenecks
- Support as exception

Needs-led biopsychosocial model

- Focus on function in context
- Support earlier
- Labels open doors

2 Co-occurrence

Support the spiky profile - strengths, needs and environment, not labels



40% of people with ADHD also have autism

Up to **80%** of autistic people may also have DCD / dyspraxia

ADHD alone can have **65,536** possible symptom profiles

3 Stacked pathways

When communication fails, disadvantage stacks

Factors that add risk

- Missed needs
- Poverty
- Care experience
- Trauma
- Cultural barriers

Pathways that compound

Misread as behaviour → Exclusion → NEET → Justice involvement → Poor health / homelessness

Pupils with SEND are around 7x more likely to be permanently excluded

60-90% of children in youth custody have a communication disorder

ADHD rates in repeatedly sentenced young people can reach 74.2%

4 Adult skills + universal design

Design for flexibility from the start, not retrofitting after struggle

Lifelong learning

Literacy	Numeracy	Digital skills	Future skills
Participation	Confidence	Career mobility	Availability to pivot

Support catch-up, confidence and career change

Universal design: build for varied needs from the outset

This resource draws on the Beyond the label: workforce, transition and the future of SEND reform report.

By Professor Amanda Kirby for the Education Training Foundation

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