




SUPPORTING OUR NEURODIVERSE STAFF: TRAINING WORKBOOK





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NEURODIVERSITY.



“A world where neurological differences are recognised”

When it comes to inclusion, neurodiversity refers to a world where neurological differences are recognised and respected as other human variations.

Instead of labelling people with ‘deficits’ and ‘disorders’, neurodiversity takes a balanced view of an individual’s unique strengths and challenges.

We already value different types of people in NWAS - so what about different types of brains and ways of thinking?

DYSLEXIA.



Dyslexia impacts the way the brain processes information such as reading, writing, and spelling.


It can cause challenges with processing information quickly, organisation, sequencing, and the spoken language, for example trying to find the right word to say when speaking.

EXERCISE

Listen to the facilitator reading a passage of text.

As you listen, write down what they are saying. But, as you write, replace each vowel letter with an @ symbol.

For example, if they said “the dog was brown”, you would write “th@ d@g w@s br@wn”.



DYSLEXIA.



EXERCISE

An EMT1 is having difficulty completing the patient report form due to their dyslexia.

They struggle to read what they need to enter into each field and they struggle to spell correctly.

What reasonable adjustments could be made?

DYSPRAXIA.

Dyspraxia and Developmental Coordination Disorder (DCD) are interchangeable terms.

Some common traits associated with dyspraxia/DCD include challenges with everyday movement and coordination, organisation and time management, processing speed, memory and following directions.

EXERCISE

A HR Advisor with dyspraxia works on the first floor, Monday to Friday. They are required to do a lot of photocopying, scanning, and file/folder maintenance.

They struggle with coordination, organisation, and remembering where they are up to.

What reasonable adjustments could be made?

DYSCALCULIA.

Dyscalculia impacts the way the brain understands number concepts and intuitively grasps numbers. This means individuals with dyscalculia may have challenges completing maths problems and may experience maths anxiety.

They may also find understanding abstract concepts such as time difficult to grasp.

EXERCISE

An Administrator with dyscalculia struggles with payroll each month.

They have difficulties trying to calculate if staff have entered the correct totals on their timesheets.

What reasonable adjustments could be made?

ADHD.

Attention Deficit Hyperactivity Disorder (ADHD) can impact a person's ability to focus. Some other common traits associated with ADHD can be hyperactivity, impulsiveness and challenges with organisation and short term memory.

Not every person experiences all three areas of ADHD. For example, some people may be predominately hyperactive and impulsive, whilst others may have greater challenges with sustaining attention.

EXERCISE

A Paramedic with ADHD struggles working an altering shift pattern.

They also struggle not knowing who they are going to be working with, and being paired up with different crew members that they haven't worked with before.

What reasonable adjustments could be made?

AUTISM.

Autism Spectrum Condition (ASC) can impact how an individual interprets, interacts and communicates with the people and world around them.

For example, there may be differences in social communication and social interaction, a preference for routine and advance notice of changes, as well as over- or under-sensitivity to light, sound, taste, touch or smell.

Many autistic individuals mask challenges, especially within work, which can lead to autistic fatigue and burnout.

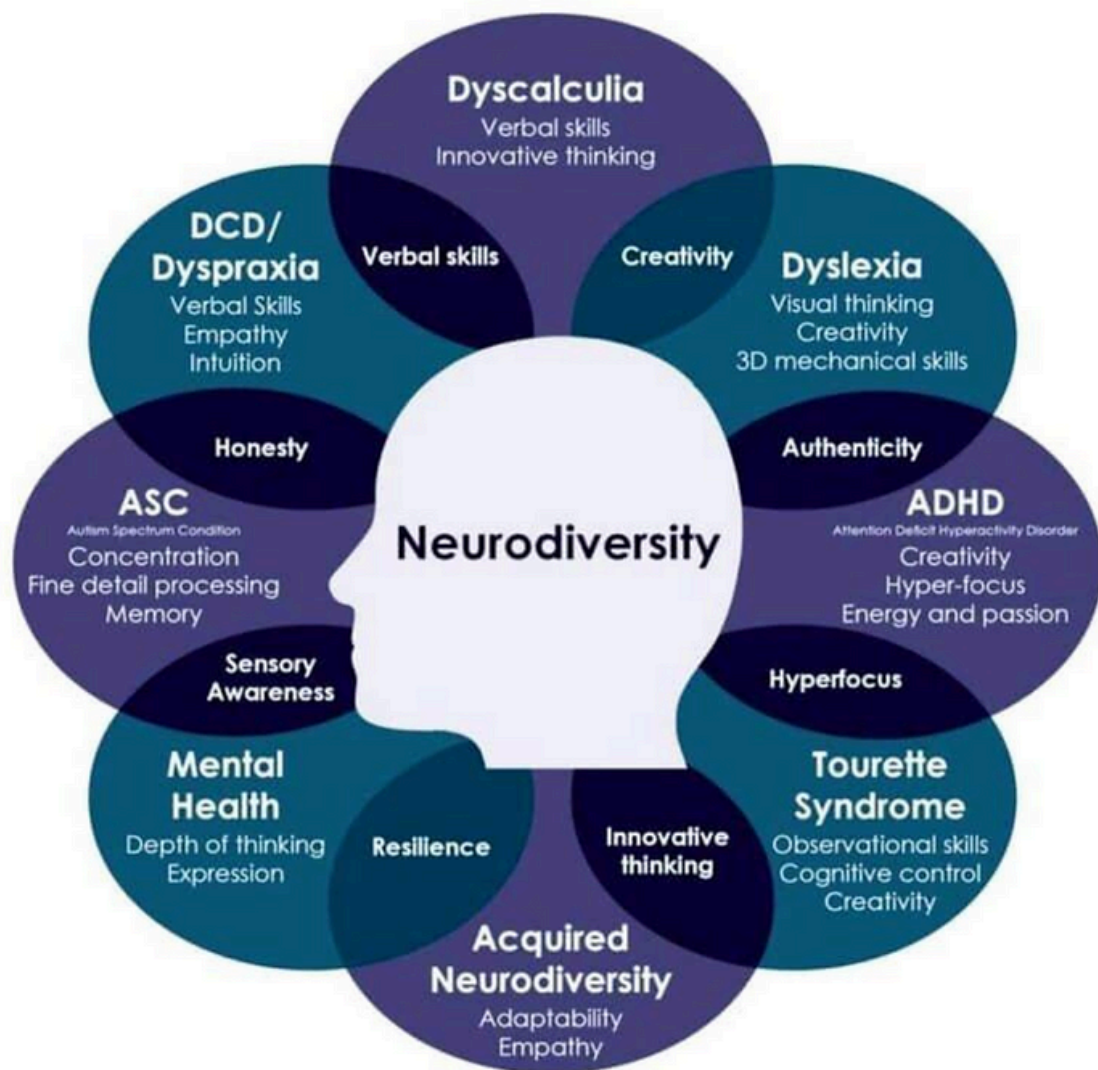
EXERCISE

An autistic call handler struggles in the contact centre environment.

They struggle not knowing where they are going to sit when arriving on shift, and who is going to be sat around them.

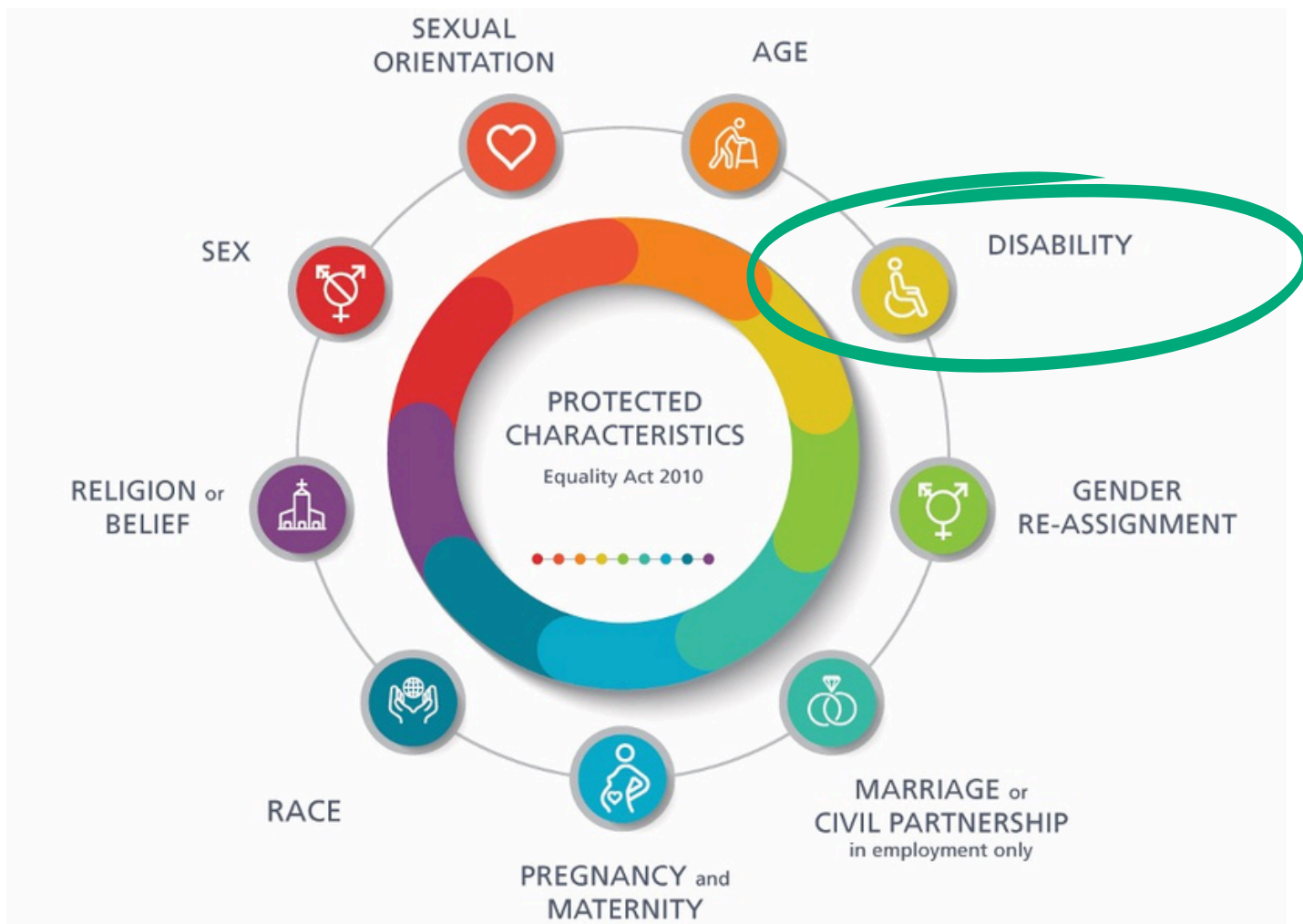
What reasonable adjustments could be made?

THE VALUE OF NEURODIVERSITY.



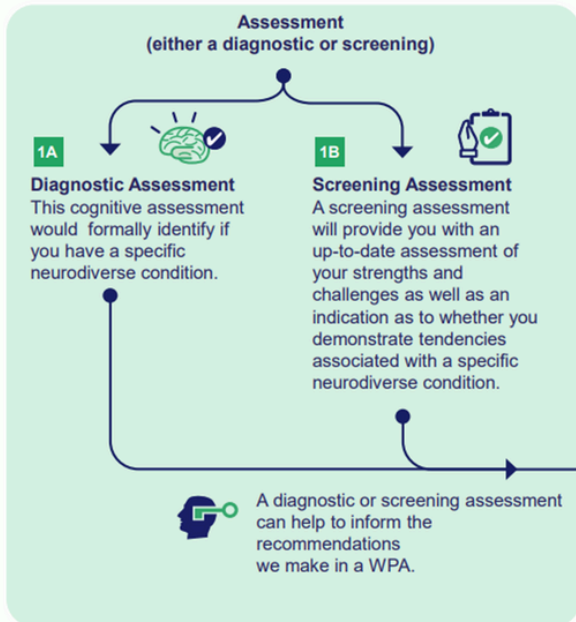
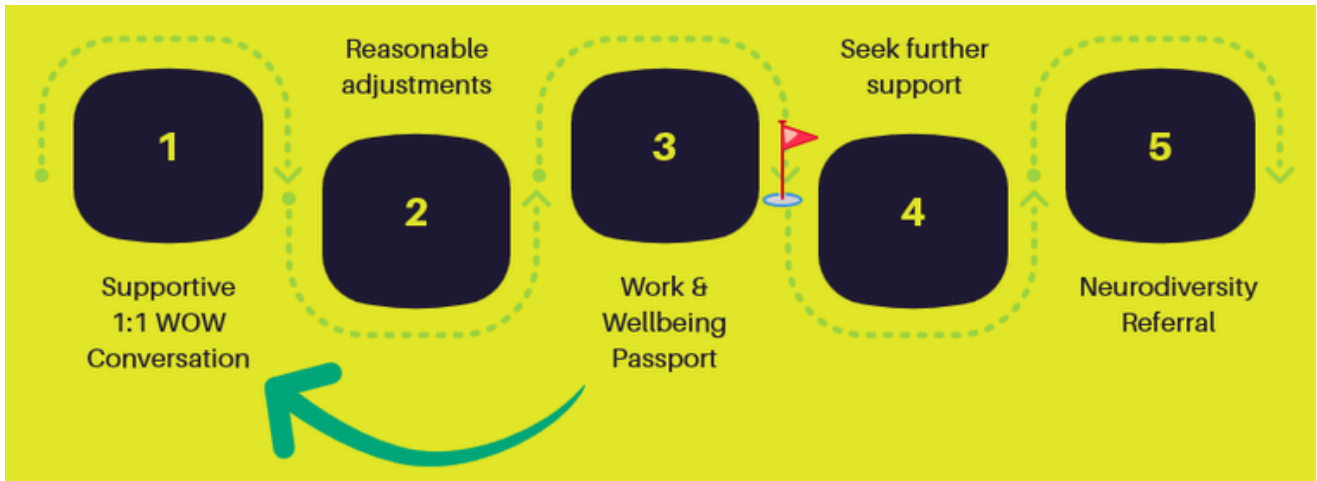
Source: Dr Nancy Doyle based on the work of Mary Colley.

EQUALITY ACT 2010.



Source: Stoke on Trent CCG

POLICY.



Workplace Needs Assessment (WPA)
A WPA is an assessment to explore your current responsibilities at work and any challenges you have within the role. From this your assessor will provide a report which details advice for reasonable adjustments that your employer could put into place to support you at work.



Coaching and Training in Assistive Technology
One-to-one coaching sessions are designed so you work together with your coach to develop strategies and solutions to overcome any workplace challenges you may have. This may include further training in particular areas such as reading or writing.



Follow-up
We will follow up with you 3 months post assessment or after completing our coaching programme, to discuss the impact of the recommendations and coaching strategies and how they are working in practice.

POLICY.

01

EARLY.

If a staff member discloses a neurodiverse condition, it's important to have early conversations and provide them with the support they need to be successful in their role.

02

PREPARE.

Be prepared for the conversation. Ensure you are clear on next steps and give clear and concise information. Write down important information or send a follow up e-mail.

03

WAYS OF WORKING.

Use the work & wellbeing passport. Consider their learning style and preferences. Manage expectations and work together on identifying reasonable adjustments.

04

FURTHER SUPPORT.

There may be some trial and error. If attempts to support and make reasonable adjustments have not proved successful, seek further support from the Education & Learning Team.



SUPPORTING OUR NEURODIVERSE STAFF.

Created by Nwas Education & Learning Team, in
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