



SPECIALIST SUPPORT PROVISION

AUTISM • ADHD • SOCIAL COMMUNICATION DIFFERENCES



Mission Statement

We are a growing team of passionate and dedicated specialist education professionals committed to transforming the way neurodivergent students are supported in education. At the heart of our mission is an unwavering belief in the power of acceptance-based support, an approach that embraces each student's individuality.

Our goal is to create inclusive, empowering learning environments where students are at the centre of their educational journey. We guide and support them to take ownership of their learning, embracing their unique preferences and needs. This is achieved through three foundational principles: 1) students decide what they want to learn, 2) they choose how they prefer to learn, and 3) they determine when they are ready to engage.

By fostering this level of autonomy, we aim to inspire confidence, curiosity, and a love of learning in every student we support both in school settings or in the home. Our work empowers students to thrive, celebrate their progress, and build a positive relationship with education that lasts a lifetime. Together, we are redefining what it means to truly support neurodivergent students and their families in education.

Yours sincerely,

Two handwritten signatures in black ink, one on the left and one on the right, representing the founders.

Aaron and Jayne Yorke
Founders of Accepting Behaviour Ltd.

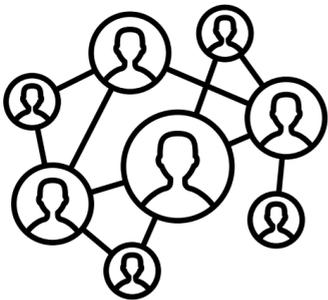




PRINCIPLES AND PROCEDURES

Principles and Procedures

We support students who have not engaged in traditional educational through the application of acceptance-based support guided by the following four core principles.



1. Acceptance-Based Support

We use an acceptance-based approach to learning, recognising and celebrating each student's unique interests, strengths, and learning styles. By creating a supportive atmosphere, we can encourage students to engage with education on their own terms and in their own way.



2. Student-Led Learning: their way not our way

We prioritise student autonomy by allowing them to decide what they want to learn. By doing so, we empower students to take ownership of their educational journey and explore subjects that genuinely inspire and engage them.



3. Adult-Suggested Learning

Rather than following a traditional adult-led approach, we embrace a concept of adult-suggested learning. The supporting adult offers ideas and suggestions, allowing the student to decide if they'd like to explore them. This approach ensures the student remains in full control of their learning journey while providing guidance when needed.



4. Support

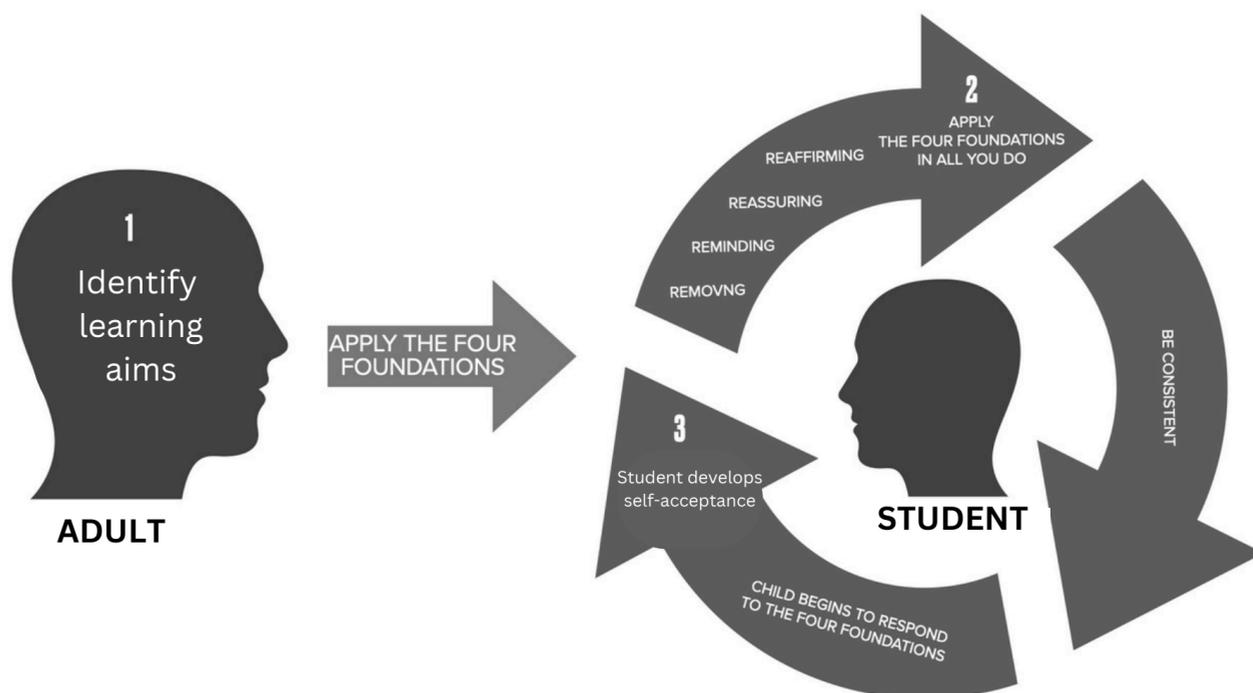
We work closely with schools and families to help them understand the principles of acceptance-based support and how it differs from traditional approaches. By fostering open communication and providing guidance, we aim to empower adults to embrace and support their student's unique learning journey, creating a unified approach to their development.

ACCEPTANCE-BASED SUPPORT

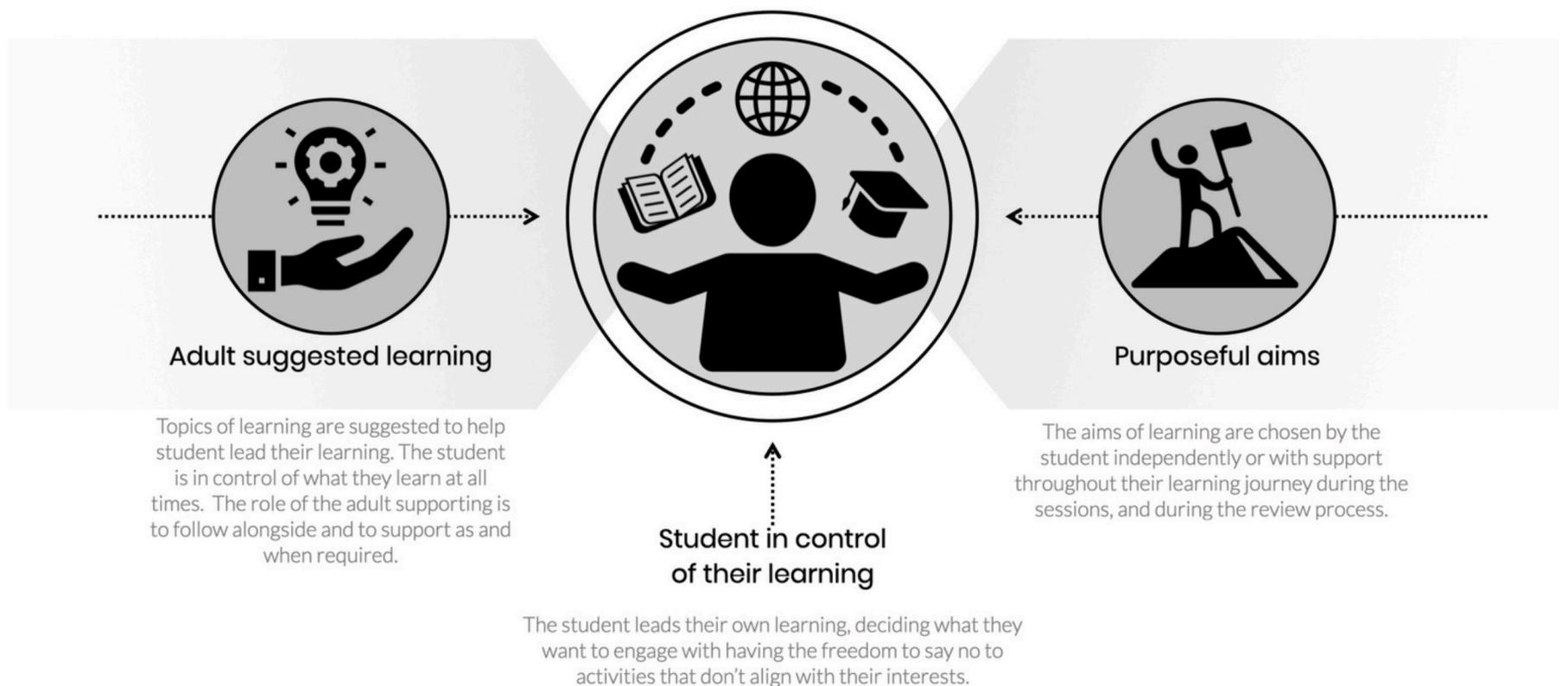
We believe the concept of acceptance can be applied practically and effectively to support students who have not responded to traditional learning. Our approach is to not view a problem or issue as a deficit, but instead to focus on ways a student can learn in school to accept themselves within a problem or issue and then to move naturally from it.

We achieve this by applying acceptance based support. This approach focuses on applying the practical applications of acceptance to help engage a student in their learning. We achieve this by following two learning models of acceptance, which we have developed: The ACCEPT Approach and The Acceptance Based Curriculum (ABC)

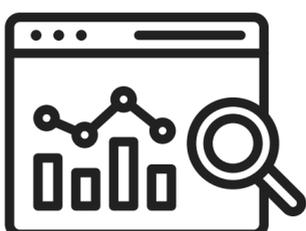
The ACCEPT Approach™



The Acceptance Based Curriculum (ABC)™



Access acceptance-based research here.



You can access our observable data, real-life case studies, and feedback from lived experiences, showing the impact of psychological principles of acceptance on our students. **Our research aim is to present our findings to build a case for acceptance-based support as a new education pedagogy.**





RESOURCES



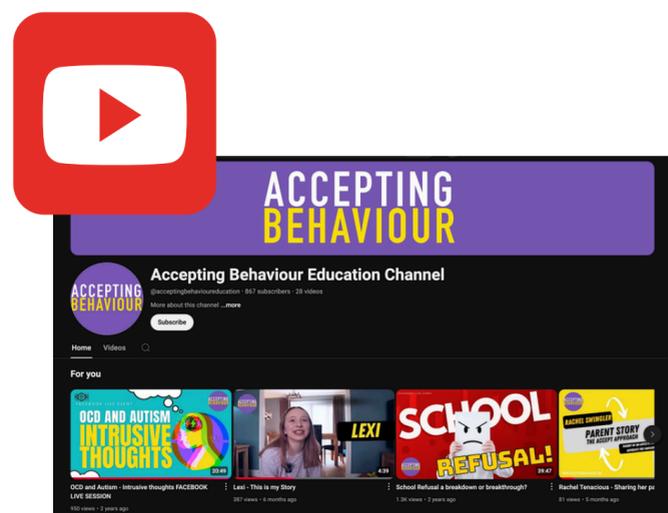
We are dedicated to empowering schools and families and offer comprehensive training and support tailored to their needs. Our services focus on acceptance-based approaches, equipping people with practical strategies to embrace and support their students.

We also provide free resources for guidance and support on our **website** and also on our **Youtube channel**. Here are the links for both.



**We believe that
acceptance-based
support
is the way forward.**

[CLICK HERE](#)



[CLICK HERE](#)

**Here a useful introduction video for staff to better understand
The ACCEPT approach.**





STAFFING

MEET THE TEAM

We are a team of specialist teachers and mentos offering a depth and wealth of experience supporting students with additional needs (Autism, ADHD, and those with social communication differences)

***All staff are Enhanced DBS cleared and are trained in acceptance-based support*

TEAM LEADERS



Aaron Yorke

- **Director and Team Manager**
- 20 years experience as a qualified specialist teacher.
- Autism advisor for Local Authorities.
- BSc in Psychology, QTS, & PGC in autism
- Skilled and trained in supporting neurodivergent students who are not able to access mainstream learning



Jayne Yorke

- **Director and Team Manager**
- 22 years experience as a qualified specialist teacher.
- 15 years experiences as a Key stage manager in a specialist setting
- BSc in Psychology, QTS and a Masters of Special Educational Needs and Inclusion.
- Skilled and trained in supporting neurodivergent students who are not able to access mainstream learning

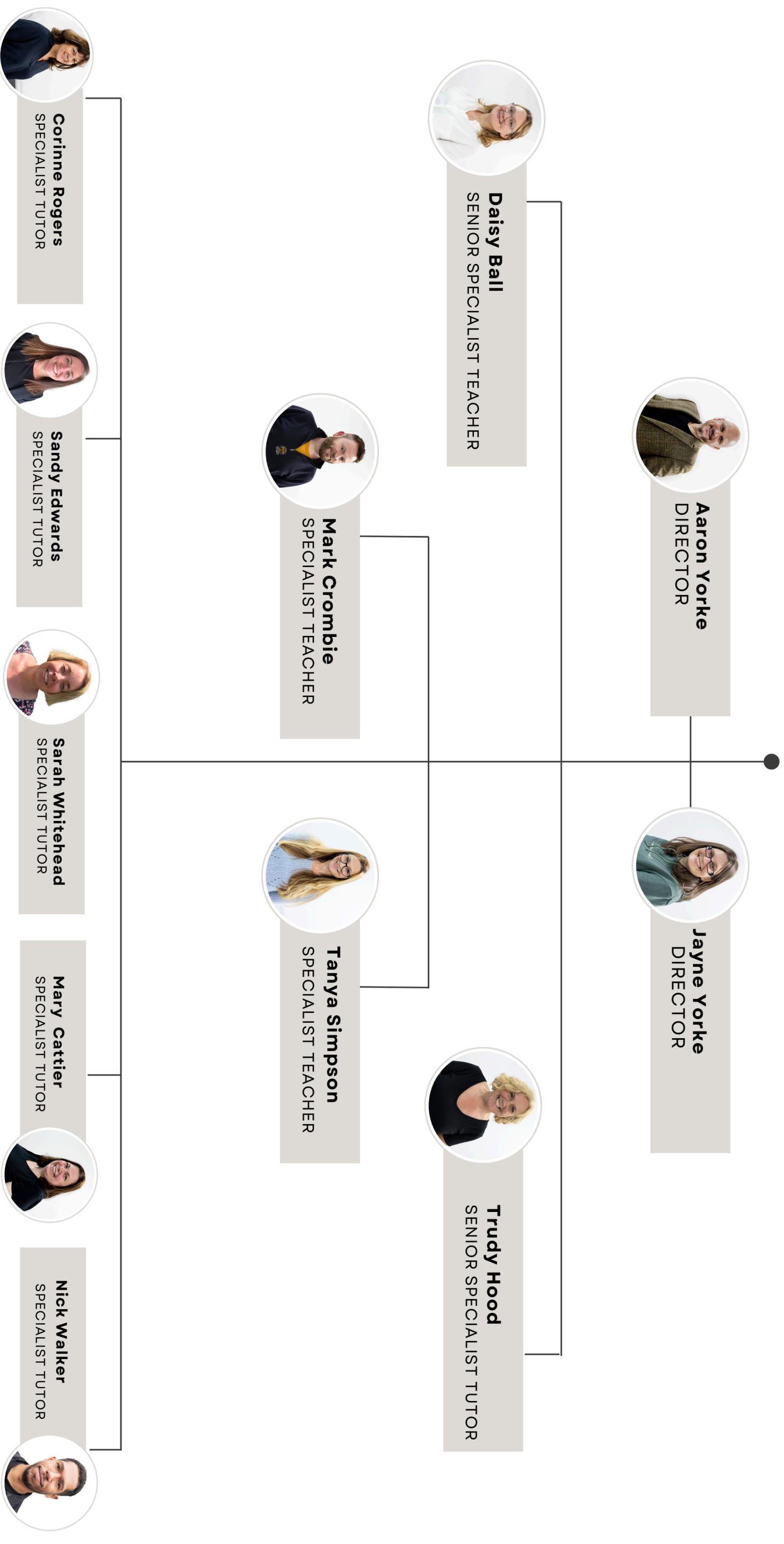


Daisy Ball

- **Senior Specialist Teacher**
- 11 years experience in schools
- Qualified Teacher Status
- PGCE Primary and SEND
- BaHons in Textile Design
- Skilled and trained in supporting neurodivergent students who are not able to access mainstream learning



ACCEPTING BEHAVIOUR Staff Organisation Structure



2025 / 2026



INVESTMENT

INVESTING IN OUR PROVISION

We are aware of the lack of specialist educational support to children and young people with autism, ADHD, and communication differences who have been unable to engage effectively with traditional education and many also failing to engage with other alternative provision services.

To address this issue, we have built a team of highly skilled specialists with advanced expertise and focused training, uniquely qualified to support students who face difficulties engaging in traditional school environments or are enrolled in Education Other Than At School (EOTAS) provision.

By choosing our team, you are investing in a service designed specifically to meet the complex, individualised needs of neurodivergent students. We are dedicated to fostering engagement, building trust, and creating bespoke learning experiences tailored to each student and our approach addresses not only academic goals but also the emotional well-being of students who have struggled in conventional settings, utilising skills and methods that surpass those of typical service providers.

Our service is an investment in sustainable, impactful educational outcomes. By providing specialist-led support tailored to each student's needs, we address a critical gap in educational provision for neurodivergent students, meeting the high standards necessary to foster genuine progress and wellbeing.



SUPPORTING NEURODIVERGENT CHILDREN AND YOUNG PEOPLE USING ACCEPTANCE BASED STRATEGIES

CONTACT DETAILS

Book a free consultation



You can contact us using the information below to book a free online consultation.



Jayne@acceptingbehaviour.com



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SOCIETY OF EDUCATION CONSULTANTS

MEMBER

Aaron Yorke
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01/03/2023-01/03/2024



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