



BE KIND
BE CURIOUS
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Inclusion Support Service

Supporting ND Adults

Why Supporting ND Adults Matters

Many ND adults experience:

- Stress and burnout from masking their differences
- Sensory overwhelm
- Fear of judgement
- Anxiety about asking for support
- Difficulties with executive functioning, processing, communication, and social interaction
- Challenges that may not be visible to others to all members of the school community.

ND adults can contribute significant strengths, including:

- Creative and visual thinking
- Seeing situations holistically
- Strong problem-solving skills
- Hyperfocus and effectiveness during crises
- Resilience and empathy
- Valuable lived experience
- Positive relationships with pupils with SEND
- Unique insights that support inclusion

Practical Ways Schools Can Support ND Adults

1. Create an Inclusive School Culture

- Encourage openness about support needs.
- Normalise asking for help.
- Celebrate diversity and strengths.
- Model acceptance and understanding.

2. Provide Supportive Feedback

- Approach concerns with empathy and curiosity.
- Seek to understand underlying barriers.
- Focus on solutions and support rather than blame.
- Recognise that stress can increase difficulties.

3. Consider the Environment

- Reduce unnecessary sensory demands where possible.
- Provide quiet spaces for breaks and regulation.
- Allow flexible use of break times and spaces.
- Consider noise, lighting, temperature and crowding

4. Adapt Meetings

- Share agendas and materials in advance.
- Provide written summaries afterwards.
- Consider seating, room conditions, and sensory factors.
- Allow different note-taking preferences.

5. Improve Communication

- Be clear, concise and explicit.
- Use bullet points and identify required actions.
- Provide information verbally and in writing.
- Give opportunities to ask questions.
- Consider accessibility for literacy differences.

6. Establish Predictable Routines

- Share key dates and expectations clearly.
- Maintain accessible calendars and reminders.
- Anticipate high-pressure periods.
- Reduce competing demands when workload increases.

7. Offer Flexible Working

- Consider remote working opportunities where appropriate.
- Provide flexible communication options for parents.
- Allow flexibility in how work tasks are completed.



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8. Use Technology

Useful tools include:

- Dictation software
- Read-aloud tools
- Spelling and grammar support
- Meeting summaries
- AI tools to support organisation and communication

Technology can significantly reduce barriers and improve efficiency.

9. Make Information Accessible

- Avoid relying solely on colour coding.
- Use alternative indicators such as symbols, letters or numbers.
- Consider readability and printing accessibility.
- Present information visually and clearly.

10. Protect Wellbeing

- Avoid sending communications outside working hours where possible.
- Use predictable communication routines.
- Make expectations around responses clear.
- Reduce unnecessary surprises.

Supporting ND Parent Carers

- Offer multiple ways to communicate with school.
- Avoid relying on children to pass information home.
- Use digital platforms where possible.
- Consider sensory demands of school events.
- Schedule meetings and events thoughtfully to reduce overwhelm.

Leadership Considerations

School leaders should:

- Model inclusive practice.
- Recognise that leaders may also be ND.
- Support individual working styles.
- Consider staff wellbeing when planning workloads.
- Ensure recruitment processes are inclusive.

Recruitment Adjustments

- State commitment to inclusion clearly.
- Offer interview questions in advance.
- Provide information in accessible formats.
- Create a welcoming recruitment process.

Key Reflection Questions

- How inclusive is our school for ND adults?
- Do staff feel safe to disclose support needs?
- Are our communication methods accessible?
- Do our routines reduce or create stress?
- How do we accommodate sensory differences?
- Are parent carers supported as effectively as pupils?
- What reasonable adjustments could we implement immediately?

Inclusive schools support not only neurodivergent pupils but also neurodivergent staff, leaders and parent carers. When ND adults are understood, accepted and supported, the whole school community benefits