



Name:		Pronouns:	Put an X in this column next to adjustments you would like to have, and leave blank if not applicable
Date of Birth:			
<p>I am neurodivergent* and the following reasonable adjustments marked by an 'X' are helpful to me to access, engage and feel comfortable in education sessions. The following adjustments are ideas and should be personalised, agreed and built on through discussion.</p> <p><b>Please note: Educational establishments have a duty to make reasonable adjustments.</b></p>			
COMMUNICATION	Clear, precise communication, eg information broken down, instructions explicit, awareness that I can struggle with jokes and sarcasm or anything unclear		
	Lengthy information to be summarised in bullet points		
	Time to process information before responding		
	The option of a quick catch up after a session to check understanding and to know who to contact if I have further questions		
	Having a 'scaffolding' outline to help me structure my work and using a clear structure to notes provided.		
	Closed questions or to be provided with options		
	Having clear deadlines so I am clear on the expectation		
	Having PowerPoint presentations at least a day before a session		
	Patience- I can find it hard to explain information or how I am feeling		
	Communication by email /in writing / verbally is my preferred way.		
HEALTH	Coloured paper as I struggle reading black text on white paper		
	To be able to use assistive technology software e.g. screen reading, dictation, audio capture etc, (consider DSA assessment if applicable)		
	To be considered for extra time in exams / coursework due to processing speed		
	A quiet, dim room, free from distractions to undertake exams / focussed work		
	To be able to stim in class		
	To have a named person to go to if I encounter any difficulties		
	To have support with time management and prioritisation of my work		
ENVIRONMENT	For other students to be aware of my needs		
	To be able to leave the environment at lunchtime /breaks to avoid social contact		
	To sit in a place I feel comfortable away from light and noise sources and clutter		
	To have a quiet space I can go to when feeling overloaded, without question		
	To sit quietly in a group setting without speaking, or to leave the room		
	To be able wear sunglasses / cap to help regulate light levels		
CHANGE	To use headphones to help me cope with noise around me		
	To be in a place free of strong scents and smells		
	To have familiarisation information eg website, walkthrough video or tour		
	To have someone familiar with me as a buddy until I feel settled		
	To be able to provide information about my needs in advance		
KNOWLEDGE	Sticking to what is expected, and advance notice of any changes and to have time to plan and prepare		
	Advance warning of fire drills, and agree a plan with me		
	No pressure on me to participate in groups, read out or answer questions		
	Allow me to provide answers or questions in writing		
	To allow me to keep my video camera off on video calls, where appropriate, and to communicate through the chat facility		
	A buddy who I can ask anything I need clarifying		
	To have information or plan of session in advance so I know what to expect.		
Check in with me that I understand what I am doing, as I struggle to ask for help.			
To have information to take away with me so I know what I am doing			
No pressure to participate in icebreaker activities which I find extremely stressful			

\* Neurodivergent people see and experience the world differently (eg autism, ADHD, dyslexia, dyspraxia, etc).



<b>I have a previous reasonable adjustment document or needs plan</b>	<b>yes</b>	<b>no</b>
<b>I have had a DSA assessment (disabled students allowance)</b>	<b>yes</b>	<b>no</b>
<b>Additional reasonable adjustments not covered overleaf:</b> (eg any recording of information, communication strategies etc)		
<b>Important information to know about me:</b> (eg health needs, preferences, technology)		
<b>I am interested in:</b> (so other people can talk about this to me)		
<b>It is not always obvious to others if I am stressed or anxious, this is what people may notice:</b>		
<b>Things that can make me feel stressed/distressed:</b>		
<b>What helps me when I feel anxious, stressed or distressed:</b>		
<b>I am interested to know what support is available for neurodiverse students</b> Yes / No		