

# NEWSLETTER



## Autism Acceptance week

Runs from **March 28 to April 3**,  
culminating in **World Autism Awareness Day** on April 2.

### Ted Hill: Using Autism and ADHD to Shape a Unique Comedy Style

*See inside for more information - page 6*

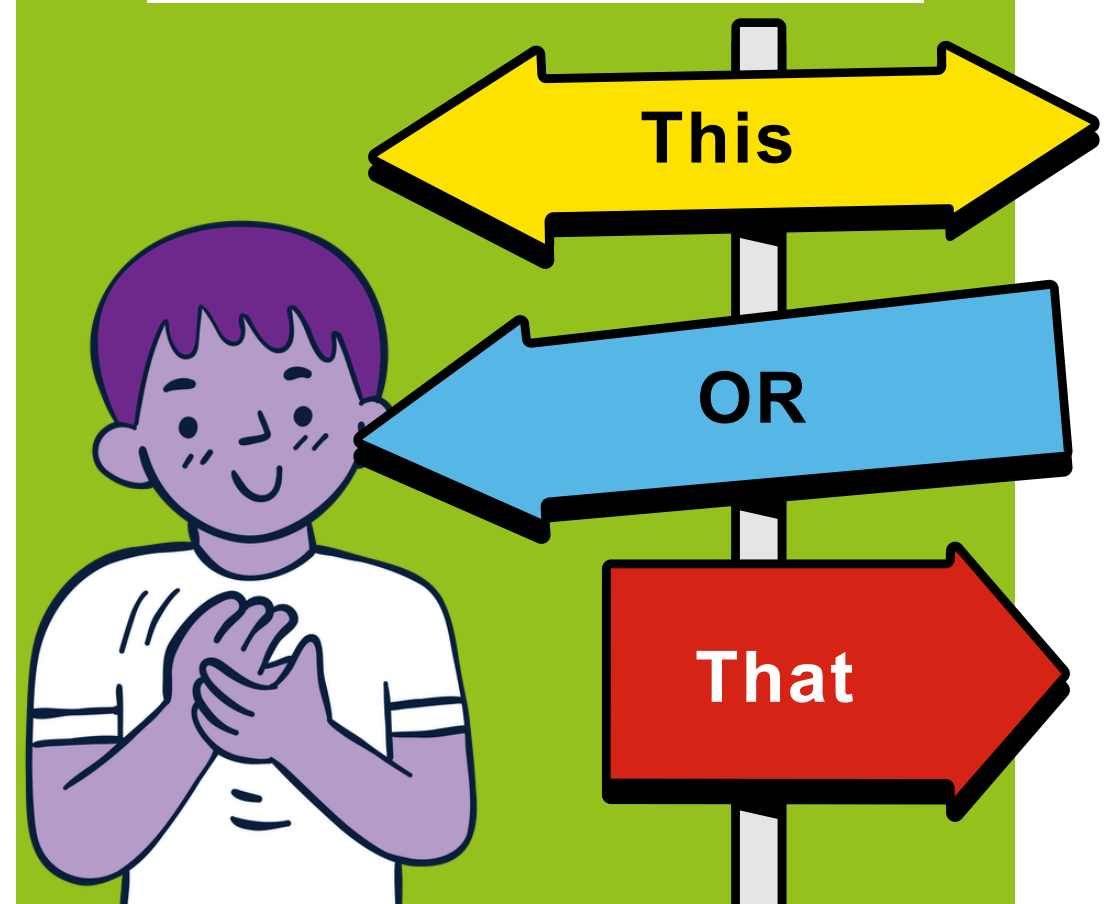
Ted Hill is a 30-year-old comedian, actor, and executive producer based in London. He began performing professionally in 2021 and has since developed a reputation for combining comedy with science and multimedia elements.

Ted Hill's unique style of comedy and originality made a strong impression on both the judges and the audience, leading him to earning the Golden Buzzer on the latest season of Britains got talent.

By combining both autism and ADHD in his work, Ted Hill offers comedy that is not only funny but also helps audiences better understand neurodiversity. His success shows how personal differences can become creative strengths on stage.



### Would you rather: This or that



Help each other

Open to suggestions

Confidentiality

## BREAKING NEWS

### News Highlights

- Eleven year old podcaster, wanting to help blind people, wins award
- SEND pupils create song celebrating inclusion
- Dyslexic MP demands 'sincere apology' from Trump

*See inside for more information*



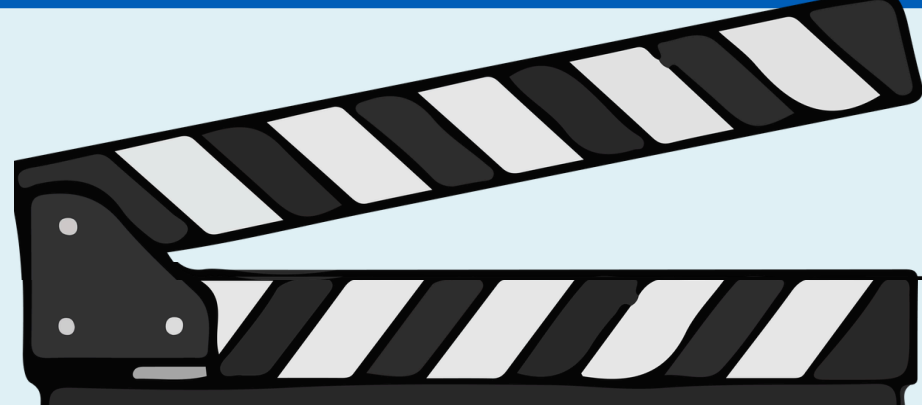
# UPDATES/ NEWS



Derogatory comments about learning disabilities

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## AGENDA



- Introductions
- Icebreaker
- The SEND white paper
- Feedback



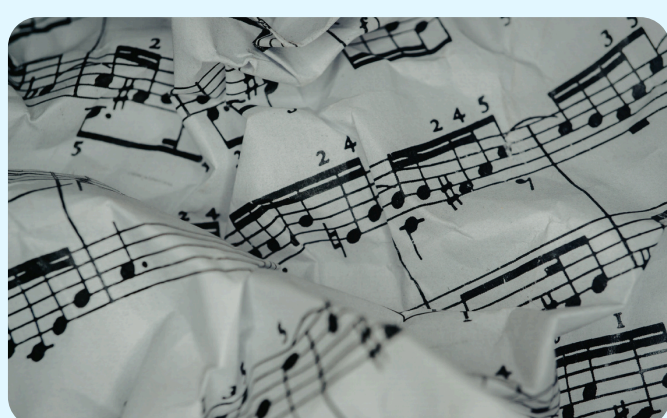
What cat describes how your week has gone?

This month when asked to choose an image based on how we are feeling, we had images of different cats!

## Monthly Highlights & SEND specific news

### BREAKING NEWS

SEND pupils create song celebrating inclusion



[Link to article](#)

Frazer won the young hero category at BBC Radio WM's Make a Difference Awards



[Link to article](#)

Autistic, man, Ted Hill get's Golden Buzzer on BGT



[Link to article](#)



# MEETING SUMMARY

This month we discussed everything about the White Paper and answered some of the consultation questions that the government have asked.

To begin with we did our classic Introductions and Ice breaker, where we chose a cat that we felt, with many of our members choosing the cat with cucumber slices on their eyes as their cat as many were about to begin their Easter holidays!

We also had a new member join us from Bath and North East Somerset which was brilliant to see, so we had a total of 5 members attend, with a few members unable to join.

The ice breaker this month was 'This or That', with some updated options which was well received. A favourite question was 'Have three eyes or have two noses'! It is worth noting that at the time of writing this, we are only discussing the consultation and the proposed changes, nothing is set in stone yet.

Our CYP SA meeting this month was full of loads of information so Mac, our engagement worker, has creating a document that also has all the information in. We have attached this document which has the most essential information in and starts to explain some of the concepts, so do check that out.

**At the end of our previous meeting all young people had the opportunity to ask questions about the white paper, so that we could answer them in detail.**

**'How will they make sure children with physical disabilities to have proper support?'**

As of right now there isn't much information as we are going through the consultation stage. However, physical disabilities are included in the SEND reforms. The proposal is all support for disabilities are needs led instead of diagnosis based.

– Written by YPC

## ‘What is the organisation going to be of who gets what support and when?’

Again, many things are unknown at the moment we don't know if you can jump tiers or if you have to go all the way through. We should find out more a few months after the consultation ends (which is in May).

*The attached resources shows the tiers.*

## ‘Who are they consulting with?’

Everyone! The Council for Disabled Children is doing some CYP accessible ways of contributing, but there is also the consultation that is open to everyone. CYP SA is responding to this consultation, with some questions asked tonight and by looking back at previous menti's as well.

We then moved onto the questions from the consultation, we have decided that CYP SA is going to respond to the consultation with a combination of the answers of the questions we chose to ask, but also to pull from the previous years to ensure a larger voice is heard. There are over 50 questions in the consultation so we chose which questions to ask our members based on some questions we had already asked in the previous years,

we chose to focus on how young people would like to feed into local area partnerships, how we would have liked to be supported with mental health and wellbeing, as well as what should be included in SEND training for teachers.

All 5 of our members voted to talk about mental health and wellbeing next meeting, with all 5 of our members saying they felt listened too and heard.

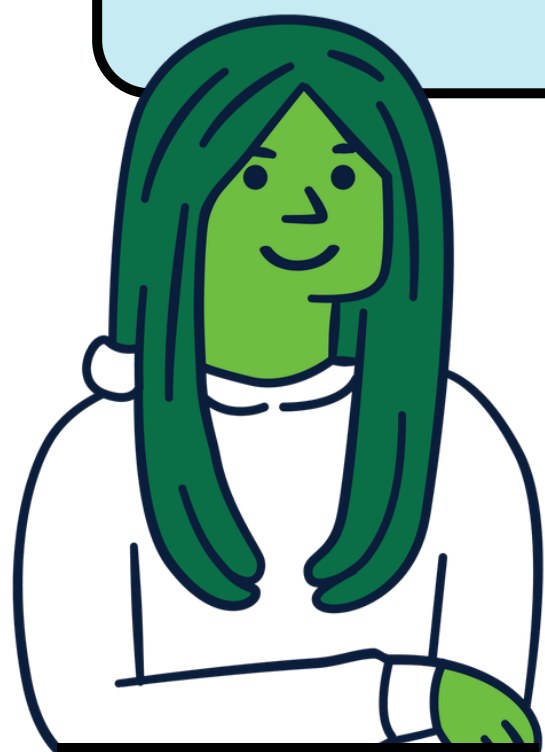
– *Written by YPC*



The White paper explained: information sheets

**Click here**

Derogatory comments  
about learning  
disabilities



# YOUNG PEOPLE'S CHAMPION

Donald Trump, President of the USA, recently made a claim that a person with a learning disability should never be a president, this view could have a damaging impact and here's why.

Recently California Governor, Gavin Newsom, announced that he is Dyslexic, a common learning disability that the likes of Winston Churchill, Steven Spielberg and Keanu Reeves also have. Trump stated that he felt that people with learning disabilities are “dumb” and should never be allowed to be president. This viewpoint can be really harmful to society, as many will read his thoughts on this, and it may trigger outdated thinking and stereotypes about people with Dyslexia and other learning disabilities. Trump stated “with a low IQ person, you know, because Gavin [Newsom] has admitted that he has a learning disability”, however in reality, Dyslexia is completely unrelated to IQ. The National Centre for Learning Disabilities has spoken out and shared that they were disturbed by the remarks and strongly condemned them, stating that individuals with learning disabilities have served in the highest levels of office, and had even included past Presidents.

## Why is this harmful?

Trump, like many people in positions of power or with a large platform to speak to lots of people has the ability to influence change to pretty much anything in the world at the snap of his fingers, and sharing such a harmful point of view could have effects for years to come. These sorts of comments can have active impact within, education, inclusion, equality and disability rights setting back public perceptions for generations and possibly discouraging young people with dyslexia or another learning disability from ever pursuing their dreams or accepting support, that might help them succeed even more than they already do.

Young people and adults with any disability face difficulties in every day life, such as within school, but when your disability is being spoken about in the media, it makes everyday life more difficult. These difficulties can impact massively on someone's mental health, self-esteem and self-confidence, whilst also stop them from interacting with peers and reduce them participating in lessons.

– *Written by YPC*

# Ted Hill: Using Autism and ADHD to Shape a Unique Comedy Style

## BREAKING NEWS

Ted Hill has become widely recognised for his distinctive comedy style, especially after his appearance on Britain's Got Talent. What makes his performances stand out is the way he draws directly from his experiences of autism and ADHD, turning aspects of neurodivergence into material that feels original, intelligent, and highly relatable.

His autism often shows in the precision and structure of his jokes. Ted frequently focuses on patterns, logic, and small details that many people overlook, which allows him to build humour from ordinary situations in unexpected ways. This analytical way of thinking helps create punchlines that feel sharp and surprising. ADHD adds a different energy to his performances. His quick pace, sudden changes in topic, and lively delivery give his comedy momentum and unpredictability. Rather than hiding these traits, he uses them to keep audiences engaged and to create a style that feels natural to him.

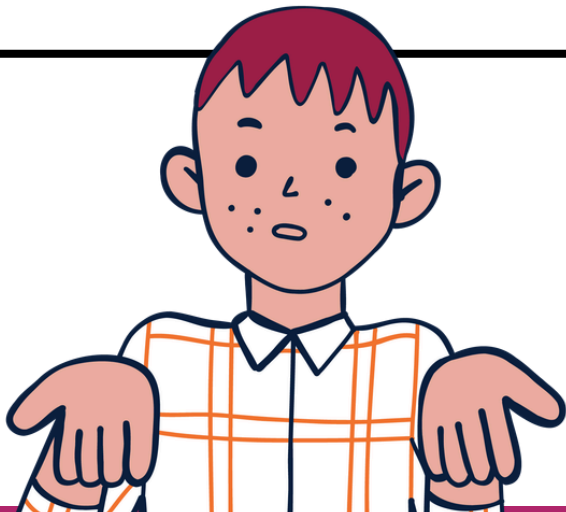
By combining both autism and ADHD in his work, Ted Hill offers comedy that is not only funny but also helps audiences better understand neurodiversity. His success shows how personal differences can become creative strengths on stage.

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– Written by *Engagement & Participation worker*

[Link to article](#)

# What would help you feel heard and have a say in decisions about your life?



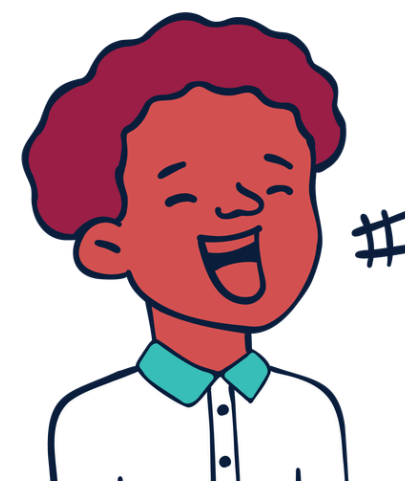
Family and friends **experience** people with SEND, but we as SEND **understand** our needs the **most**



People actually **ask** us **questions** and **not**, just **assume** they know what we want or need



By **including** us to have a say as it's our lives



**STOP** thinking that its **impossible** for us to do stuff and that we don't understand



To be **spoken to** about my needs and **not** just be assessed **based on** what **funding** is available



Getting **told** about **what** is **happening** and **when** it is **happening**

# How would you like to be supported with your mental health and wellbeing at school?

To be able to have a time out

Having a person you can trust and support you

There should be a mental health programme available for students

Mental health and well being should be part of the EHCP plan

Having time to me, to be listened to and not just read a safeguarding policy

Having someone to check in with me

It should have its own section and not just included in SEMH

Young people with disabilities are more likely to struggle with mental health, but my mental health is not always caused by my disability

# What would you like training for teachers to cover to support all young people with SEND?

## My disability doesn't make me less capable

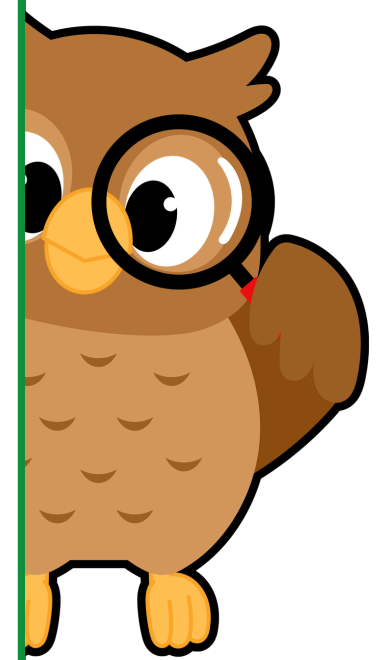
I feel like I have to make an invisible disability seen, so I get the correct support and get seen properly, so training around how to not look for something clearly

gave us work at our level of understanding.



## Disabilities aren't always visible

How to not lower your expectations of us or expect less, but to understand how you can help us meet them via reasonable adjustments



## Language and disability understanding

How to behave around us

How to help with specific things that people need



## SEND experience

Every teacher should work in SEND

To see our strengths, and to think about these strengths when teaching us

More time and experience spent with SEND



## SEND experience

The government push inclusion but teachers have no experience in specialist (or sendbetweeners school) so how does inclusion happen when the young people still have the needs but teachers have no training



# What helps you to have a better transition between schools and colleges?



Decisions made within legal time frame so I get the best chance at moving schools



Days where I get to know them and they know me

Mon	Tue	Wed	Thur	Fri

Timetable of the day, staff near by time between classes.

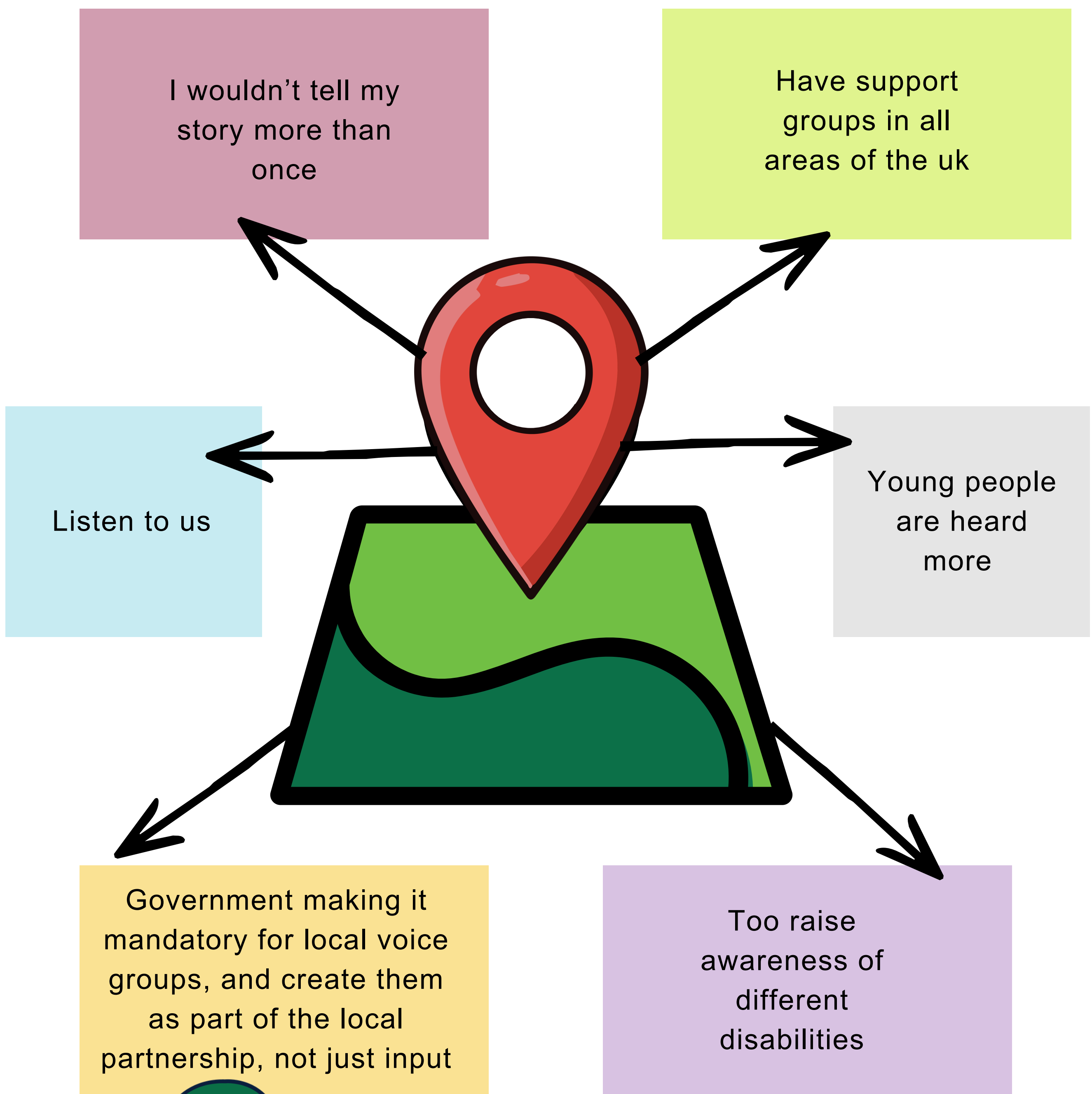
The Plan	
Next steps	<ul style="list-style-type: none"> <li>• 1</li> <li>• 2</li> <li>• 3</li> <li>• 4</li> </ul>
When this will happen?	Day/Month/Year
How to prepare	Emotionally Practically

Understanding what is happening and when

More visits to look at things to look at things that might be difficult for me, meeting the people who will be looking out for you



# How do you think local voice groups can support local partnerships?



**How can local partnerships support local voice groups?**

# April's Topic



The White paper explained:  
information sheets

**Click here**

## Things I can Control

Where I spend my energy

The goals I set

My choices

How I treat myself

The way I speak to others

How I bounce back

My boundaries

My beliefs

My thoughts & actions

What I watch and listen to

## Things I can't Control

What others do or don't do

The past

Others reactions and actions

The opinion of others

What happens around me

The outcome of my efforts

If others forgive me

What others think of me

The future