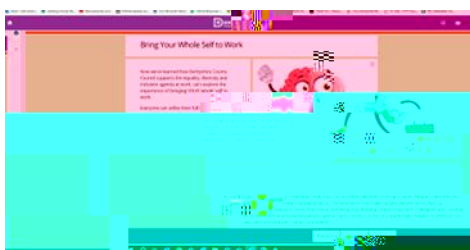
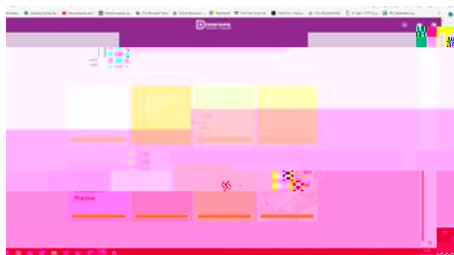


- One to One support is offered to NQSWs to complete their portfolios if required. For example, if a NQSW is finding it hard to get started with writing a piece of evidence, we would support them to develop ideas for how they might overcome this barrier.
- NQSWs have the opportunity to attend Schwartz sessions. Some of these sessions have a focus on neurodiversity and are led by social workers who are neurodivergent. Titles of topics include (), & () (, ((
- Some of the mandatory ASYE workshops (Getting Started on the ASYE, Reflective & &) & (& (& neurodiverse characteristics and normalize conversations about the subject. We encourage the learners to consider how they learn, learning styles and what supports their learning and development.
- (& & ((& (& (- (- learn best. Information on support available within the local authority is shared with all new starters. This includes contact details for all EDI network groups, including the neurodiversity network. During this meeting ASYE assessors are also asked about their learning styles/needs and if they feel they may need any additional support.
- Support (action) plans are utilized if needed to ensure the right support is being accessed and provide structure to help the NQSW complete the ASYE programme alongside practice. Extensions to hand in dates are considered as part of a support plan if deemed necessary.

Evidence to support the submission to the NQAP

The local authority has mandatory e-learning EDI training which has a specific section on neurodiversity.



The Professional Development Teams culture is to focus on normalising neuro-differences, and enhancing (& ()& & ((- (& (flexible in our approach. Examples:

NQSWs are supported to decide between presentation or Critical log for their 12 month review and whether they prefer in person or virtually. This is in response to & who have requested support.. T &) ((n online learning platform that the practice development leads have access to. Checklists are provided with any outstanding tasks (see Appendix 1). NQSWs and Assessors who are neurodivergent find this very helpful it simplifies the process and puts it into a structure that is very clear. Previously, many NQSWs had reported feeling confused and overwhelmed by all the different documents

Appendix 1

Name of NQSW:

Time frame	Document	Complete?
Start	Initial professional development meeting	
Support Agreement meeting	Professional development plan first 3 months	
	Support and Assessment Agreement	
3 month review	RSPA Foundational review at 3 months	
	Supporting information	
	Verification of documents	
	Direct observation	
	Feedback from professionals	
	Feedback from School use	

Feedback from

- Help create a healthy culture of breaks, movement and taking lunch.
- Provide agendas and inform of changes
- Understand energy accounting in neurodivergent people and be flexible [The unique experience of neurodivergent burnout - Creased Puddle](#)

Supervision:

- Is the purpose clear?
- Is the space safe?
- Enable the person to plan and prepare and give time for them to process questions
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