



**NEURODIVERSITY**  
at work



2024

# A HANDBOOK FOR NEURODIVERSE WORKPLACES



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the European Union



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# Project Information

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# AIMS AND SCOPE OF THE HANDBOOK

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## Introduction

Neurodiversity at Work is a 36-month project that aims to **support SMEs and microenterprises to create work environments** capable of enhancing strengths and talents of employees, with specific reference to neurodivergent individuals.

The current Handbook consists of **strategies and tools to become a Neurodiversity Inclusive Company**. The Handbook aims to facilitate and support professional growth of the following target groups:

- Companies
- VET trainers
- Policy makers

## The methodology for the elaboration of the Handbook

The Handbook builds on the results of the path for co-designing and piloting an innovative training and mentoring model aimed at supporting companies in valuing neurodiversity in the workplace. Developed through a collaborative effort, the NEW (r)evolutionary inclusion model equips business leaders and staff with an appropriate set of strategies and tools to maximise the potential of neurodiverse employees, fostering truly inclusive work environments.

It is based on two pillars:

- **training curricula and modules** addressing SMEs and microenterprises trainers, management and staff, to make them capable of promotion and enhancement of the value of neurodiversity in work environments with reference to 5 main areas: awareness raising, recruitment and on-boarding, retention and professional development, adaptation of work environment, leadership.
- **a collection of methodologies, practices and tools** to be piloted in companies after the training to set inclusive approaches and practices in the 5 areas noted above.

Approximately **15-20% of the global population is estimated to be neurodivergent**, which includes conditions such as autism, ADHD, dyslexia, and dyspraxia ([Deloitte United States](#)).

In the workplace, however, awareness is low—only 12% of neurodivergent individuals and 5% of neurotypical individuals are aware that **1 in 5 people are neurodivergent** ([Texthelp](#)).



During the piloting activities, **the training curricula and modules as well as the methodologies, practices and tools were tested at national level in 4 project countries:** Austria, Bulgaria, Italy and Ireland. The piloting activities focused on the acquisition of specific competences to effectively respect and take advantage of neurodiversity in the workplace.

As a result of the above activities, the **Handbook summarises** the advantages and challenges of neurodiversity in the workplace, including useful reasonable adjustments and communication strategies for neurodivergent employees, as well as presenting the impact of the training and mentoring activities and several tips and lessons learned.

# NEURODIVERSITY AT WORK

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## 1. Brief explanation about neurodiversity

What is Neurodiversity?

Neurodiversity refers to the rich natural diversity of human minds. **Neurodiversity is the concept that neurological differences, such as autism, dyslexia, ADHD, and others, are natural variations of the human brain.** Rather than viewing these differences as deficits or disorders, neurodiversity emphasizes that these variations are part of the broader spectrum of human diversity, much like differences in race, gender, or ethnicity.

The concept of neurodiversity was first conceived by a sociologist called Judy Singer in 1998. Singer believed that all brains are different, and that we all think and process the world in a different way. The term first appeared in print in 1998, when the journalist Harvey Blume compared neurodiversity to biodiversity: 'Neurodiversity may be every bit as crucial for the human race as biodiversity is for life in general' (Blume, 1998).

**The neurodiversity movement advocates for acceptance, inclusion, and the recognition that people with diverse cognitive profiles bring unique strengths and perspectives to society.** It challenges the traditional medical model, which often seeks to "fix" or "cure" neurological differences, and instead promotes a more inclusive approach that accommodates and celebrates these differences.

As the concept of neurodiversity has evolved, many workplaces and educational settings have adopted it as an umbrella term for various under-represented neurotypes and profiles.





Imagine a vast garden with many different types of flowers. Each flower is unique in color, shape, and fragrance. In this garden, there are roses, sunflowers, tulips, orchids, and countless other varieties. Some flowers bloom early in the morning, while others open up only at night. Some thrive in the sun, while others prefer the shade. Each flower has its own way of growing, adapting to its environment, and contributing to the beauty of the garden.

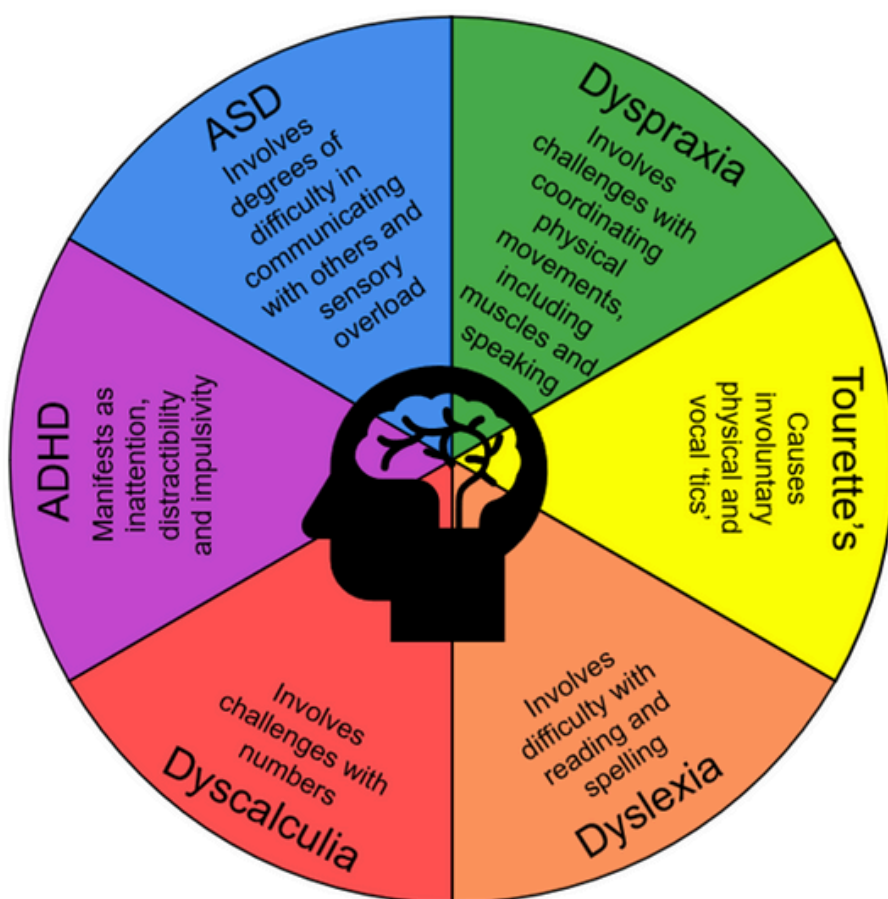
If we believed that only one type of flower—the rose—was "normal" and "stable." We try to make the other flowers look and act like roses, the garden will lose much of its diversity and vibrancy.

But if we manage to understand that the garden's strength and beauty comes from its diversity, then instead of trying to change the flowers, we as a society can focus on creating environment where all the flowers could thrive in their own unique way.

Just as the garden thrives when all the flowers are allowed to grow and flourish in their own specific way, the society benefits when we embrace neurodiversity and recognize that each person brings unique strengths, perspectives, and contributions to the world.

## Types of neurodiversity

Individuals are considered neurodivergent if their brain develops or works differently for some reason. This means that the individual has different strengths and challenges compared to people whose brains develop or work more typically. These differences may be apparent in a variety of ways, including how people learn, how they communicate, and how they process information. Common neurodivergent identities include autism, dyslexia, dyspraxia (DCD), ADHD, Tourette's syndrome, dysgraphia and dyscalculia. There are lots of diagnostic overlaps between different neurotypes, and it is becoming increasingly common for people to identify, or be diagnosed, with two or more of the neurotypes.



This Handbook is focusing on shedding more light about autism, dyslexia and ADHD within workplaces. By understanding these three neurotypes better, you will be well on your way to becoming a more neuro-inclusive organisation. This awareness will help organisations to think again about people's learning, working and communication preferences, as well as employees you may have misunderstood or misjudged in the past.

### Myth:

Neurodiversity is a Medical Issue That Needs to be "Fixed"

### Reality:

Neurodiversity is not a defect or illness that requires curing or fixing. Instead, it is a natural variation in the human brain that leads to different ways of thinking, learning, and interacting with the world. The concept of neurodiversity emphasizes that differences should be valued, not pathologized. Efforts should focus on providing support and accommodations to help neurodiverse individuals thrive, rather than trying to make them conform to neurotypical norms. Embracing neurodiversity means recognizing that there are many valid ways to experience and interpret the world.



## 2. Challenges and strengths of neurodivergent people

While individuals with autism, dyslexia, and ADHD may face unique challenges, they also bring significant strengths to the workplace. Understanding these differences enables organizations to provide the necessary support and accommodations, fostering an environment where neurodiverse employees can feel safe and achieve their potential. Recognising and valuing the strengths associated with each condition can lead to more innovative, adaptable, and successful teams, especially when combined with providing accommodations to support any challenges being experienced.

The unique skills of neurodivergent employees can be very valuable at the workplace: the challenges of the neurodivergent brain can also sometimes be their strengths at the workplace when harnessed correctly in the right environment.



### 1. Autism Spectrum Disorder

#### Challenges

- **Social Communication:** Autistic individuals may struggle with social cues, body language, and understanding non-verbal communication. This can lead to difficulties in social interactions and collaboration.
- **Sensory Sensitivity:** Many autistic individuals have heightened sensitivity to sensory inputs such as noise, light, and textures, which can create discomfort or overwhelm in typical work environments.
- **Change and Flexibility:** Adapting to changes in routine, processes, or work environments can be particularly challenging for autistic individuals, as they may prefer predictable and structured settings.
- **Executive Functioning:** Challenges with executive functioning (e.g., planning, organization, multitasking) may make it difficult to manage complex tasks or prioritize work.

#### Strengths

- **Attention to Detail:** Autistic individuals tend to excel in detail-oriented tasks and are very good observers, often catching errors or noticing details that others might overlook.
- **Focus and Persistence:** When engaged in tasks that align with their interests, autistic individuals may demonstrate exceptional focus and persistence, leading to high-quality work.
- **Pattern Recognition:** Autistic individuals may have a strong ability to recognize patterns and analyze complex information, making them valuable in data analysis, coding, and problem-solving roles.
- **Honesty and Directness:** Autistic individuals often communicate in a straightforward and honest manner, which can contribute to clear and transparent communication within teams.

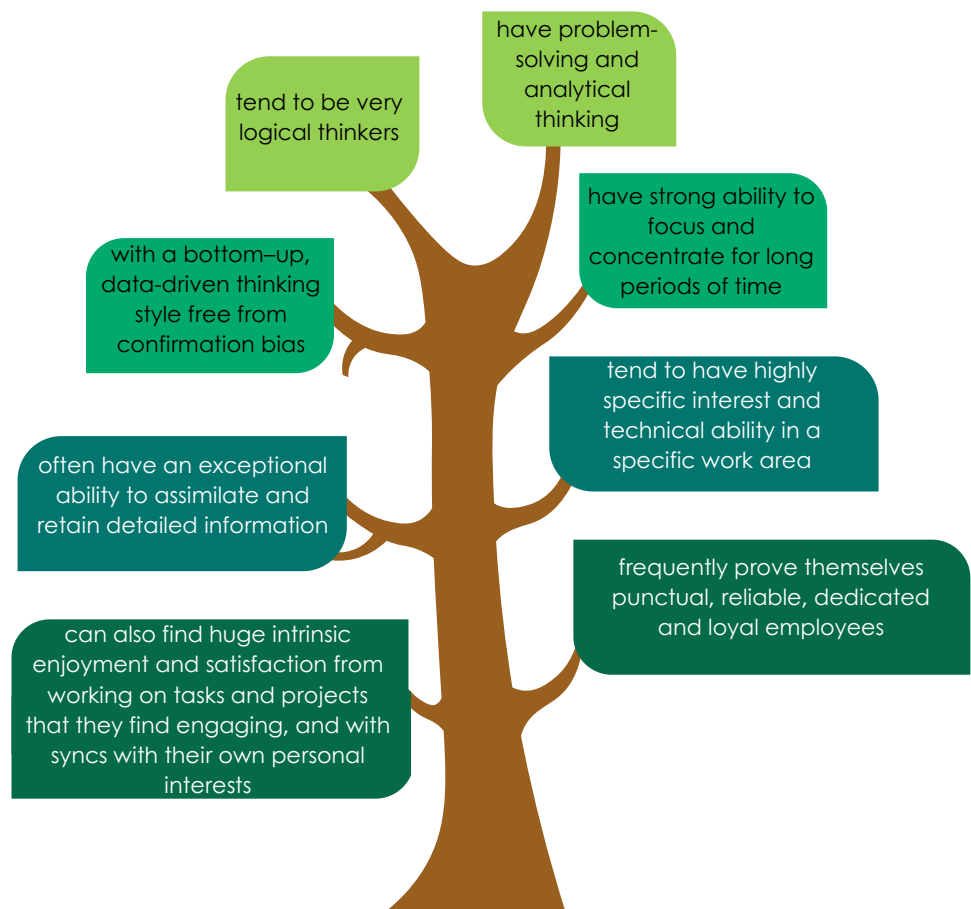
# AUTISM

## Workplace Stigma and Career Progression:

- 61% of neurodivergent employees report having experienced stigma or feeling misunderstood at work (Texthelp).

- 32% of neurodivergent employees have faced barriers to career progression due to a lack of understanding and support (Texthelp).

In a nutshell: Typical strengths associated with autistic employee are that they:



## Change the perspectives for Autism!

### Challenges:

- Rigidity/Intolerance to change
- Incommunicativeness
- Lack of imagination
- Fixation on something

### Strengths:

- Tolerance to routine
- Honesty
- Systems thinking
- Focus on detail



# DYSLEXIA



## 2. Dyslexia

### Challenges

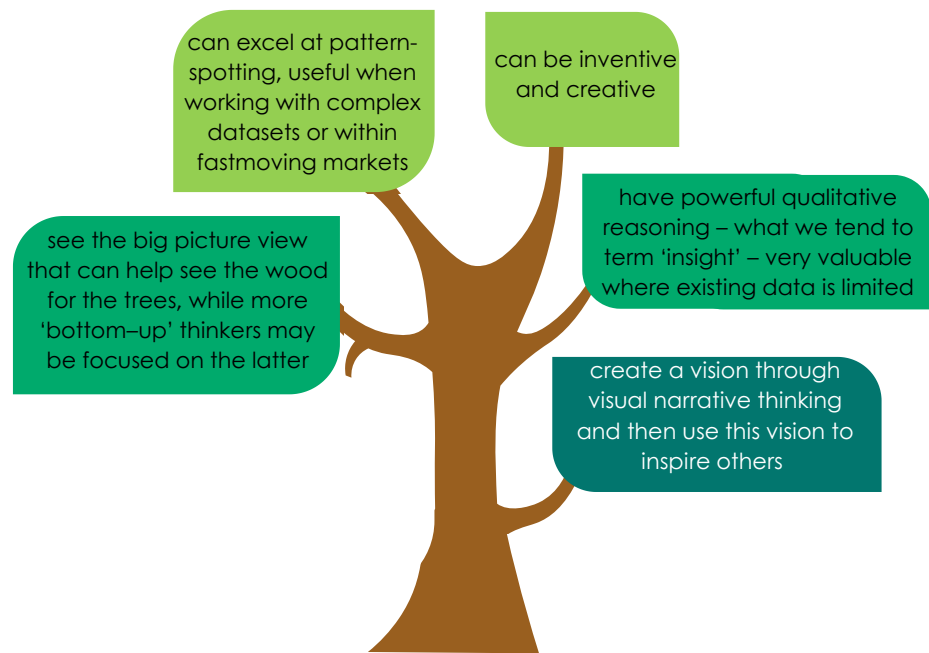
- **Reading and Writing:** Dyslexic individuals may experience difficulties with reading accuracy, fluency, and comprehension, as well as challenges with spelling and written expression. This can impact tasks involving extensive reading or writing.
- **Processing Speed:** Dyslexia can affect the speed at which individuals process written or verbal information, making tasks that require quick reading or note-taking more challenging.
- **Memory:** Dyslexic individuals may struggle with short-term memory, especially when it comes to retaining verbal or written information, which can impact their ability to follow detailed instructions or remember key details.
- **Organisation and Sequencing:** Organising thoughts and information in a sequence can be difficult for some, leading to challenges in writing reports, planning, or following step-by-step processes.

### Strengths

- **Creative Thinking:** Some dyslexic individuals excel in creative thinking and problem-solving, bringing innovative ideas and fresh perspectives to the table.
- **Big-Picture Thinking:** Dyslexic individuals can have a strong ability to see the bigger picture and make connections between seemingly unrelated concepts, which can be valuable in strategic planning and conceptual work.
- **Oral Communication:** While written communication may be challenging, many dyslexic individuals are strong verbal communicators and can articulate ideas effectively through speaking.
- **Resilience and Determination:** Dyslexic individuals often develop strong resilience and determination as a result of overcoming challenges, making them persistent and resourceful employees.

# DYSLEXIA

In a nutshell: Dyslexic peoples' thinking style can be highly valuable at the workplace. They:



## Myth:

Neurodiverse People Are Less Capable or Less Intelligent

## Reality:

Neurodiverse individuals can possess a wide range of cognitive abilities, just like neurotypical individuals. Some may have **exceptional skills in certain areas**, such as **pattern recognition, creativity, problem-solving, or memory**. For example, individuals with autism often have strong attention to detail and the ability to focus deeply on tasks, while those with ADHD might excel in fast-paced, dynamic environments. Intelligence and capability cannot be judged solely by traditional measures, and neurodiverse people often bring unique strengths that can be an asset to any workplace.

## Change the perspectives for Dyslexia!

### Challenges:

- Poor short-term memory
- Reading and spelling accuracy
- Organisation

### Strengths:

- Excellent problem solvers
- Strong 3D thinking
- They see the big picture/spatial reasoning
- High emotional intelligence



# ADHD

## 3. Attention-Deficit/Hyperactivity Disorder (ADHD).

### Challenges

- **Attention and Focus:** Individuals with ADHD may struggle with sustaining attention on tasks, especially those that are routine or lack stimulation. This can lead to difficulties with task completion or consistency in work performance.
- **Impulsivity:** Impulsivity can manifest as making hasty decisions, interrupting others, or acting without fully thinking through the consequences, which may impact teamwork and decision-making.
- **Organization and Time Management:** ADHD can affect the ability to organize tasks, manage time effectively, and meet deadlines, especially when multiple tasks are involved.
- **Hyperactivity and Restlessness:** Individuals with ADHD may experience physical restlessness or a need to move frequently, which can be challenging in environments that require prolonged focus or sedentary work.

### Strengths

- **Creativity and Innovation:** ADHD individuals may thrive in environments that require creative problem-solving and out-of-the-box thinking, as they are naturally inclined to generate new ideas and approaches.
- **High Energy and Enthusiasm:** The high energy levels associated with ADHD can be channeled into enthusiasm for projects, leading to a dynamic and motivated approach to work.
- **Hyperfocus:** While attention may be challenging in some contexts, individuals with ADHD can also experience hyperfocus, allowing them to concentrate intensely on tasks they find engaging and complete them with great efficiency.
- **Adaptability and Multitasking:** ADHD individuals are often skilled at adapting to changing environments and juggling multiple tasks simultaneously, making them flexible and versatile employees.

# ADHD

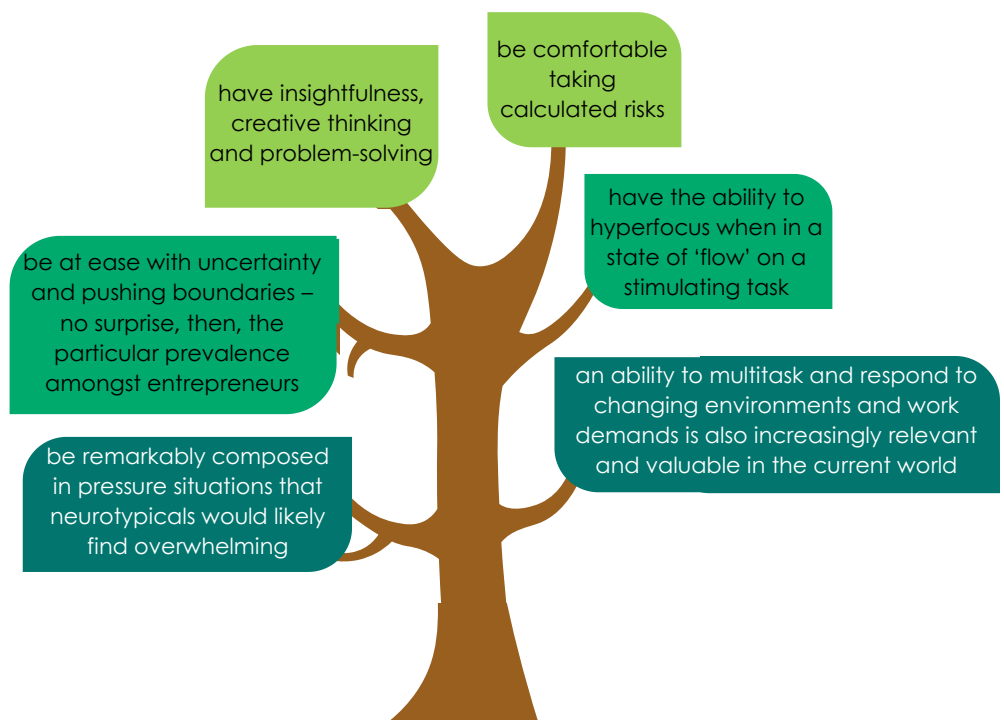
## Myth:

Neurodiverse people are unreliable or inconsistent

## Reality:

Neurodiverse individuals can be just as reliable and consistent as neurotypical employees, especially when provided with the right supports and accommodations. Some neurodiverse individuals **might approach tasks differently**, and this could be mistaken for inconsistency. For example, someone with **ADHD might struggle with time management without appropriate tools**, but once those tools are in place, they can be highly effective and productive. It's essential to recognize that variability in performance can often be addressed through understanding and accommodating individual needs, rather than making assumptions about reliability.

In a nutshell: Employees with ADHD can be highly valuable at the workplace. They tend to:



## Change the perspectives for ADHD!

### Challenges:

- Distractibility
- Impulsivity
- Impulsivity

### Strengths:

- Curiosity
- Creativity
- Energy



**Important:** These strengths of all types of neurodivergence are common challenges and strengths, but each person is different and individual, so it is important to discuss with each individual their own profile and needs.

### 3. Reasonable Adjustments for Neurodivergent employees

Employers play a crucial role in fostering supportive workplaces for neurodivergent employees. It's important to remember that every neurodivergent person is different and will have a unique set of support needs that may change depending on the environment, workload, or other external factors.

In today's workplace, it's becoming increasingly important for employers to recognise and accommodate the diverse needs of their employees, including those who are neurodivergent.

Neurodivergent individuals have different ways of thinking and processing information, which may present unique challenges in a traditional work environment. To support these employees and ensure they are able to perform at their best, organisations should provide reasonable adjustments at the workplace.

**Examples of reasonable adjustments based on the main challenges neurodivergent employees can face at the workplace.**

#### Challenge: Hyperactivity

For employees who experience hyperactivity, which involves increased activity levels, restlessness, and difficulty maintaining focus, certain adjustments can greatly support their well-being and productivity. If there are neurodivergent employee facing hyperactivity-related challenges, here are some suggestions for reasonable adjustments the managers could consider providing:

● **Structured Work Environment:** Provide clear routines, schedules, and guidelines in the workplace. This can include regular check-ins, written instructions for tasks and deadlines, and clear expectations to help neurodivergent employees stay organised and maintain focus.

● **Breaks and Movement Opportunities:** Provide regular short breaks or the opportunity to incorporate movement breaks throughout the workday. These breaks can help release excess energy, refocus attention, and prevent restlessness.

#### ● **Flexible Work Arrangements:**

Flexible work hours or remote work options, which can enable neurodivergent employee to manage their energy levels and choose the periods when they are most focused and productive.

● **Quiet Workspaces:** Quiet workspace or permission to use noise-cancelling headphones to minimise distractions and create an environment that supports concentration and attention.

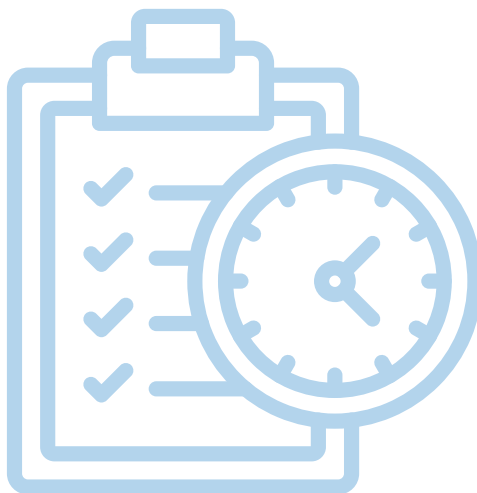




### Challenge: Organisation

Challenges with organisation in the workplace can be a challenge for neurodivergent individuals. It refers to difficulties in managing time, prioritising tasks, maintaining orderliness, and keeping track of deadlines and responsibilities. These difficulties can arise from various neurodivergent conditions, such as Attention Deficit Hyperactivity Disorder (ADHD) or Autism Spectrum Disorder (ASD). If there are neurodivergent employees facing organisational-related challenges, here are some suggestions for reasonable adjustments the company could consider providing:

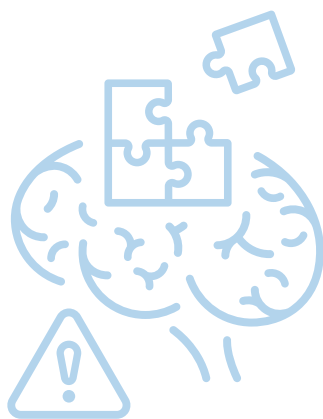
- **Clear Expectations and Written Instructions:** Give clear and concise instructions for tasks, projects, and deadlines. Having written instructions will provide neurodivergent employees with a reference point, reducing confusion and ensuring that there is clear understanding of their responsibilities.
- **Task Management Tools:** Provide access to task management tools like project management software, to-do lists, or daily planners. These tools can help neurodivergent employees organize their workload, set priorities, and track the progress effectively.
- **Time Management Support:** Ensure resources or training on effective time management techniques that suit neurodivergent needs. Techniques such as using timers, setting reminders, or breaking tasks into smaller steps can enhance the ability to manage the time more efficiently.
- **Visual Supports and Prompts:** Provide visual aids that can support the organisation skills of neurodivergent employees. Calendars, colour-coding systems, or visual schedules can provide a clear representation of deadlines, meetings, and important events, making it easier to plan and organise tasks effectively.
- **Structured Checklists and Templates:** Provide availability of structured checklists or templates for common tasks or projects. These resources will guide employees through a step-by-step process, ensuring that they don't miss important details.



### ●Written Instructions and Visual Aids:

Provide written instructions, checklists, or visual aids for tasks and procedures. Having these resources readily available will provide the neurodivergent employee with a reference to refresh their memory and reinforce important information.

●**Technology tools:** Use voice notes to record messages, or tasks to be done. Voice notes may be much quicker to record than written notes.



### Challenge: Working Memory

In the workplace, having a strong working memory is helpful for processing and retaining information, making connections, and completing tasks efficiently. However, for neurodivergent individuals who may face challenges with working memory, these tasks can become more demanding. Here are some examples of adjustments the company could provide:

● **Extended Time for Tasks:** Allowing extended time for completing tasks can help alleviate the pressure caused by working memory challenges. It allows the neurodivergent employee to take the necessary time to process information and perform at their best.

● **Memory Prompts and Reminders:** Provide options for using memory prompts and reminders, such as sticky notes, digital reminders, or alarms. These tools can help jog neurodivergent memory and keep important information at front of mind.

### Challenge: Social Interaction

Interpersonal interactions and social dynamics play a significant role in the workplace. However, for neurodivergent individuals who face challenges with social interaction, navigating these interactions can be overwhelming and stressful. Here are some examples of adjustments:

### ●Clear Communication Expectations:

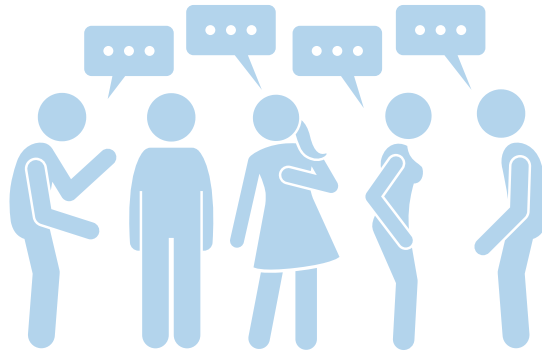
Provide clear communication expectations, such as explicit guidelines for meetings or collaborative projects. Clearly defining roles, responsibilities, and expectations can help reduce ambiguity and provide a structured framework for interactions.

### ●Accommodations for Team Meetings:

Ensure accommodations during team meetings, such as having an agenda beforehand or the opportunity to contribute ideas or questions in writing before or after the meeting. This can alleviate the pressure of on-the-spot interactions and ensure your input is considered.

● **Breaks and Quiet Spaces:** Provide access to quiet spaces or designated break areas where the neurodivergent employee can retreat to recharge and process social interactions. Taking short breaks during the workday can help alleviate sensory overload and provide a necessary respite.

● **Written Communication Options:** Consider providing the option for communication via written channels, such as emails or instant messaging, when appropriate. Written communication allows for more time to process information, formulate responses, and reduce anxiety associated with immediate verbal interactions.



### Challenge: Spoken Communication

Effective communication is vital in the workplace, but for neurodivergent individuals who face challenges with spoken communication, it can be a source of frustration and hinder their ability to express themselves and collaborate with colleagues. Here are some examples of adjustments the company could provide:

### ● Written Communication

**Options:** Provide written communication options as an alternative to spoken communication. This could include utilizing email, instant messaging, or project management tools to convey ideas, provide updates, or participate in discussions. Written communication may allow some neurodivergent employees more time to process information and express themselves effectively.

● **Clear Communication Expectations:** This includes providing explicit instructions, setting expectations for response times, and establishing preferred communication methods for different situations. Having clarity in communication protocols can reduce anxiety and enable effective interaction.

● **Visual Aids and Presentations:** Consider providing the use of visual aids or presentations during meetings or presentations. Visuals can enhance comprehension and facilitate understanding.

● **Breakout Sessions or Small Group Discussions:** Smaller group settings can reduce potential anxiety and provide a more comfortable environment for expressing thoughts and ideas.

● **Preparatory Materials:** Provide preparatory materials ahead of meetings or discussions. This allows the neurodivergent employee to review information in advance, enabling better preparation and facilitating active participation during interactions.

● **Noise Reduction Measures:** Such as the option to use noise-cancelling headphones, requesting a quieter workspace, or having a designated quiet room where the neurodivergent employee can retreat when overwhelmed by noise.

● **Lighting Adjustments:** Such as the use of adjustable or dimmable lighting, diffusers, or filters to reduce harsh glare, can help alleviate sensory discomfort and create a more visually comfortable workspace.

● **Flexible Seating Arrangements:** This might include options for a private or secluded workspace, adjustable ergonomic furniture, or the ability to switch seating locations if necessary.



**Challenge: Sensory Sensitivities**

Sensory sensitivities can significantly impact the well-being and productivity of neurodivergent individuals in the workplace. These sensitivities can involve heightened or decreased sensitivity to stimuli such as noise, light, touch, or smells. Here are some examples of adjustments the company could provide:

● **Sensory Breaks and Safe Spaces:** Consider providing regular sensory breaks or access to designated safe spaces where the neurodivergent employee can relax and recalibrate their sensory system. These breaks can help them manage sensory overload and maintain focus and well-being throughout the workday.

● **Scent-Free Policy:** Implement a scent-free policy in the workplace to accommodate individuals with scent sensitivities. This policy can help create a fragrance-free environment, minimising potential triggers and ensuring a more comfortable workspace for all employees.

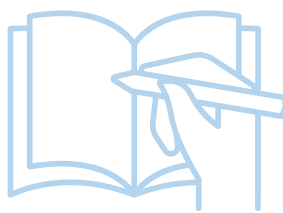
**Challenge: Reading and Writing**

Reading and writing are fundamental skills required in many workplaces, but for neurodivergent individuals who face challenges in these areas, it can be a source of frustration and hinder their overall performance. Here are some examples of adjustments you could provide:

● **Assistive Technology:** You could provide access to assistive technology tools such as text-to-speech software, speech recognition software, or word prediction software. These tools can help mitigate reading and writing difficulties by providing alternative methods of communication and enhancing accessibility. Many of these tools are now freely available in common platforms such as Microsoft office, Google and Apple iOS.

### ● Written Instructions in Alternative

**Formats:** Providing written instructions in alternative formats, such as bullet points, visual diagrams, or flowcharts, can aid comprehension and make complex information more accessible. This allows the neurodivergent employee to process and understand instructions more effectively.



● **Extended Time for Reading and Writing Tasks:** Allow extended time allowances for reading and writing tasks to accommodate the additional time the neurodivergent employee may require to process information, organise thoughts, or proofread written work. This adjustment can help alleviate time pressure and enhance the quality of output.

### Challenge: Concentration and Focus, Getting Distracted

Maintaining concentration and focus in the workplace can be challenging, particularly for neurodivergent individuals who experience difficulties with distractions and staying on task. These challenges can impact productivity, task completion, and overall job satisfaction.

● **Noise Reduction Measures:** Such as using noise-cancelling headphones, creating quieter workspaces, or establishing designated quiet areas. Minimising auditory distractions can enhance neurodivergent employee's ability to concentrate and stay focused on their work.

● **Visual Cues and Timers:** Provide visual cues and timers to aid in time management and task transitions. Using visual reminders, such as timers, countdown clocks, or task boards, can help the neurodivergent employee stay on track and manage their time effectively.

● **Structured Work Environment:** Consider ensuring a structured work environment with clear routines, schedules, and guidelines. Having a well-defined workflow, regular check-ins, and written instructions can help the neurodivergent employee organise tasks, set priorities, and reduce the risk of distractions derailing their focus.



### Myth:

Accommodating Neurodiversity is a Burden on the Workplace

### Reality:

Embracing neurodiversity is not a burden; it is an opportunity for growth, innovation, and improved workplace culture. Accommodations often lead to increased employee satisfaction, retention, and productivity across the board. By fostering an environment that values different perspectives and ways of thinking, businesses can become more adaptive, creative, and competitive. Supporting neurodiverse employees is part of creating a workplace that is fair, equitable, and inclusive for everyone.



## 4. Benefits of Inclusive Workplaces

Inclusive workplaces offer a range of benefits that can significantly enhance organisational performance. Here are six key advantages:

### 1. Increased Innovation:

Neurodivergent individuals can bring unique perspectives and problem-solving approaches. Their ability to think outside the box can drive creativity and innovation within teams, leading to fresh ideas and new solutions.

### 2. Enhanced Productivity: Studies

([MyDisabilityJobs.com](https://mydisabilityjobs.com)) have shown that neurodiverse teams can outperform neurotypical teams in specific tasks. Some neurodiverse employees are exceptionally detail-oriented, leading to higher productivity and reduced errors. For instance, Hewlett Packard Enterprise found that neurodiverse teams were 30% more productive than their neurotypical counterparts.

**3. Reduced Errors:** Programs like JPMorgan Chase's Autism at Work have shown that neurodiverse employees can be up to 140% more productive while making fewer errors compared to neurotypical employees.

**4. Diverse Talent Pool:** Embracing neurodiversity allows organisations to tap into a broader range of talent. This inclusivity can attract skilled individuals who might otherwise be overlooked in traditional hiring processes, increasing the overall quality of the workforce.

### 5. Improved Employee Retention:

Inclusive workplaces tend to have higher employee satisfaction, which leads to better retention rates. Neurodivergent employees who feel supported and valued are more likely to remain loyal to the organisation.

### 6. Positive Brand Reputation:

Companies that prioritise inclusivity often enjoy a better reputation, both as employers and in the market. This can lead to stronger customer loyalty and a competitive edge in attracting top talent.

### Benefits for the companies for hiring neurodivergent employees:

**1) Special abilities:** Research shows that conditions such as autism and dyslexia can also bring strong skills in pattern recognition, memory, or mathematics.

**2) Work performance:** studies found that neurodiverse teams are 30% more productive than neurotypical ones and made fewer errors.

# JOURNEY TO ENABLING NEURODIVERSE WORKPLACES

Creating a neurodiverse workplace is a journey that involves commitment, education, and continuous improvement. It's about building an environment where neurodiverse employees feel valued, supported, and able to contribute to their full potential. Below are the key steps on this journey:



## Step 1: Review Policies, Surveys and Feedback

- **Evaluate Existing Policies:** Assess current workplace policies to identify potential barriers for neurodiverse employees. This includes hiring practices, performance evaluations, communication protocols, and workplace accommodations. Ensure that policies are not only compliant with legal requirements but also go beyond to foster inclusivity.
- **Employee Surveys:** Conduct anonymous surveys to gather input from employees about their understanding of neurodiversity and what additional support or resources they might need. Use the feedback to inform future awareness activities and to inform policy developments.
- **Continuous Feedback Loop:** Continuously gather feedback from neurodiverse employees about their experiences in the workplace. Use surveys, one-on-one meetings, and anonymous feedback tools to assess the effectiveness of neurodiversity initiatives and policies. Track key metrics, such as employee satisfaction, retention rates, and productivity, to measure the success of neurodiversity programs.

- **Create or Update Policies to Address Neurodiversity:** Develop specific policies that address the needs of neurodiverse employees. For instance, provide clear guidelines for requesting accommodations, outline the company's stance on inclusivity, and set expectations for respectful behaviour. Include provisions for flexible work arrangements, quiet spaces, and accessible communication channels. Remember that there will be undiagnosed individuals with neurodiversity in the workplace, as well as those who may choose not to formally disclose, so make policies as inclusive and flexible as possible to ensure all relevant employees can access them.

## Step 2: Raising Awareness and Understanding

One of the biggest things we can do to improve someone's environment is to provide education and awareness to those around them. Greater empathy for and awareness of other people's differences can radically improve their day-to-day experiences. Awareness activities can help employees understand neurodiversity, challenge stereotypes, and create a culture of respect and acceptance. Here are some effective activities to consider:

### 1) Workshops and Training Sessions

- **Awareness Raising Information Events:** Host introductory workshops that cover the basics of neurodiversity, including different neurodivergent conditions, challenges, and strengths. These sessions can help demystify neurodiversity and foster empathy and understanding.
- **Managerial Training:** Provide specialised training for managers on how to support neurodiverse employees, including tips on communication, accommodations, and performance management.
- **Scenario-Based Training:** Use role-playing scenarios to help employees practice responding to different situations involving neurodiverse colleagues, such as offering support during meetings or accommodating sensory sensitivities. This may be especially important for those who line manage neurodivergent colleagues.



### Tips & lessons learnt from NEW project:

The organizations can support the survey phase by using the approach of **study circles and needs analysis** to explore and better understand the current awareness levels, attitudes, and practices, as well as areas for development related to neurodiversity within organizations. You can find more details in the **Chapter 3.1, Study circles** of the

Neurodiversity (R)evolutionary Inclusion Model document -  
[https://usercontent.one/wp/www.neurodiverseworkplaces.eu/wp-content/uploads/2024/04/New\\_Revolutionary\\_Inclusion\\_Model\\_01.pdf?media=1681987160](https://usercontent.one/wp/www.neurodiverseworkplaces.eu/wp-content/uploads/2024/04/New_Revolutionary_Inclusion_Model_01.pdf?media=1681987160)

## 2) Guest Speakers and Panel Discussions

● **Invite Neurodiverse Speakers:** Bring in neurodiverse professionals to share their experiences in the workplace. This can offer valuable insights into the challenges and successes of neurodiverse individuals and inspire positive change.

● **Panel Discussions:** Organise panel discussions with neurodiverse employees, advocates, and experts to explore different aspects of neurodiversity. Allow time for Q&A to engage the audience and address specific concerns.

## 3) Awareness Campaigns

● **Neurodiversity Awareness Month/Week:** Dedicate a month or week to neurodiversity awareness. Use this time to host various activities, share educational materials, and encourage employees to learn more about neurodiversity.

● **Educational Materials:** Create and distribute brochures, posters, and infographics that highlight key facts about neurodiversity, common myths, and the benefits of a neurodiverse workplace. Display these materials in common areas and share them digitally.

● **Social Media and Intranet:** Use your organisation's internal communication channels to share stories, articles, and videos about neurodiversity. Highlight success stories and positive examples of inclusion within your company, as well as accommodations and supports that benefit everyone.

● **Events and Networking:** Organise events, networking opportunities, and discussion groups through the Employee Resource Group (ERG) to connect neurodiverse employees and allies. These events can help build a sense of community and foster peer support.

● **Storytelling Sessions:** Encourage neurodiverse employees (if they are comfortable) to share their stories and experiences with the wider organisation. Storytelling can humanise neurodiversity and create deeper connections among employees. It may also encourage others to disclose their neurodivergence, and any needs they have, and enables neurodivergent employees to support one another.



### Tips & lessons learnt from NEW project:

The organizations can use the **Awareness raising strategy document** developed within NEW project as an example to elaborate their own awareness raising campaign - [https://usercontent.one/wp/www.neurodiverseworkplaces.eu/wp-content/uploads/2023/04/New\\_AwarenessRaisingStrategy\\_ENG.pdf?media=1681987160](https://usercontent.one/wp/www.neurodiverseworkplaces.eu/wp-content/uploads/2023/04/New_AwarenessRaisingStrategy_ENG.pdf?media=1681987160)

The organizations can also elaborate an **Action plan** for implementation of the neurodiversity at workplace using the methodology and examples presented in **Chapter5.3.Piloting methodology** of the Neurodiversity (R)evolutionary Inclusion Model document - [https://usercontent.one/wp/www.neurodiverseworkplaces.eu/wp-content/uploads/2024/04/New\\_Revolutionary\\_Inclusion\\_Model\\_01.pdf?media=1681987160](https://usercontent.one/wp/www.neurodiverseworkplaces.eu/wp-content/uploads/2024/04/New_Revolutionary_Inclusion_Model_01.pdf?media=1681987160)

**93%** of neurodivergent employees are more likely to apply for, or continue working at, companies that effectively support neurodiversity ([Texthelp](#)).

**64%** of neurodivergent employees believe their organizations could do more to support neurodiversity ([Texthelp](#)).

## Step 3: Working with internal and external stakeholders

### 1) Identify Relevant Neurodiversity Organisations

- Start by researching local, national, and international organisations that focus on neurodiversity. This could include autism advocacy groups, dyslexia associations, or ADHD support networks. Look for organisations that align with your goals, whether it's raising awareness, recruiting neurodiverse talent, or providing training.
- Example organisations include Autism Speaks, the International Dyslexia Association, and local neurodiversity advocacy groups.

### 2) Engage with Experts and Advocates

- Reach out to thought leaders, professionals, and advocates in the neurodiversity field who can guide your efforts. Collaborate with these experts to tailor your initiatives, ensuring they are grounded in real-world experiences and best practices.
- Hosting workshops or panel discussions with these experts can also help raise awareness and educate your team.

### 3) Find Neurodiversity Champions

- **HR Professionals with Neurodiversity Expertise:** HR staff who have been trained in neurodiversity issues can lead internal initiatives, advocate for policy changes, and ensure that recruitment and onboarding processes are inclusive.
- **Employee Resource Group (ERG) Leaders:** Employees who lead neurodiversity-focused ERGs can act as internal champions by organising events, providing peer support, and serving as liaisons between neurodiverse employees and management. This group can serve as a support network for neurodiverse employees and a platform for raising awareness within the organisation.
- **Senior Executives or Managers:** Leaders who publicly support neurodiversity and actively promote inclusion can serve as powerful champions. Their advocacy can help drive organisational change and ensure that neurodiversity is prioritised at a strategic level.
- **Neurodivergent Employees as Advocates:** Neurodivergent staff members who are comfortable sharing their experiences can serve as champions, helping to raise awareness, educate colleagues, and promote a more inclusive culture.
- **Internal Trainers or Coaches:** Staff members who are trained in neurodiversity can conduct workshops, provide coaching to neurodiverse employees, and work with managers to ensure they understand how to support their teams effectively.



Building a partnership isn't a one-time event. Establish ongoing relationships by regularly engaging with the neurodiversity organisation through meetings, check-ins, and joint initiatives. Ensure sustainability by embedding neurodiversity goals into your corporate social responsibility (CSR) strategy, and regularly review and adapt your programs based on feedback.

By following these steps, organisations can develop strong and effective partnerships with neurodiversity organisations, leading to more inclusive and supportive workplaces for all.

## Step 4: Training Programs for Managers, HR Professionals and Colleagues

● **Understanding and Inclusion in the Workplace:** comprehensive overview of neurodiversity, including different neurodivergent conditions (e.g., autism, ADHD, dyslexia), their characteristics, and the benefits they can bring to the workplace.

● **Effective Communication and Feedback for Neurodivergent Employees:** Techniques and strategies for communicating effectively with neurodivergent employees and providing constructive feedback in a way that is supportive and respectful.

● **Designing Inclusive Workspaces:** Accessibility and Accommodation: How to create and maintain inclusive work environments that support the needs of neurodivergent employees, including physical and virtual workspace adjustments.

● **Managing and Supporting Neurodivergent Employees:** Practical approaches for managers and HR professionals to support neurodivergent employees, including implementing reasonable adjustments and handling common workplace challenges in the whole life cycle of the employees – Recruiting/onboarding, Retention and Professional Development, Reward and Recognition.

### Tips & lessons learnt from NEW project:

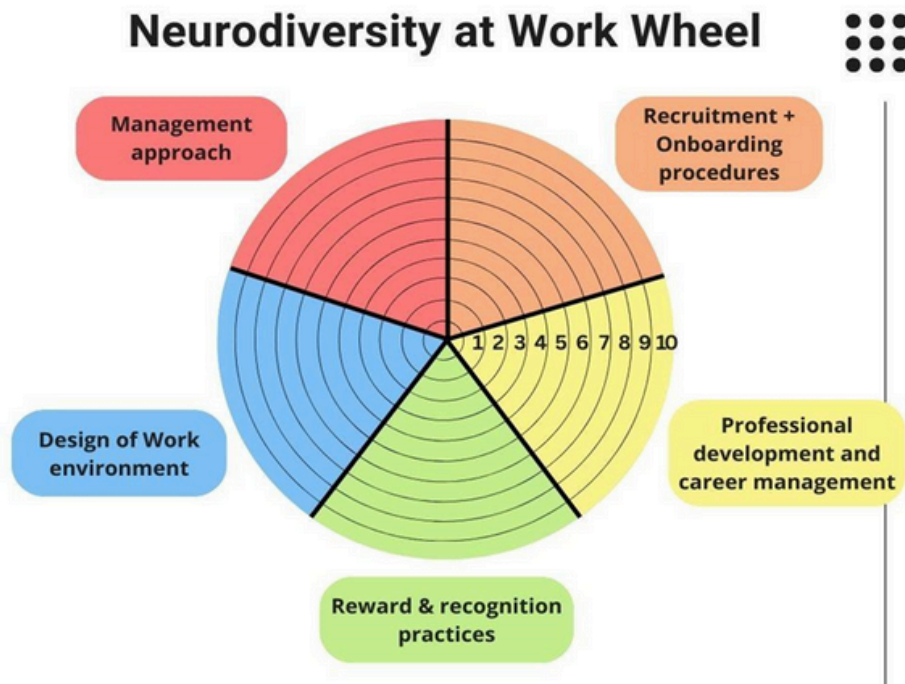


The organizations can conduct different trainings for managers, HRs and employees to support the neurodiversity at workplace by using materials and practical activities presented in the **Chapter 4.2, Training modules** of the Neurodiversity (R)evolutionary Inclusion Model document -

[https://usercontent.one/wp/www.neurodiverseworkplaces.eu/wp-content/uploads/2024/04/New\\_Revolutionary\\_Inclusion\\_Model\\_01.pdf?media=1681987160](https://usercontent.one/wp/www.neurodiverseworkplaces.eu/wp-content/uploads/2024/04/New_Revolutionary_Inclusion_Model_01.pdf?media=1681987160)

## Step 5: Neurodiversity Wheel – Implement communication strategies

Effective communication with neurodivergent employees requires consideration of their unique needs and preferences. Here's how to approach communication across the five steps throughout the whole life cycle of the employees' Neurodiversity Wheel:



### 1) Recruitment and Onboarding

● **Clear and Concise Communication:** During recruitment, use straightforward language and avoid jargon. Clearly explain each step of the hiring process and what candidates should expect. For example, provide interview questions in advance and describe the interview format to reduce anxiety. Ensure that staff on hiring panels are trained on neurodiversity to avoid bias or misinterpretation of communication.

● **Visual and Written Support:** Supplement verbal instructions with written or visual materials during onboarding. For instance, a visual onboarding checklist can help neurodivergent employees navigate the process more confidently.

**Myth:** Neurodiverse People Don't Want or Need Employment

#### **Reality:**

Like anyone else, **neurodiverse individuals have aspirations, goals, and a desire for meaningful work.** Many neurodiverse people are **eager to contribute to the workforce** and bring valuable skills to their roles. Unfortunately, systemic barriers and misconceptions often prevent them from accessing employment opportunities. **With the right support and accommodations, neurodiverse individuals can thrive in various roles** across industries. Employers who embrace neurodiversity often find that their workplaces become more innovative and resilient.

Despite the increasing focus on inclusivity, only **23%** of HR professionals have received training on neurodiversity in the past year ([Do It Profiler](#)).

**Myth:** Neurodiverse Individuals Cannot Handle High-Pressure or Leadership Roles

**Reality:** Neurodiverse individuals can excel in high-pressure roles and leadership positions, often bringing unique perspectives that enhance decision-making and problem-solving. **Some neurodiverse people may thrive in structured environments with clear expectations, while others may excel in dynamic, rapidly changing scenarios.** Leadership qualities are diverse, and many neurodiverse individuals possess the creativity, determination, and resilience that are essential for effective leadership. It's essential not to underestimate neurodiverse employees' potential based on stereotypes.

● **Offer Choices in Communication:** Allow candidates to choose their preferred communication method—whether it's email, phone, or in-person meetings—to ensure they are comfortable and engaged.

● **Mentorship and Peer Support:** Establish mentorship programs where neurodivergent employees are paired with experienced colleagues who can provide guidance, support, and advocacy. Create peer support groups where neurodiverse employees can share experiences, offer advice, and build a sense of community within the workplace.

## 2) Professional Development

● **Provide Structured Feedback:** When discussing professional development, give clear and specific feedback. Use examples and focus on actionable steps for improvement. Neurodivergent employees often benefit from direct, clear and consistent feedback rather than vague suggestions.

● **Visual Aids for Learning:** Incorporate visual aids, such as diagrams or flowcharts, when explaining complex concepts. Breaking information down into smaller, digestible parts can help ensure that neurodivergent employees fully understand the material.

● **Frequent Check-ins:** Schedule regular check-ins to discuss development goals. These conversations should be structured and predictable, helping to minimise any uncertainty that could cause stress.

## 3) Reward & Recognition Challenges

● **Individualized Communication:** Recognise that public praise may be uncomfortable for some neurodivergent employees. Tailor your communication to their preferences, such as providing recognition privately or in writing.

● **Clear Expectations:** When discussing performance, ensure that the criteria for rewards are explicit and measurable. Avoid ambiguous language, and clearly outline what success looks like.

● **Positive Reinforcement:** Use positive reinforcement consistently. Even small acknowledgments of effort and progress can have a significant impact on motivation and job satisfaction for neurodivergent employees.

#### 4) Design of Work Environment

- **Sensory Considerations:** Be mindful of sensory sensitivities when communicating in the workplace. For example, avoid loud or chaotic environments when having discussions, and provide alternative communication methods if face-to-face meetings are overwhelming.
- **Predictable Schedules and Communication:** Clearly communicate any changes to schedules or work environments well in advance. Neurodivergent employees often thrive in predictable environments, so minimizing last-minute changes is crucial.
- **Nonverbal Cues:** Some neurodivergent employees may struggle with interpreting nonverbal cues. Be explicit in your communication, and don't assume that body language or tone alone will convey your message.

#### 5) Leadership Approach

- **Empathetic Listening:** Practice active listening, showing empathy and patience. Some neurodivergent employees may express themselves differently, so leaders should take the time to understand their perspectives fully.
- **Direct and Transparent Communication:** Leaders should communicate directly, avoiding sarcasm or implied meanings. Be clear about expectations and provide step-by-step instructions when needed.
- **Encourage Open Dialogue:** Create a culture of openness where neurodivergent employees feel comfortable voicing their needs or concerns. Leaders should encourage this dialogue by being approachable and demonstrating that they value input from all team members.



#### Tips & lessons learnt from NEW project:

The organizations can use new communication strategies and approaches using the methodology of Neurodiversity wheel to support the neurodivergent staff at each phase of the employee life cycle. Tips and lessons learnt from NEW project are available at the **Chapter 5.2 Brief description of the good practices and case studies** of the Neurodiversity (R)evolutionary Inclusion Model document - [https://usercontent.one/wp/www.neurodiverseworkplaces.eu/wp-content/uploads/2024/04/New\\_Revolutionary\\_Inclusion\\_Model\\_01.pdf?media=1681987160](https://usercontent.one/wp/www.neurodiverseworkplaces.eu/wp-content/uploads/2024/04/New_Revolutionary_Inclusion_Model_01.pdf?media=1681987160)



## Step 6: Celebrate and Share Success

**Recognize Neurodiverse Contributions:** Publicly celebrate the contributions of neurodiverse employees. Highlight success stories and share how neurodiversity has positively impacted the organisation. Use internal communications, such as newsletters or team meetings, to showcase the value of neurodiversity in the workplace.

**Advocate for Neurodiversity Beyond the Workplace:** Become an advocate for neurodiversity by sharing your organisation's journey and best practices with the broader community. Participate in industry discussions, publish articles, and collaborate with other organisations to promote neurodiversity in the workplace. Support external initiatives and organisations that focus on neurodiversity and inclusion. Join the NEW project's Neurodiversity at Work Community of Practice on LinkedIn to share your learnings and learn from others also working on this topic in workplaces across Europe.

By following these steps, companies can create a neurodiverse workplace that not only supports neurodivergent individuals but also enhances the overall creativity, innovation, and success of the organisation. **Embracing neurodiversity is a continuous process, requiring commitment, flexibility, and a willingness to learn and adapt.** The journey may have challenges, but the rewards—both for the individuals and the organisation—are well worth the effort.





# RECOMMENDATION AND TIPS FOR VET TRAINERS

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Within the NEW project, training and mentoring activities were implemented in the four partner countries which piloted the NEW revolutionary model.

The training curriculum and modules elaborated within the NEW project was based on the result that emerged from the consultation of companies and stakeholders in Study Circles and combined with the specific knowledge and know-how of the partners responsible for its development and review.

In each training module there are some **practical activities and/or case studies** which are recommended to be included in the training with the managers and staff in SMEs. Both are interlinked so that the trainers know where and how to integrate them.

To validate the training modules elaborated within the project, the following steps were done:

- 1) **Transnational training for trainers** in Vienna addressing VET professionals, internal and external to partners' staff, systematically cooperating in delivering VET training with partner organisations, experienced in HR management, diversity and inclusion, and neurodiversity.
- 2) **Piloting training and mentoring activities in each project country** with 20 SMEs and micro companies' leaders and 30 employees in the same companies, possibly including the ones already participating in study circles at national level.

## 1) Lessons learnt from Transnational Training for Trainers

The transnational training activity lasting 3-days was organised as a **Peer Learning Activity (PLA)**, facilitated by project partners' experts, involving trainers from all project countries with different profiles and backgrounds so as to **build a common methodology to be adapted to each national context for training SMEs' and microenterprises' leaders and staff and to enable them to pilot the (r)evolutionary inclusion model in their companies.** This served as the foundation for developing the C-VET curricula for the training of leaders and staff in SMEs.



The training was mainly based on presentations of the theoretical and practical experience of the trainers in the relevant areas, as well interactive activities, bringing together input from the presentations with participants' own ideas and expertise. The common theme across all workshop activities was the practical implementation of the discussed activities in the trainings for SMEs' managers and staff.

Participants provided real cases from their practice, but also hypothetical cases in companies they work with, which enriched the discussion with different points of views in different national contexts. For the finalisation of the training modules in each project country, the participants provided their feed-back and recommendations to be taken into account for future users of the training curriculum (managers, HR staff and C-VET trainers) which could be clustered in the following topics:

● **Diverse perceptions about Diversity, Equity and Inclusion (DEI) and international perspectives:** understanding various perspectives on DEI and adapting training programmes to fit the specific needs of different countries is essential, recognising that cultural contexts influence DEI policies and practices.

● **Inclusion and support for neurodivergent individuals:** never assume; always ask how to support each individual neurodivergent employee. Differentiate between neurodiversity and neurodivergence, and be mindful of the language used, and respectful of individual preferences. Include neurodivergent individuals in dialogues and ensure the proper use of terminology to address biases.

● **Understanding and communicating neurodiversity:** clarifying what neurodiversity means and using inclusive language. Always listen to the individual's needs and avoid assumptions. Effective communication and proper terminology enhance understanding and support.

● **Urgency and practical benefits of inclusion:** the inclusion of neurodivergent people in the workplace is a pressing issue. Practical case studies and statistical data show that inclusive neurodiversity policies increase productivity and profitability. Many adjustments that benefit neurodivergent employees also serve everyone.

● **HR processes and training needs:** appreciating well-defined HR processes for inclusion and focusing on training HR professionals to manage neurodivergent individuals effectively. Recognising the need for specific practices in recruitment and onboarding, and developing strategies to avoid talent waste.

● **Improving communication:** reflecting on ways to improve inclusive communication and presentations. Designing scenarios and showcases as practical methods to understand various situations involving neurodivergent employees. Explore alternative career development and management strategies for employees.

● **Personal insights and organisational support:** emphasising the importance of asking neurodivergent individuals about their needs, using psychological safety measures, and internalising accessibility within teams. Regular check-ins and listening to individual perspectives are essential for effective support.

### Tips & lessons learnt from NEW project:

Managers, HRs and C-VET trainers can have a free access to the training modules in the **Chapter 4.2, Training modules** of the Neurodiversity (R)evolutionary Inclusion Model document -  
[https://usercontent.one/wp/www.neurodiverseworkplaces.eu/wp-content/uploads/2024/04/New\\_Revolutionary\\_Inclusion\\_Model\\_01.pdf?media=1681987160](https://usercontent.one/wp/www.neurodiverseworkplaces.eu/wp-content/uploads/2024/04/New_Revolutionary_Inclusion_Model_01.pdf?media=1681987160)



## 2) Impact of the training and mentoring activities within the NEW project

Feedbacks were gathered immediately after each training session so that the training content could be improved and better adapted to the needs of the SMEs and neurodivergent people.

Impact assessment process that was done additionally after several weeks after the conduction of the trainings shows the effectiveness of the training curriculum and the importance of the topic in the companies involved in the project activities.

It should be noted that the actual number of participants (both managers and employees) considerably exceeded the target outlined in the proposal (20 managers and 30 staff members per country) – the partners reached out to **647 participants altogether (instead of the planned 200)**. This clearly demonstrates the significant efforts made by all partners to engage and motivate companies and the increasing interest and needs for more awareness raising in the field of neurodiversity. There are some results from the feedbacks and impact assessment of the training and mentoring activities from each project country, presented below:



### AUSTRIA

*We learned that we can achieve a lot with small adjustments, **but to promote a truly accessible work environment, it is important to adopt a holistic approach.***

*This means not only redesigning processes but also creating a corporate culture that promotes inclusion through knowledge.*

*I am trying **to adjust the general attitude with which I carry out my activities in light of what I learned during the training.***

*I aim to make the initial steps learned during the training standard practice in my organisation.*

*As a result of the trainings **I ask more questions, strive to adopt a different behaviour, and commit to establishing a dialogue based on trust and recognition.***





## BULGARIA

**Acknowledging people's differences** and how work environment can be more accommodating.

Understanding **how different we are and how we should think more before possibly condemning a given behavior** and person, because not everything is always visible on the surface.

To be more open to the behavior of the people I work with and **to explore deeper what are the most appropriate actions in different situations.**

The ways in which we would distinguish that a given person is neurodifferent and in what way to use their strengths.

**To be aware of my unconscious biases** and to ask more about what people on my team need.

**Useful tips and new knowledge about the differences between people, main types of neurodivergence**, about their weaknesses and strengths, and how to be more empathic to each other.



## ITALY

Participating in this training was an important step towards a greater awareness that will help us view the organization more attentively.

**It provided us with valuable information on how to create an action plan, define objectives, activities, and targets, and develop tools** to help us find the best way to address the topic in an appropriate and respectful manner through the creation of tailored processes, policies, and tools.

To support neurodiversity in the workplace, an **initial step might be to 'adjust' certain aspects that mitigate the challenges neurodivergent individuals face**, thereby increasing comfort and psychological safety.

The second important step will be to raise awareness among management and various teams to promote neurodiversity through innovative policies and practices, **contributing to creating a more equitable and respectful working future.**



## IRELAND

From our first pilot of the Neurodiversity at Workmodel, we've learned the importance of **tailored follow-up activities and individual preferences.**

Moving forward, we'll continue to **emphasize leadership training and support for neurodivergent individuals.**

Improvements could include **enhancing participant engagement and offering more personalized content.**

We should focus on **clearer communication and proactive accommodations** within our Community of Practice to foster inclusive workplaces effectively.



# ADDITIONAL SECTION ABOUT POLICY MAKERS

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Neurodivergent conditions are covered under national and EU legislation and policy related to disability, employment equality, reasonable accommodations and accessibility. National legislations and policy will dictate the specific requirements and expectations in relation to the provision of accommodations and supports, and work to make each workplace as inclusive as possible.

Engagement with relevant expert groups on neurodiversity and disability in your own country will assist in ensuring compliance with local legislation, policy and practice. Employer representative groups, neurodiversity organisations, and experts working on diversity, equality and inclusion, will be good sources of guidance on policy and national legislation. At European level, the European Disability Forum is the leading organisation representing all disabilities and neurodivergence and engaging with the EU, the European Commissions and all EU agencies on inclusion and rights issues.

Employment equality legislation across Europe generally require employers, where their employee has a disability (including neurodivergence), to provide reasonable accommodation by way of taking appropriate measures to support that employee in performing their duties. The reasonable accommodation being provided to an employee with a disability (or neurodivergence) should enable that employee to access, participate or advance in employment or undergo training.

One issue to note is that some neurodivergent individuals do not consider themselves disabled, so if you ask potential employees to indicate if they have a disability, they will not tick that box. However, they have rights to accommodations under this legislation nonetheless. Being mindful and inclusive of the terminology used will help to encourage more individuals to disclose their needs. This will benefit both the individual and the organisation as the employee will then be better enabled to achieve their potential at work.

Legislation and policy tend not to specify the types of reasonable accommodation and adjustments which should be made. Policy recognises that these adjustments can be highly individual and will differ in each case depending on the specific needs of the employee in question, their role and the nature of the work environment.

As organisations become more confident in inclusion, they can bring that knowledge and expertise to a wider context, supporting policy development in their sector or nationally on improved efforts to drive neurodiversity inclusion at work.





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