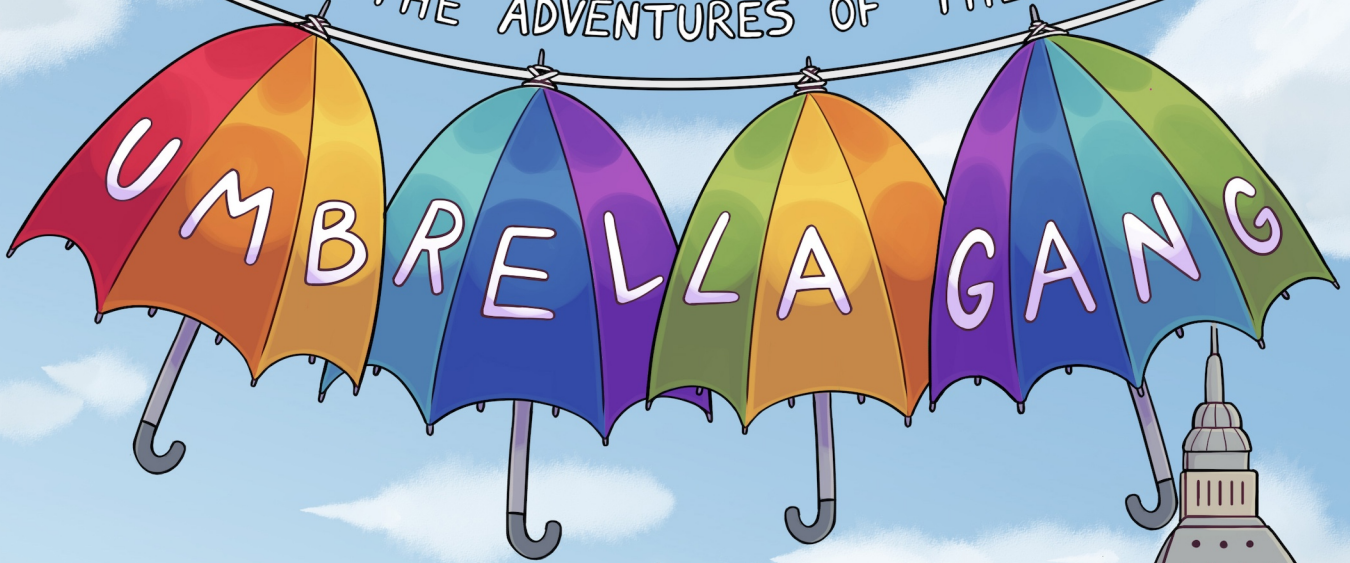


THE ADVENTURES OF THE



WELCOME TO 'UMBRELLA HEIGHTS'. IT'S A SECONDARY SCHOOL IN THE UK, KNOWN FOR HAVING A HIGH NUMBER OF HAPPY PUPILS.



IT'S ALSO WELL-KNOWN FOR BEING ONE OF THE MOST NEURODIVERSE-FRIENDLY SCHOOLS IN THE COUNTRY!



WHAT IF I TOLD YOU THAT THOSE TWO POINTS OF NOTORIETY WERE LINKED?

MOST SCHOOLS ACROSS THE UK HAVE PUPILS WHO ARE NEURODIVERSE IN ONE FORM OR ANOTHER, WHETHER THAT'S DYSLLEXIA, AUTISM, ADHD OR ANY OTHER TYPE OF MND.

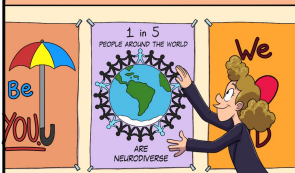
UMBRELLA HEIGHTS' IS A SCHOOL WHERE THEY CAN ALL LEARN IN WHATEVER WAY WORKS BEST FOR THEM AND FEEL PROUD ABOUT IT.



BUT HOW DID UMBRELLA HEIGHTS BECOME SO NEURO-INCLUSIVE? WELL A LOT OF IT STARTED IN WHAT IS NOW KNOWN AS THE "UMBRELLA LEARNING CENTRE".

A PART OF THE SCHOOL BUILDING WHERE PUPILS ARE FREE TO STUDY IN WHATEVER WAY WORKS BEST FOR THEM AND BE THEMSELVES.

IF YOU THINK ABOUT IT... IT MAKES SENSE TO GIVE NEURODIVERSE PUPILS TIME AND SPACE TO FEEL COMFORTABLE AND THRIVE...

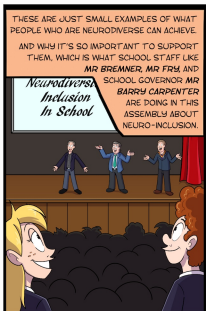
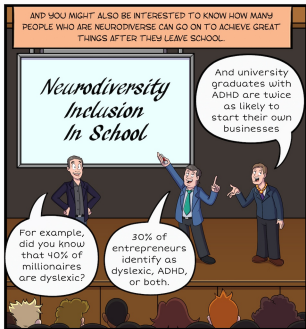
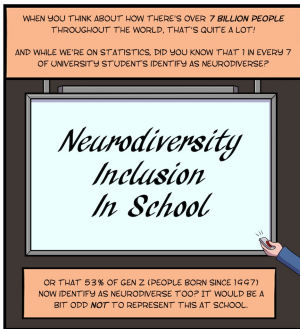
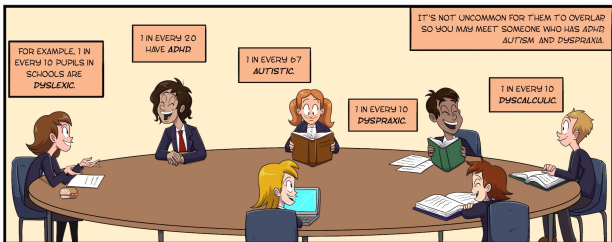


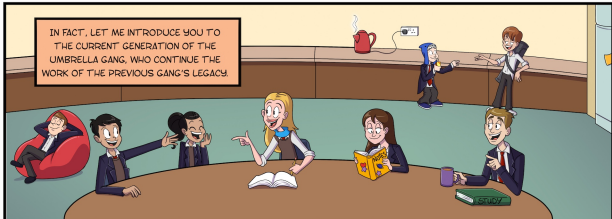
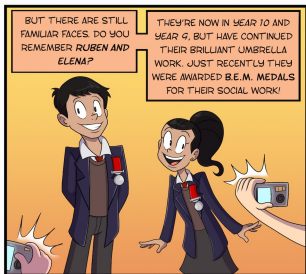
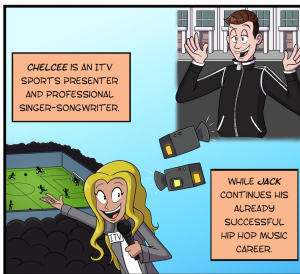
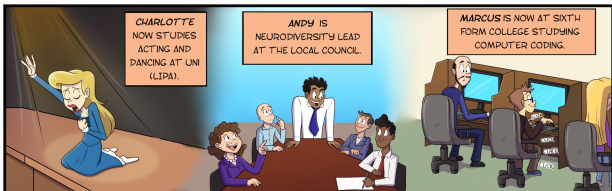
...SINCE THERE ARE FAR MORE PEOPLE IN THIS WORLD WHO ARE NEURODIVERSE THAN YOU MIGHT THINK.

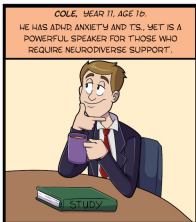
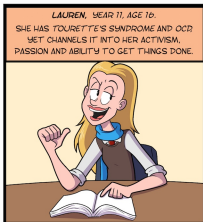
IN FACT, 1 IN 5 PEOPLE ARE THOUGHT TO HAVE THESE NATURALLY OCCURRING DIFFERENT TYPES OF BRAIN.

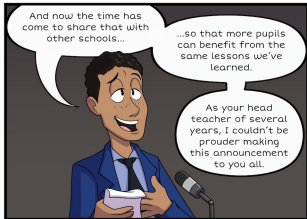
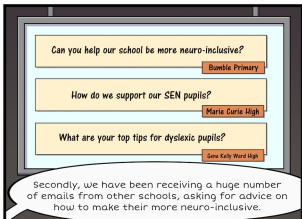
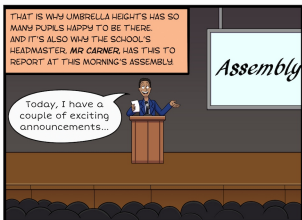


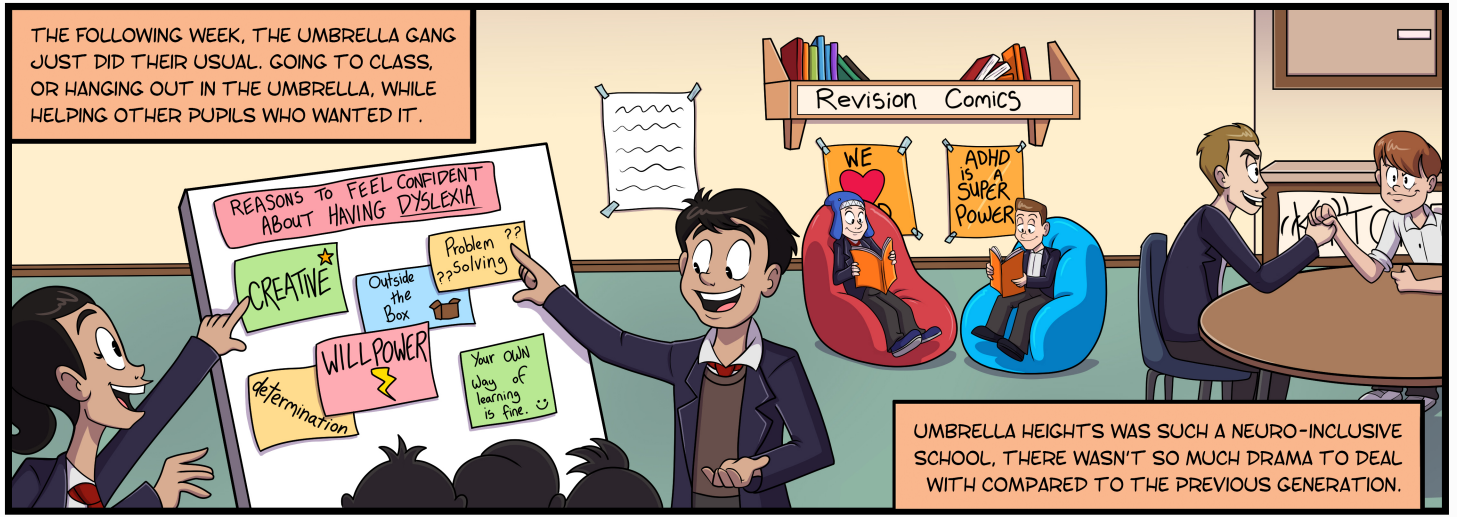
WHICH IS ALL NEURODIVERSITY IS, REALLY. PEOPLE WHO THINK AND LEARN DIFFERENTLY FROM WHAT WE MIGHT TRADITIONALLY THINK OF AS "THE NORMAL WAY".





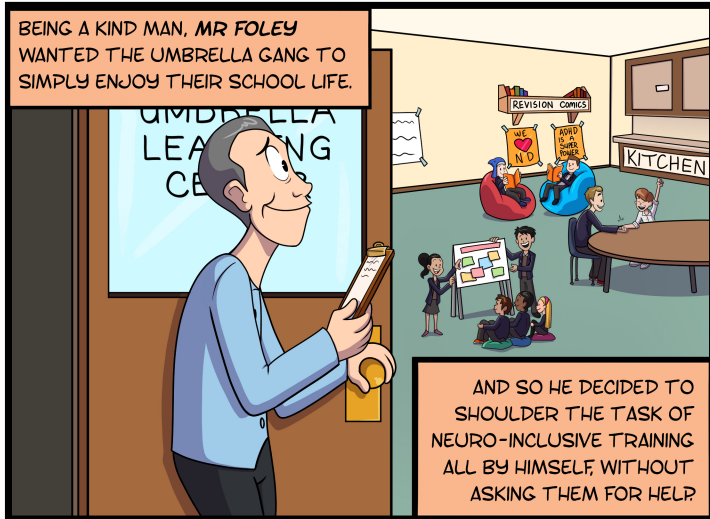






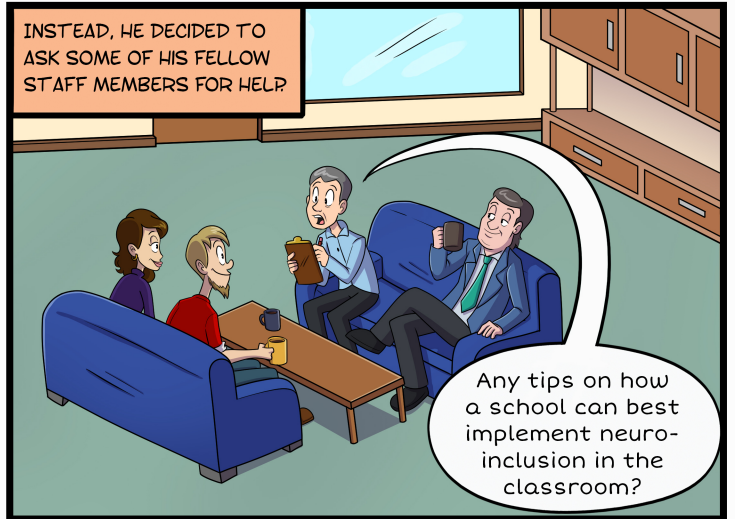
THE FOLLOWING WEEK, THE UMBRELLA GANG JUST DID THEIR USUAL. GOING TO CLASS, OR HANGING OUT IN THE UMBRELLA, WHILE HELPING OTHER PUPILS WHO WANTED IT.

UMBRELLA HEIGHT'S WAS SUCH A NEURO-INCLUSIVE SCHOOL, THERE WASN'T SO MUCH DRAMA TO DEAL WITH COMPARED TO THE PREVIOUS GENERATION.



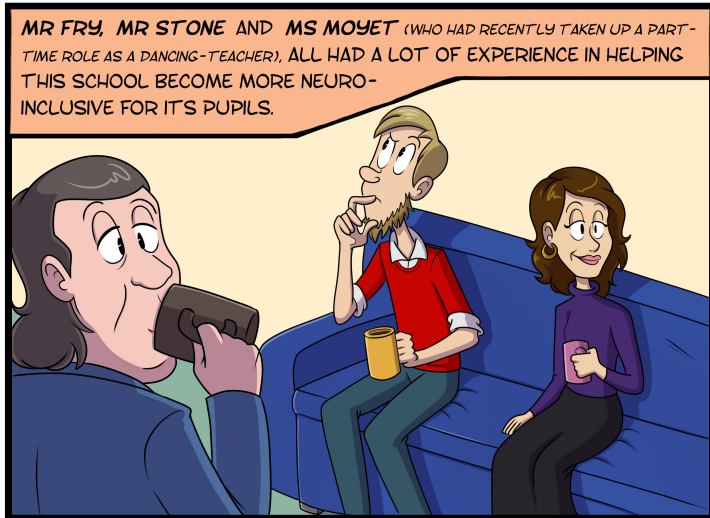
BEING A KIND MAN, MR FOLEY WANTED THE UMBRELLA GANG TO SIMPLY ENJOY THEIR SCHOOL LIFE.

AND SO HE DECIDED TO SHOULDER THE TASK OF NEURO-INCLUSIVE TRAINING ALL BY HIMSELF, WITHOUT ASKING THEM FOR HELP

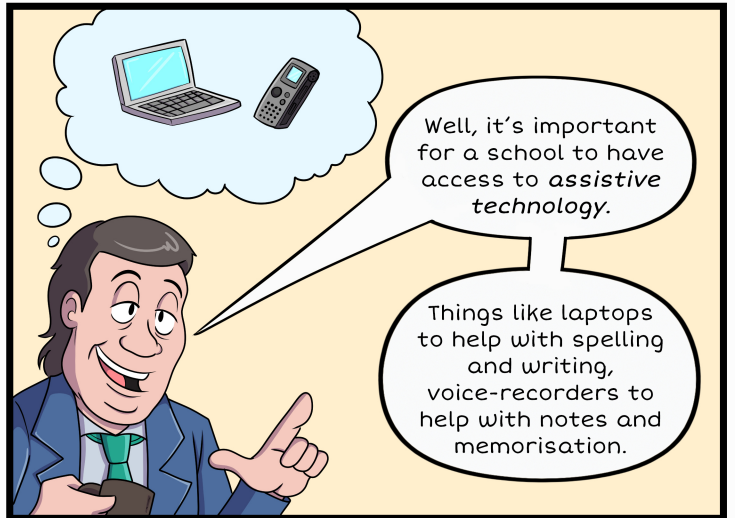


INSTEAD, HE DECIDED TO ASK SOME OF HIS FELLOW STAFF MEMBERS FOR HELP

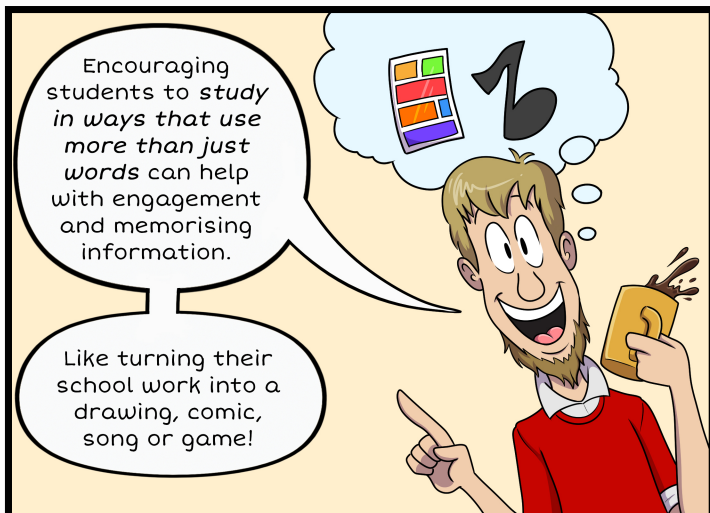
Any tips on how a school can best implement neuro-inclusion in the classroom?



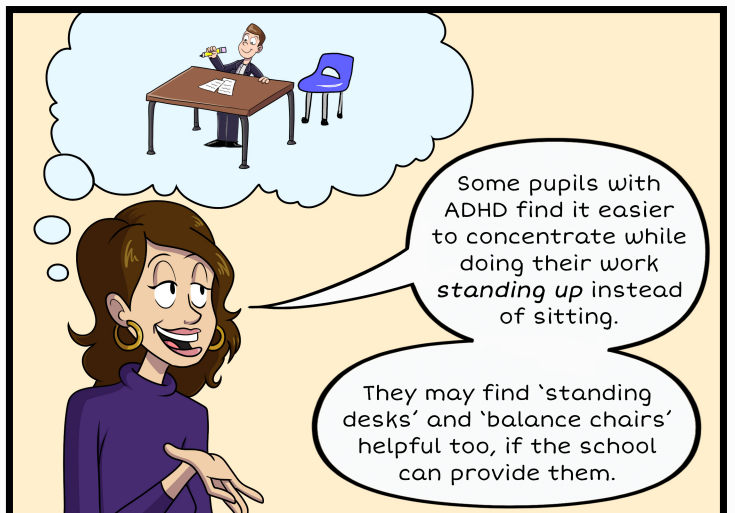
MR FRY, MR STONE AND MS MOYET (WHO HAD RECENTLY TAKEN UP A PART-TIME ROLE AS A DANCING-TEACHER), ALL HAD A LOT OF EXPERIENCE IN HELPING THIS SCHOOL BECOME MORE NEURO-INCLUSIVE FOR ITS PUPILS.



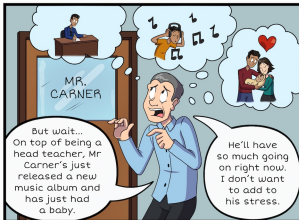
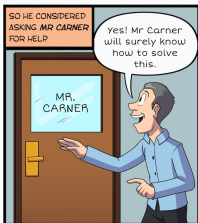
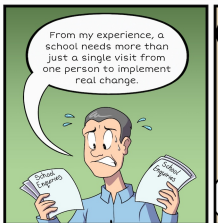
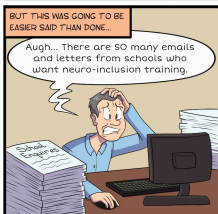
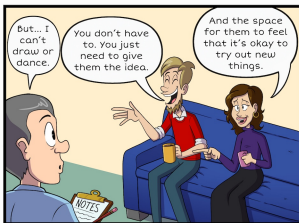
Well, it's important for a school to have access to *assistive technology*.  
Things like laptops to help with spelling and writing, voice-recorders to help with notes and memorisation.



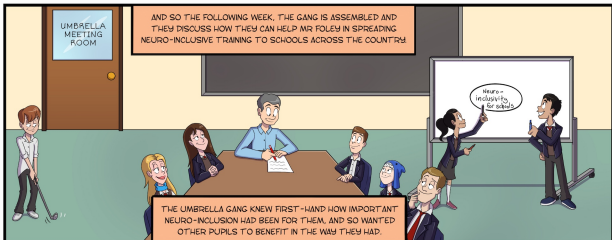
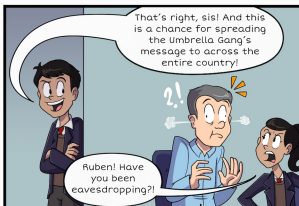
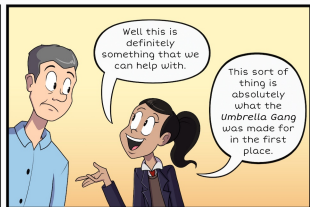
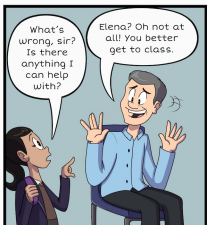
Encouraging students to *study in ways that use more than just words* can help with engagement and memorising information.  
Like turning their school work into a drawing, comic, song or game!

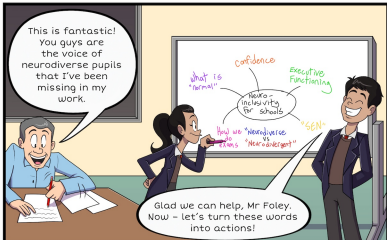
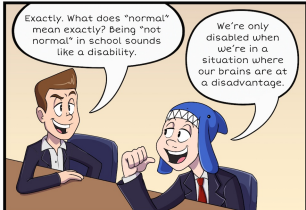
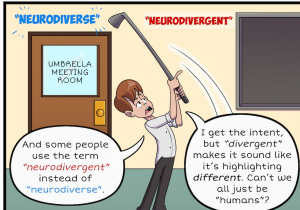
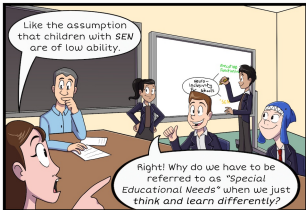
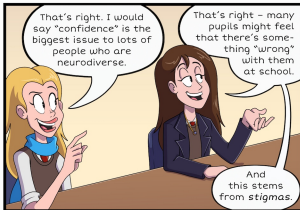
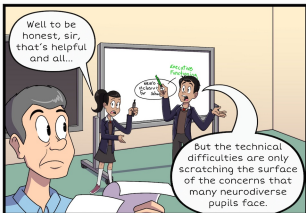
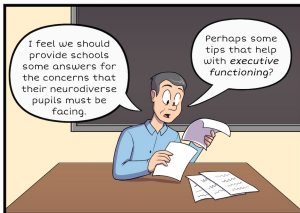


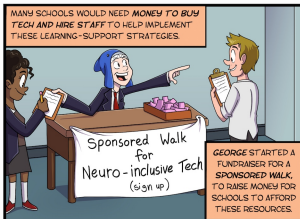
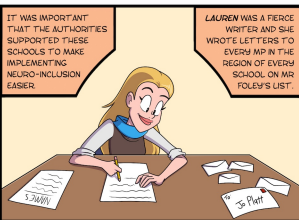
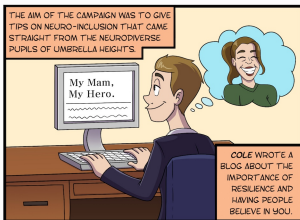
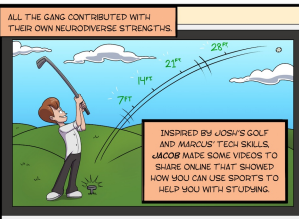
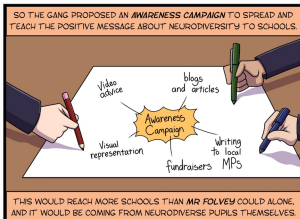
Some pupils with ADHD find it easier to concentrate while doing their work *standing up* instead of sitting.  
They may find 'standing desks' and 'balance chairs' helpful too, if the school can provide them.

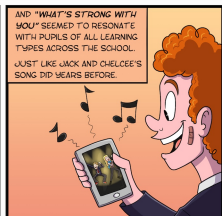
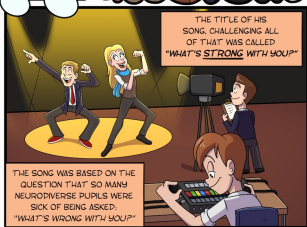
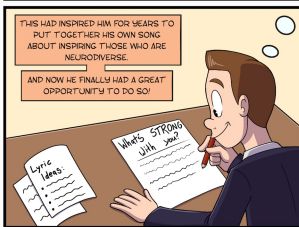
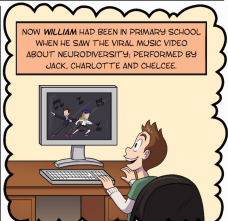
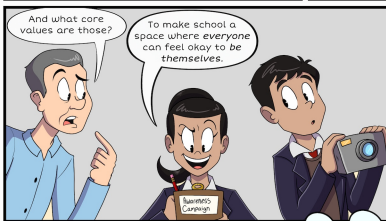
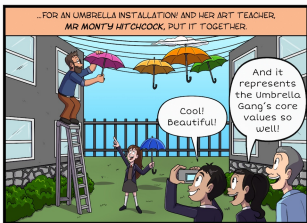
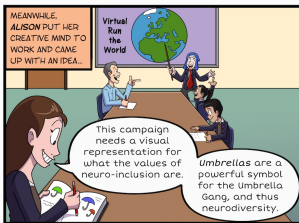


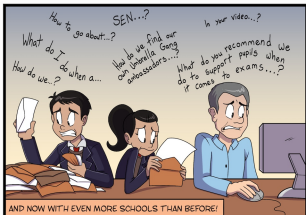
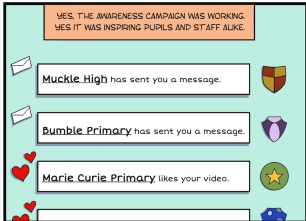
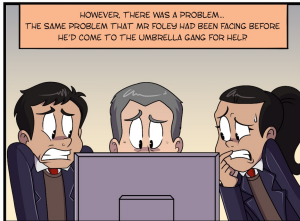
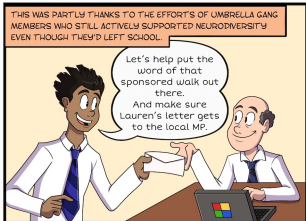
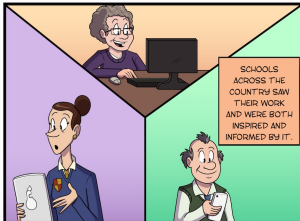
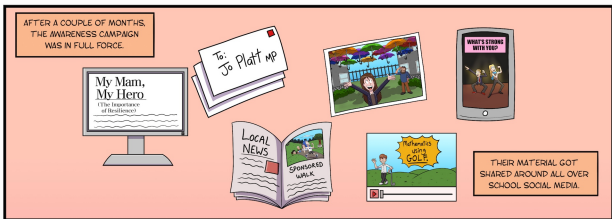


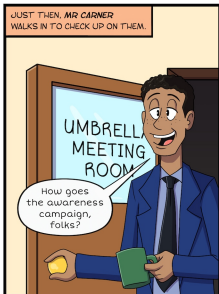
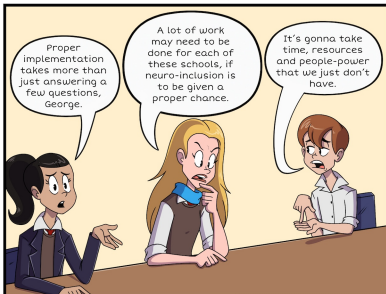


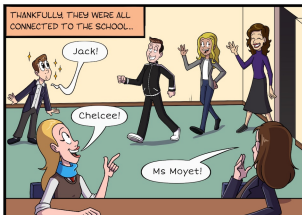
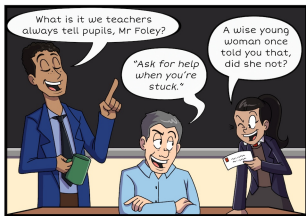










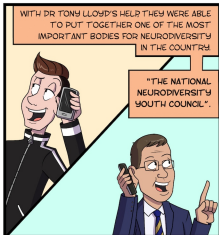
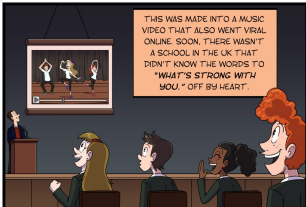
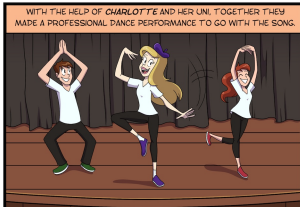
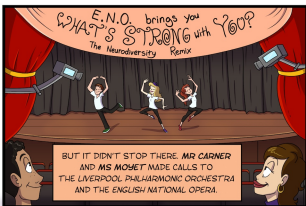
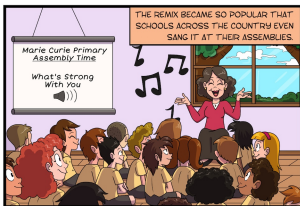


TOGETHER, THEY ARRANGED A RECORDING SESSION...



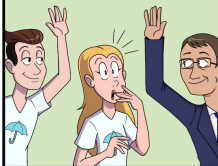
COLE ALSO ASKED HIS FRIEND, **SAM FENDER**, ALONG TO THE RECORDING.



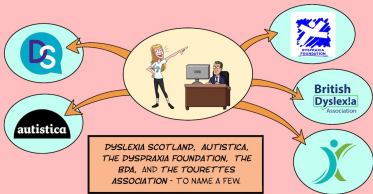




...AND BY POPULAR DEMAND, LAUREN WAS SELECTED AS THE LEADER! FOR HER PASSION AND ACTIVISM AROUND NEURO-INCLUSION.



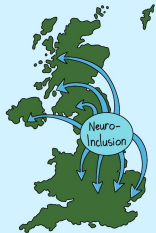
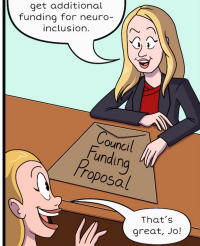
THROUGH DR TONY LLOYD'S CONNECTIONS, AND LAUREN'S AMBASSADORSHIP THEY REACHED OUT TO A LOT OF ORGANISATIONS THAT SUPPORTED PEOPLE WHO ARE NEURODIVERSE.



WITH THE HELP OF THESE GREAT ORGANISATIONS, THEY WERE ABLE TO GET LAUREN'S LETTERS TO MSPS PROPERLY NOTICED.



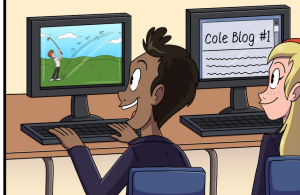
I'll make sure that the schools in my communities get additional funding for neuro-inclusion.



ACROSS THE COUNTRY THE CAMPAIGN WAS FINALLY STARTING TO HAVE THE EFFECT THAT THE GANG HOPED FOR.

WITH THE BOOMING POPULARITY OF THE "NEURODIVERSITY REMIX" BORN FROM WILLIAM'S SONG...

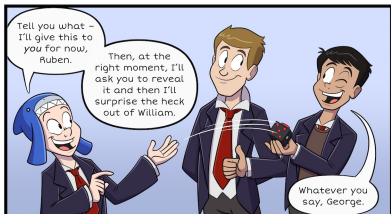
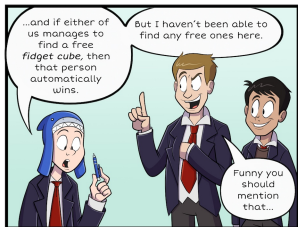
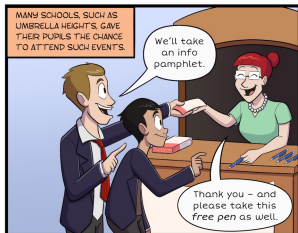
...AS WELL AS THIS - JACOB'S VIDEOS, COLE'S BLOGS, AND GEORGE'S SPONSORSHIPS WERE BEING DISCOVERED AND USED REGULARLY BY SCHOOLS.



Neurodiversity Conference



AND THE NATIONAL NEURODIVERSITY YOUTH COUNCIL (AS WELL AS THE ORGANISATIONS ON BOARD WITH THEM) RAN EXERCISES, TALKS AND EVENTS ON NEURO-INCLUSION THROUGHOUT THE COUNTRY.



JUST THEN, WILLIAM APPEARS.

Alright George, time for the final count. What's your score?

Alas! Only a measly 75 points worth. And you?

Aha! I'm afraid I got you beat, sonny! #4 points here.

Aha! But not so fast! Show him now, Ruben!

That's right. I have officially beaten you both, thanks to this Fidget Cube that George gave me.

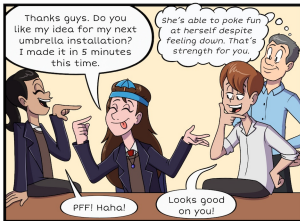
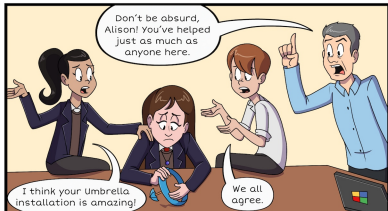
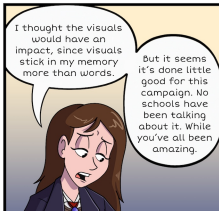
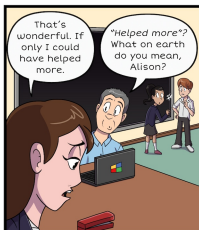
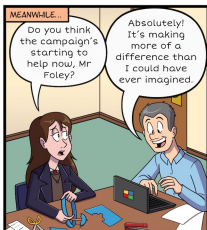
"Gave" you? But... you were just meant to hold it for me.

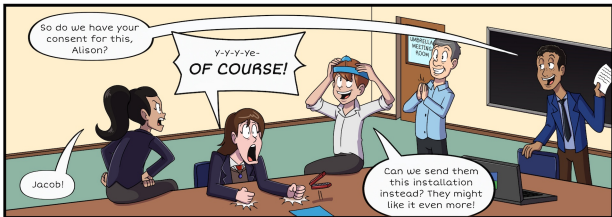
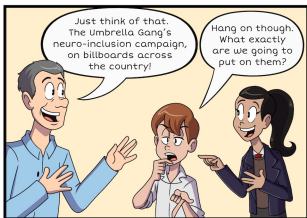
A valid point! I hereby announce Ruben as the official winner of this game!

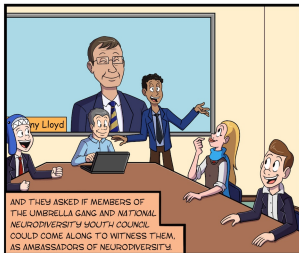
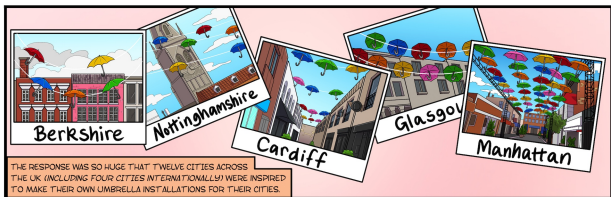
"Give" was the word you used, and you gave it to me just as Cole gave it to you.

Why you... Treachery! Get back here!

This running is good practice for your "Run the World" project, George. You're welcome!







IT'S NOW BEEN MONTHS SINCE THE AWARENESS CAMPAIGN FINALLY ENDED. THE END OF SCHOOL TERM IS NEARLY UPON US. DID THE UMBRELLA GANG SUCCEED IN HELPING MR FOLEY?



WELL, THIS IS THE UMBRELLA GANG WE'RE TALKING ABOUT!



**UMBRELLA HEIGHTS**  
Neuro-inclusion  
Training

NOT ONLY HAD THEY HELPED HIM, BUT THEIR HELP WENT ABOVE AND BEYOND.

FOR EXAMPLE, THANKS TO THE AWARENESS SPREAD BY THE CAMPAIGN...



**UMBRELLA HEIGHTS**  
Neuro-inclusion  
Training

...AS WELL AS THE COORDINATED EFFORT OF THE NATIONAL NEURODIVERSITY YOUTH COUNCIL AND THEIR SUPPORTING ORGANISATIONS...

CONFERENCES WERE ARRANGED FOR MR FOLEY TO RUN HIS NEURO-INCLUSION TRAINING WITH. THIS ALLOWED LOTS OF SCHOOL-REPS TO MEET IN ONE PLACE, RATHER THAN MR FOLEY HAVING TO GO TO EACH SCHOOL HIMSELF.

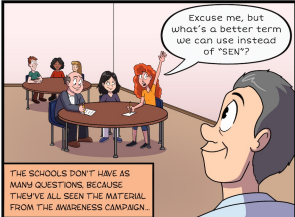


**UMBRELLA HEIGHTS**  
Neuro-inclusion  
Training

HE ALSO HAS MUCH MORE MATERIAL TO HELP TRAIN SCHOOLS WITH THAN HE WOULD HAVE BEEN ABLE TO COME UP WITH HIMSELF.



THANKS TO JACOB'S VIDEOS, COLE'S BLOGS AND WILLIAM'S SONG.



Excuse me, but what's a better term we can use instead of "SEN"?

THE SCHOOLS DON'T HAVE AS MANY QUESTIONS, BECAUSE THEY'VE ALL SEEN THE MATERIAL FROM THE AWARENESS CAMPAIGN...

...AND WHAT QUESTIONS THEY DO HAVE, MR FOLEY IS MORE THAN CONFIDENT TO ANSWER.

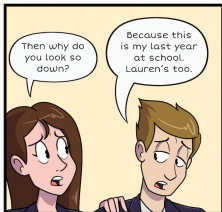
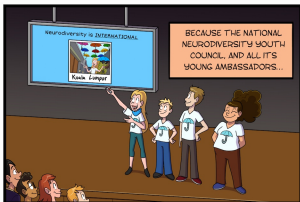
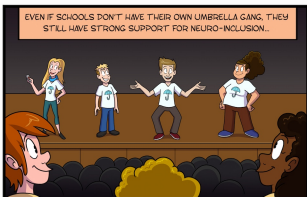
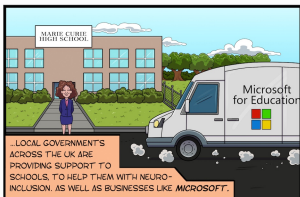


How about "pupils who learn differently".

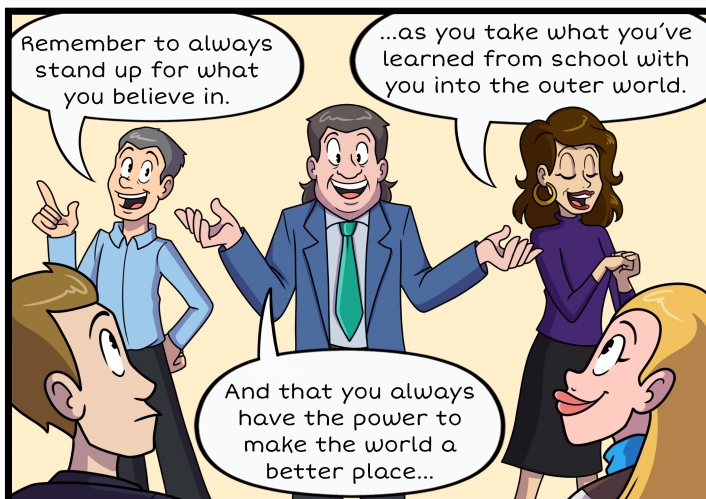
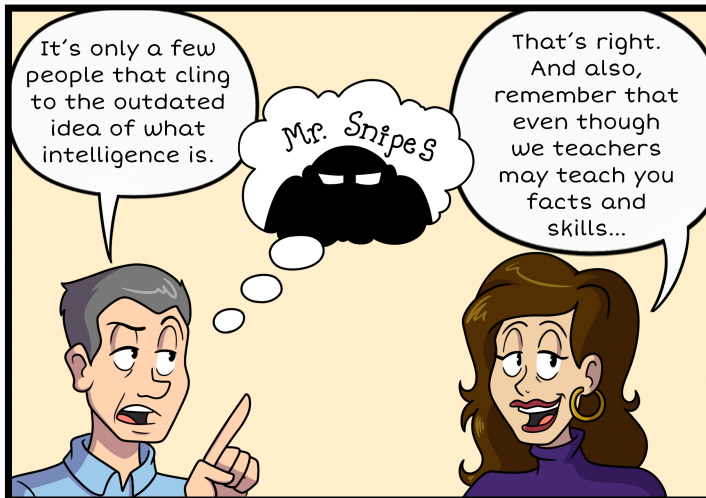
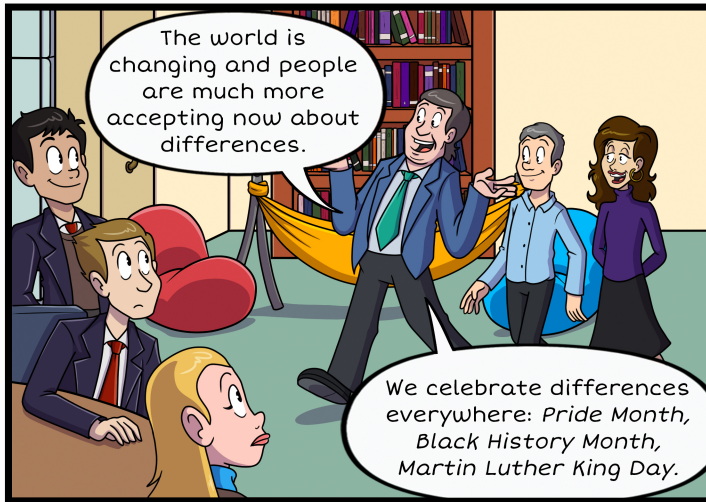
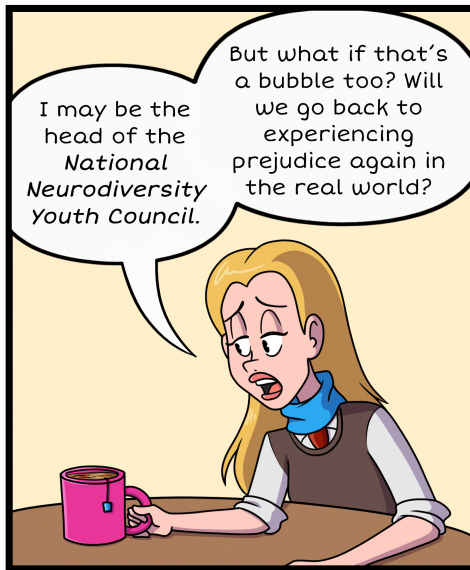
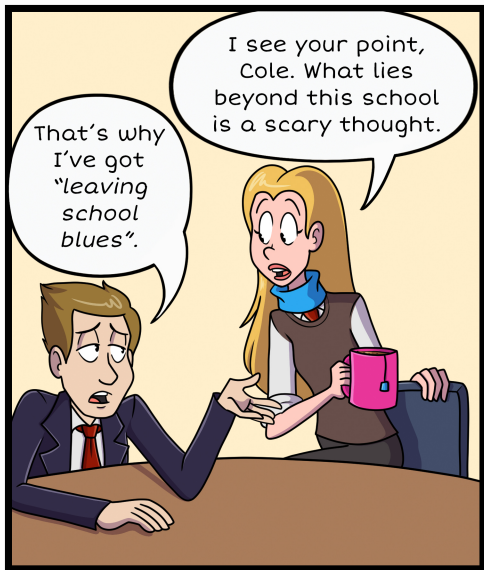
Many pupils feel that "special needs" has too much stigma attached.

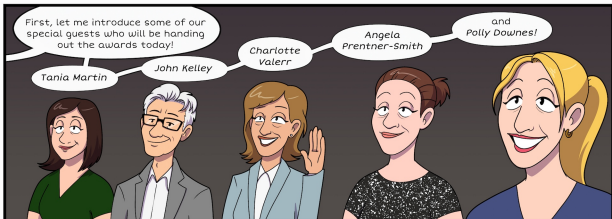
AND THANKS TO THE WORK FOR THE NATIONAL NEURODIVERSITY YOUTH COUNCIL...

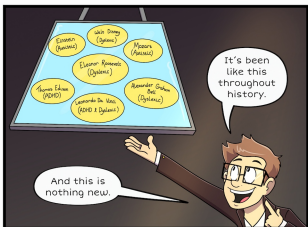
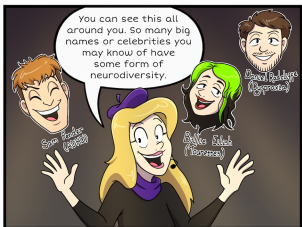
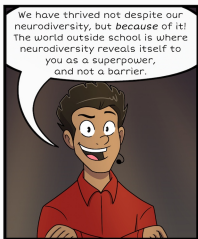
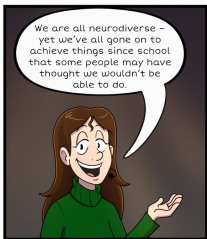
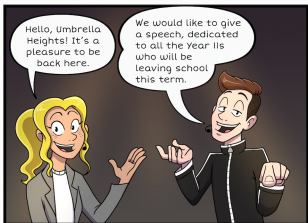


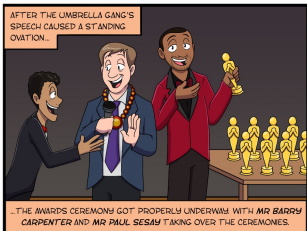
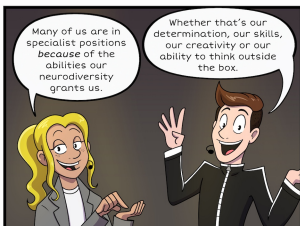


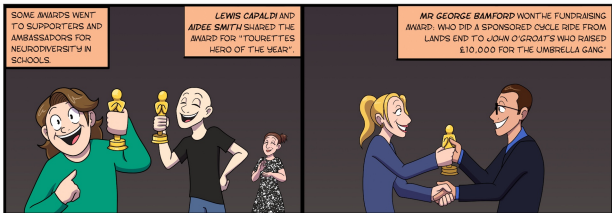












SOME AWARDS WENT TO SUPPORTERS AND AMBASSADORS FOR NEURODIVERSITY IN SCHOOLS.

LEWIS CAPALDI AND AIDEE SMITH SHARED THE AWARD FOR "TOURETTES HERO OF THE YEAR".

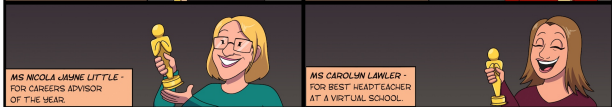
MR GEORGE BAMFORD WON THE FUNDRAISING AWARD. WHO DID A SPONSORED CYCLE RIDE FROM LANDS END TO JOHN O'GRAAT'S WHO RAISED £10,000 FOR THE UMBRELLA GANG.



AND MORE AWARDS TO THOSE WHO HAD SUPPORTED THE SCHOOL AND NEURODIVERSITY IN LOTS OF WAYS.

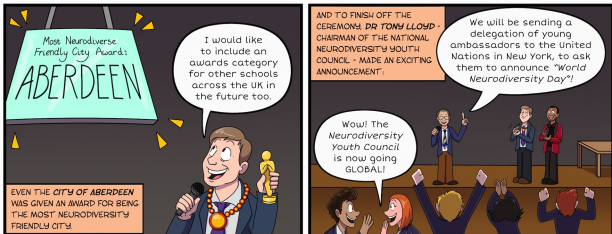
DR AMANDA KIRBY GOT AN AWARD FOR "DOCTORS WHO ARE NEURODIVERSITY CHAMPIONS".

JO PLATT - FOR BEST NEURODIVERSITY CHAMPION IN PARLIAMENT.



MS NICOLA JAYNE LITTLE - FOR CAREERS ADVISOR OF THE YEAR.

MS CAROLYN LAWLER - FOR BEST HEADTEACHER AT A VIRTUAL SCHOOL.



Most Neurodiverse Friendly City Awards: ABERDEEN

I would like to include an awards category for other schools across the UK in the future too.

EVEN THE CITY OF ABERDEEN WAS GIVEN AN AWARD FOR BEING THE MOST NEURODIVERSITY FRIENDLY CITY.

AND TO FINISH OFF THE CEREMONY DR TONY LLOYD - CHAIRMAN OF THE NATIONAL NEURODIVERSITY YOUTH COUNCIL - MADE AN EXCITING ANNOUNCEMENT.

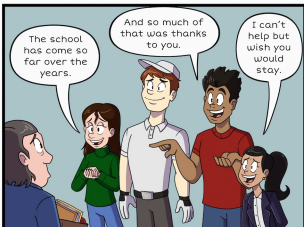
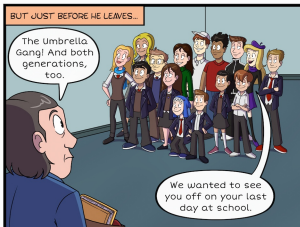
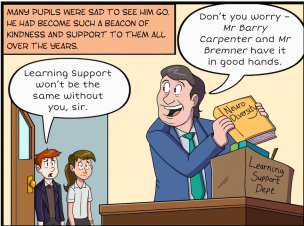
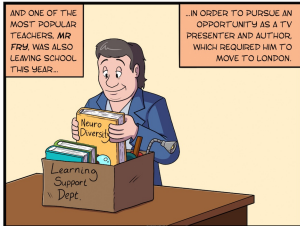
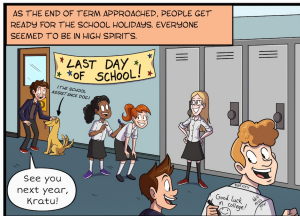
We will be sending a delegation of young ambassadors to the United Nations in New York, to ask them to announce "World Neurodiversity Day"!

Wow! The Neurodiversity Youth Council is now going GLOBAL!



EVERYONE FINISHED THAT DAY FEELING PROUD OF THEIR SCHOOL. ALL PUPILS - NEURODIVERSE OR NEUROTYPICAL ALIKE.

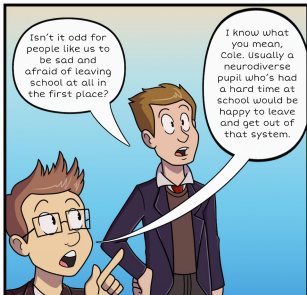
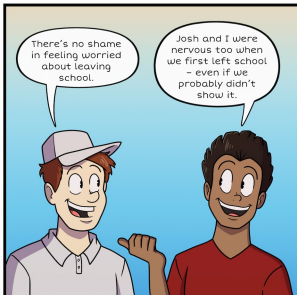
THEY FELT INSPIRED BY EACH OTHER TO MAKE THE WORLD FEEL MORE INCLUSIVE. JUST LIKE THOSE GREAT PEOPLE WHO WON THE AWARDS.



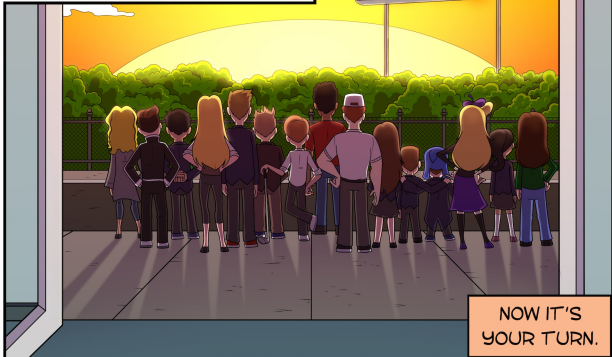
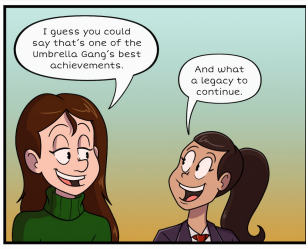


THE VALUE OF A GOOD, UNDERSTANDING TEACHER, A TEACHER WHO YOU KNOW CARES ABOUT YOU AND BELIEVES IN YOU.

THE IMPACT OF SUCH A TEACHER CAN LAST A LIFETIME.







# TIPS FOR HOMEWORK



Homework doesn't have to be a battle, you know.



Check out some cool tips below that'll give you a hand.

- 1. Space:** Find a quiet space to work. You'll work better with fewer distractions.
- 2. Break it down:** Break your homework down into smaller goals and take a break between each goal.
- 3. Ask for help:** Ask a friend or family member for help if you're struggling with an instruction. Talking about it can help!
- 4. Get Creative:** Doodle and draw your notes, or make a game out of it. Making it more fun can make it more effective.
- 5. Tech Tools:** Use apps or online sites that can help you understand your topic. Use spellcheck to help with spelling and grammar.
- 6. Take Your Time:** Don't stress yourself by rushing. Give yourself the time you need.



# **ASSISTING SOFTWARES**

With today's assistive technology, there are more tools than ever before to help you out at school!

Here's a few cool apps and softwares for you to check out.

- 1. Texthelp:** Helps with reading and writing difficulties. Especially helpful for dyslexia.
- 2. Office 365:** Provides many helpful functions for accessing text, such as "Read Aloud", "Office Lens" and "Immersive Reader".
- 3. Comic Life:** An app that allows you to create your own comics and graphic-style narratives.
- 4. Grammarly:** Great tool for helping you with your writing and punctuation.
- 5. ClaroSpeak:** Text-to-speech software.
- 6. Evernote:** For note-taking and task-management, (great for those with ADHD).

# SAFE AND SENSIBLE ON SOCIAL MEDIA



Social media's a big deal, right? If you don't use it already, you probably at least know someone who does.

But it can be a dangerous place too if you're not careful with *HOW* you use it.

So here's a few tips to keep you on top of being online:

**1. Don't share photos or personal info:**

Once it's online, it can be out of your control. Anyone might be able to see or use it.

**2. Block anyone who bothers you:**

Some people like to bully and harass others online. Block them so they can't do it to you.

**3. Report Trolling:** We call deliberately nasty behaviour online "trolling". If you report it, then those in charge can take action.

**4. Don't open suspicious messages:**

A message or link that doesn't look right might contain a virus or could be a hacker. Be wary, especially if it's a message from a stranger.

**5. NEVER meet up with strangers:**

Even if they seem trustworthy, it is easy to fake anything online. Tell a parent or teacher if someone online wants to meet up with you.

# STARTING CHANGE WITH A LETTER:



Are there changes in your community that you would like to see made for the benefit of neurodiversity?



Why not write a letter to your local MP or NHS Chief Executive? Here's a template you could use:

## A LETTER TO YOUR LOCAL MEMBER OF PARLIAMENT:

*explaining how much it would help you if NHS assessments for neurodiversity were quicker:*

*[Your address]:*

Dear \_\_\_\_\_,

My name is \_\_\_\_\_ and I am \_\_\_\_\_ years old. I am writing to you because I believe that the NHS waiting time for an assessment of \_\_\_\_\_ could help a lot of people like me if it was quicker.

My Neurodiversity is... *[Explain the ways in which your neurodiversity makes school difficult for you; as well as your strengths and superpowers].*

When I leave school, I would like to \_\_\_\_\_ *[Perhaps you would like to be an MP? Or a plumber? Or a doctor, engineer, or architect? Or to work in a shop, or to go to university, or to set up your own business?].*

Will you please write back to me and let me know how you intend to help? Thank you for your consideration and service.

*[Then just write your name at the bottom of the letter].*



# NEURODIVERSITY CAN

Neurodiversity is just a way in which the mind works. Yet there are some people who still might feel insecure about it.

- They might be embarrassed if they find something more difficult in school than others.
- They might have been told by others to see neurodiversity (such as dyslexia or autism) as a disability or problem.
- They might think that because they struggle at something it means that they can't do it and just give up.
- They might be worried that people think they're dumb or lazy.
- They might not be aware of all the great traits and strengths of neurodiversity.

# INSPIRE OTHERS!



There are also people who still don't understand what neurodiversity is and how it *doesn't* mean that something's wrong with you. Here's how you can help inspire others to understand better.

- 1.** Show them learning strategies that could help them with their difficulties (like mindmaps).
- 2.** Explain to them that there is nothing wrong with thinking differently and that at least 1 in 5 of the global population is neurodiverse.
- 3.** If you have been able to overcome a difficulty in class, tell them or show them that.
- 4.** Reassure them that you don't think they're dumb or lazy, and encourage them to share their concerns with a trusted teacher.
- 5.** Tell them that many great people in history are neurodiverse, (see the next page).



# UNDER THE UMBRELLA OF NEURODIVERSITY

*Neurodiversity* is simply thinking and learning differently. Great minds don't always think alike but great minds do think differently.

Your brain is as unique as your fingerprint. We're all unique because nature made us to be *different* - not the same!

## DID YOU KNOW...?

- Lots of famous people you learned about in history and science lessons also learn differently? (*Albert Einstein, Leonardo Da Vinci, Amadeus Mozart, Walt Disney, Elenor Roosevelt, and so many more.*)
- That 40% of millionaires have dyslexia, and over 30% of senior leaders in industry have ADHD, dyslexia or both?
- Industries such as technology, engineering and science employ a high number of autistic people?
- 53% of young people born since 1997 identify as neurodiverse today?
- University graduates with ADHD are twice as likely to be entrepreneurs?



# WHAT HAPPENS NOW? OVER TO YOU.

## YOUNG PEOPLE'S MANIFESTO FOR NEURODIVERSITY IN SCHOOLS, HEALTH SERVICES & EMPLOYERS:

1. Teach us in the way we learn most effectively.
2. Make schools more about preparing us for adulthood, employment and citizenship.
3. Embed United Nations Rights for every child of every school.
4. School Success should be measured in ways that are not just about exam results.
5. Schools must be founded on mutual respect and kindness between both young people and adults.
6. Inclusive neurodiversity-friendly assessments.
7. End excluding or dismissing people simply because they learn and think differently.
8. Neurodiverse teacher-training in every school.
9. Make sure that the school curriculum shines a light on great neurodiverse achievers and leaders.
10. End unequal access to mental health services for children and young people with ADHD or autism.

“You deserve to be treated with respect. Believe in yourself and your ability to achieve whatever you set your mind to. It’s okay to make mistakes. Be a good friend to people. Stand up to bullies. Be friendly to those who are lonely. Say sorry if you upset someone. Care about the environment. Care about injustice and unfairness. Be patient and forgiving of adults who are trying their best, even if they don’t understand you. Be kind, be you, be here, **belong.**”

~ Dr Tony Lloyd, CEO of the ADHD Foundation

# Learning About Your Rights...

The UN Convention on the Rights of the Child



1

Until you are eighteen you are considered a child and have all the rights in this UN convention.

2

No discrimination should ever take place relating to any quality of yourself or your parents/guardians.

3

All actions and decisions that affect you should be based on what is best for you or any child.

4

The government should make these rights available to you and all children.

5

Your family has the responsibility to guide you to learn your rights and governments should respect this right.

6

You have the right to live and grow well, governments should ensure that you develop healthily.

7

You have the right to have your birth legally registered; have a name, nationality and know and be cared for by your parents.

8

Governments should respect your right to a name, nationality and family life.

9

Separation from parents should only occur if it is for your own good, you have the right to be in contact with both parents if separation occurs.

10

If your parents live in different countries, you are allowed to move between both countries to see both parents.

11

You are not allowed to be taken out of the country illegally, governments must take steps to stop this.

12

When decisions are being made, as a young person, you have the right to say what you think and have your opinion.

13

You have the right to get & share information, if the information is not harming anybody.

14

Parents should guide you to have the right to 'think' for yourself & believe what you want believe and to respect others' beliefs.

15

You have the right to join groups with other children. You should not stop others enjoying their rights.

16

You have the right to protection from interference, privacy, family, home, mail and attacks on your character.



## Did you know?

Most governments have agreed in an Optional Protocol to the CRC that children under 18 should not be allowed to join the army.

17

Accessing reliable, beneficial, and understandable information is a right you have.

18

Both parents have a responsibility for you. Governments should support parents.

19

Governments should ensure you are cared for & protect you from abuse.

20

You must be cared for by others if your parents cannot care for you.

21

If you are adopted the first concern must be what is best for you.



**Did you know?**

This Convention applies to almost every single country in the world!

22

If you come to a new country due to safety, you have the same rights as children born in the new country.

23

If you have a disability (or neurodiversity), you should have special care, support and education.

24

You have the right to quality healthcare, clean water and food so you can stay healthy.

25

If you are a looked after child, adults in authority must regularly review your needs.

26

Your society should provide you with social security that enables you to live in good conditions.

27

You should live in conditions that help you develop positively. Governments should help families achieve this.

28

**You have the right to education. Schools should respect your rights and dignity.**

29

Education should develop who you are whilst encouraging you to respect your and other cultures.

30

You have the right to use the traditions, religion and language of your family.

31

You have the right to rest, play and participate in activities.

32

The government should protect you from work that is dangerous to your health.

33

The government should provide ways of protecting you from using drugs.

34

You should be protected from sexual exploitation and abuse.

35

The government should make sure you are not deported to other countries.

36

You should be protected from activities that harm your development or well-being.

37

If you break the law, you should be treated fairly and placed in suitable accommodation.

38

The government should ensure you do not join the army under 15 years of age.

39

Special care should be given if you have been abused, in prison or exploited.

40

If you are accused of breaking the law, you must be treated with respect and given legal help.

41

If laws in your country are better than the articles of the Convention, then these laws should be followed.

42

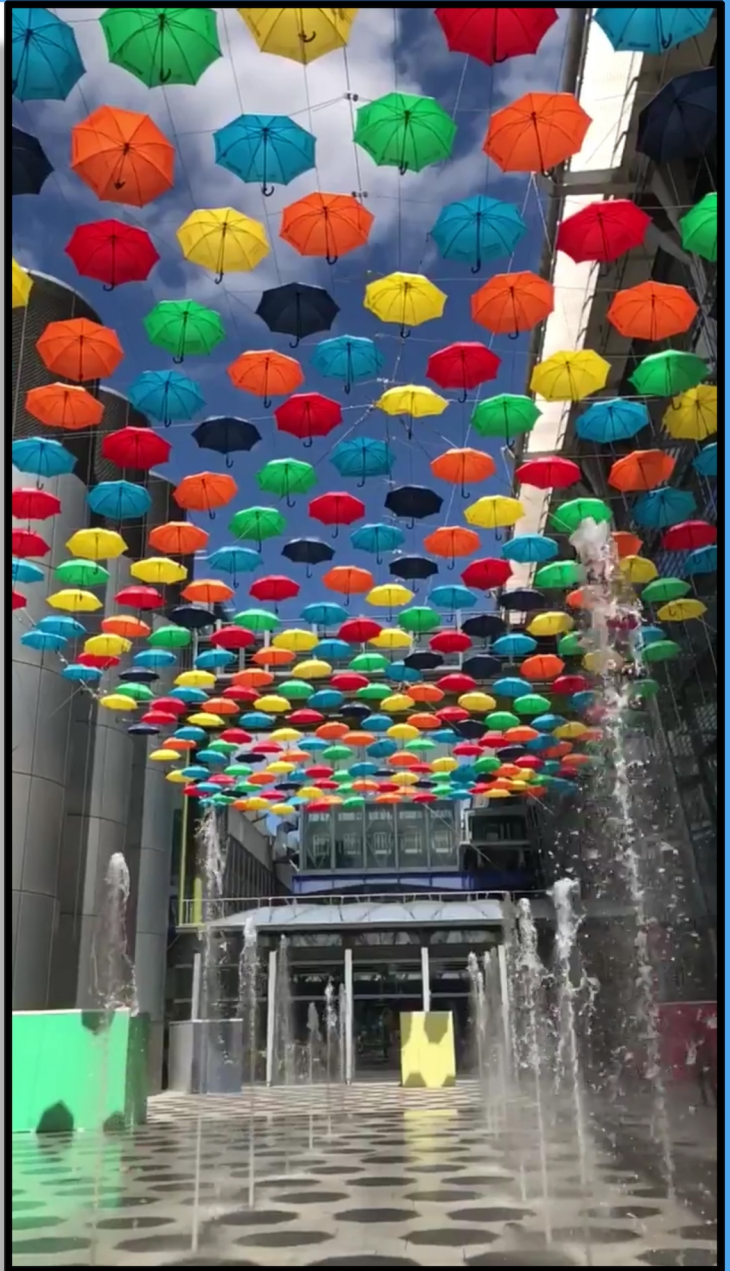
The government should make the convention known to everyone.



**United Nations**

\*Disclaimer: This text constitutes a simplified version of the CRC, not the official text.

This is the 4th and final volume of *'The Adventures of the Umbrella Gang'*. The story takes place at Umbrella Heights, a few years after Siena, Marcus, Andy, Josh and Charlotte have all graduated and left school. Instead we join Ruben, Elena, and a cast of new inspiring young pupils - who continue the Umbrella Gang's great legacy of empowering pupils.



Since the release of Umbrella Gang Volume 1, the ADHD Foundation has been working with Dekko Comics Ltd to produce more stories from the world of the Umbrella Gang. The aim of these stories has been to inspire, encourage and empower pupils at school who think differently. We are so proud to release this final instalment in the series.