

WELCOME TO NEURODIVERSITY CELEBRATION WEEK!

16th - 20th
March



Neurodiversity Celebration Week is an opportunity for schools, families, and communities across the UK to recognise and value the many different ways children think, learn, communicate, and experience the world. This week encourages us to move beyond stereotypes and look instead at understanding, acceptance, and support. In this newsletter, we explore how to recognise when a child may need additional help, how to talk about neurodiversity with your child and others, and where to find support if you need it.

UNDERSTANDING NEURODIVERSITY



Before moving on, it's useful to understand what we mean by neurodiversity. Neurodiversity describes the natural range of ways human brains develop, communicate, and make sense of the world. Just as children vary in height, temperament, or learning styles, they also vary in how their brains work.

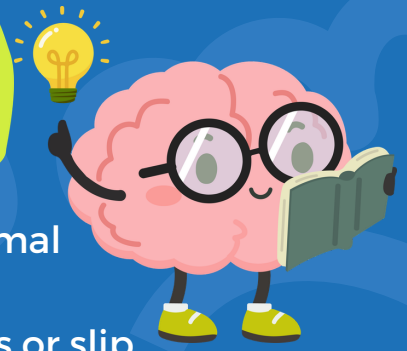
Some children are neurodivergent, meaning their brain works differently from what is typically expected. This may include autism, ADHD, dyslexia, dyspraxia, or other neurodevelopmental differences. Recognising neurodiversity helps us shift away from judging behaviour as “good” or “bad” and instead focus on what a child may be experiencing and what support they may need.

With this understanding in mind, it's important to consider the language and narratives we use when talking about neurodivergence.



MOVE MORE
EVERY CHILD THRIVES

IS MY CHILD'S BEHAVIOUR 'TYPICAL' ... OR SOMETHING MORE?



Children grow and develop at different speeds, and it's normal for all children to have phases of big emotions, wobbles at school, or challenges with friendships and often regressions or slip backs as a result. However, sometimes a child's behaviour or development may suggest they need extra understanding or support.

Here are some helpful questions to consider:

- **Is the behaviour persistent?**
 - Does it continue over time and across different settings (home, school, clubs)?
- **Is it significantly different from children of similar age?**
 - For example, difficulty joining play, managing change, or coping with sensory experiences.
- **Is it affecting daily life?**
 - Such as school attendance, friendships, self-esteem,
 - sleep, or family routines and accommodations.
- **Is the behaviour linked to distress, not defiance?**
 - As we always say, Behaviour is a form of communication— is your child communicating overwhelm, sensory overload, anxiety, or difficulty understanding expectations



Avoiding the “Superhero” vs “Victim” Narrative

Neurodivergence is not about being a superhero with special powers, nor about being a victim who is limited or broken. These narratives, although often well-intended, can create pressure and misunderstanding.

How the Superhero narrative can be harmful

- It can create unrealistic expectations (“You’re autistic so you must be brilliant at maths”).
- Children may feel they need to excel to be accepted.
- It can hide real struggles that need support.

How the victim narrative can be harmful

- It focuses only on problems or deficits.
- Children may internalise a belief that something is “wrong” with them.
- Adults may underestimate their abilities and preferences.

A balanced and healthy narrative recognises neurodivergence as a natural part of human diversity and understands that every child—whether neurodivergent or not—has their own unique combination of strengths and needs. Support should come from a place of understanding rather than pity, pressure, or unrealistic expectations, with the focus always on helping children feel valued, safe, and confident in who they are.



Talking to Your Child About Their Neurodivergence or Diagnosis

Many parents worry about “getting it right” when talking to their child about their neurodivergence or diagnosis, but there is no perfect script—honesty, warmth and age-appropriate language are what matter most. It can help to keep the conversation positive and neutral by reassuring your child that everyone’s brain works in different ways, and that their brain may help them see the world clearly, notice details or be creative, while sometimes making certain things feel trickier—not because they are naughty, but because their brain works differently. Rather than focusing on labels, you might explain that words like autistic, ADHD or dyslexic simply help adults understand how their brain works and what kind of support will help them thrive.

It can also be useful to gently highlight both strengths, such as creativity, deep interests, honesty, focus or problem-solving, and needs, such as time to process information, predictable routines, sensory regulation, movement breaks or clear instructions. Most importantly, try to treat this as an ongoing conversation rather than a single moment. Children often need time to process what they have heard and may come back with questions later, so keeping the door open for future chats helps them feel supported, understood and safe.

Telling Family Members or Friends

Deciding what to share with family members or friends—and how much—is entirely up to you, and it should always be based on what feels right for you and your child. It can be helpful to offer simple explanations that promote understanding, such as saying that your child becomes overwhelmed by noise and feels calmer in quieter spaces, or that they find transitions difficult and benefit from a bit of extra time or gentle reminders. Sharing small, practical ways others can support your child often makes a big difference. You do not need to justify or defend your child’s needs, provide private medical details, or speak for your child if they would prefer to express things themselves; the aim is simply to help others understand and respond in a supportive way.

MOVE MORE SERVICES

As always, if you need any help with making this work for your family, please do reach out on marijana@move-more.org or jen@move-more.org. We are more than happy to help you.

Both Jen and Marijana can help you with all aspects of parenting, including managing your child's worries, anger, tantrums and meltdowns, low self esteem, morning and evening routines, starting/moving school, parental separation, fussy eating, sleep issues, toileting...

SEND Sport and Social Saturdays:

Our SEND Sport and Social Saturdays take place every Saturday during term time at Tewksbury Youth Support Centre. Our sessions are inclusive, informal and are designed to give children and young people with SEND the opportunity to enjoy a variety of different sports each week.

Parents and carers are required to stay – with opportunities to chat, relax with a tea or coffee, and even join in the activities if they wish!

Our Saturdays are split into two sessions for 5-11 year olds at 10.30am-12 and 11-16 year olds at 12.30-2pm and cost £5 per family to attend.

[BOOK HERE](#)



THRIVE

Thrive sessions are for children not in Full-Time Education. Move More has recently received funding from Gloucestershire County Council and The Aspire Foundation to provide free physical activity sessions for children aged 6-11 who are not currently attending full-time education. This includes children who are being home educated.

To book, please complete the form asking to provide participant details:

[THRIVE FORM](#)



WHERE ELSE TO FIND SUPPORT



USEFUL LINKS



Information about Neurodiversity Celebration Week 2026, free webinars, resources and activities for families, schools and organisations. <https://www.neurodiversityweek.com/>

- SENDIASS Gloucestershire – Free, confidential and impartial advice for parents/carers of children and young people with SEND.
<https://sendiassglos.org.uk/>
- Gloucestershire Health & Care NHS – Support a Child's Neurodiversity – Guidance on understanding needs, school support, ADHD/autism assessment pathways and strategies.
<https://www.ghc.nhs.uk/our-teams-and-services/children-and-young-people/camhs/support-a-childs-neurodiversity/>
- Gloucestershire's NHS Child Neurodiversity Support Website – A dedicated new site offering advice, resources and guidance for families considering assessment or exploring neurodiversity.
<https://support-child-neurodiversity-southwest.nhs.uk/>
- Autism Education Trust (now the Neuroinclusive Education Network) – Evidence-based training, resources and information to help understand and support autistic and neurodivergent children.
<https://www.nen.org.uk/>