**What neurodiversity means**

This is only a guide. Each type of neurodiversity can present differently in different people, and it’s important you take the time to understand the individual needs of a student with neurodiversity.

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| Neurodiversity | What it may mean | How a neurodiverse student many benefit their placement teams |
| Attention deficit hyperactivity disorder (ADHD), or attention deficit disorder (ADD) | A student with ADHD or ADD may feel restless or impatient and act on impulse. They may have trouble with:   * Organisation and time management * Following instructions * Focusing and completing tasks * Coping with stress * Risk taking | A student with ADHD or ADD may be good at:   * Creative thinking and ingenuity * Problem-solving * Multi-tasking * Taking calculated risks * 3D visual thinking |
| Autism, or autism spectrum conditions | A student on the autistic spectrum may:   * Have some difficulty with social interaction and communication * Show non-typical patterns of activities and behaviours * Find it difficult going from one activity to another * Focus on details * Have unusual reactions to sensations | A student on the autistic spectrum may be good at:   * Logical and analytical thinking * Problem-solving * Attention to detail * Focusing intensely on the task * Concentrating for long periods * Working on their own * Organising things |
| Dyscalculia | A student with dyscalculia may have trouble understanding numbers and doing maths. They may find it difficult to:   * Remember postcodes or phone numbers * Adding up a bill * Calculating change * Estimating how much something will cost * Judge length and distances * Work out how long something might take * Remember or follow directions | A student with dyscalculia may be good at:   * Being creative * Practical tasks * Intuitive and lateral thinking * Problem-solving * Troubleshooting * Verbal communication * Seeing the bigger picture |
| Dyslexia | A student with dyslexia may read and write very slowly, write letters the wrong way round (such as "b" and "d") and have poor or inconsistent spelling. They may find it difficult to:   * Understand information that's written down rather than given verbally * Carry out a sequence of directions * Plan and organise | A student with dyslexia may be good at:   * Being inventive * Being creative * Spotting patterns * Visual thinking * Speaking and presenting confidently * Contributing to the team dynamic |
| Dyspraxia, or developmental coordination disorder (DCD) | A student with dyspraxia may have trouble with spatial awareness and coordination. They may find it difficult to:   * Do tasks that need fine motor skills * Write, type or draw * Use small objects or tools * Learn new skills such as drive a car * Prepare meals * Function in social situations * Deal with their emotions * Manage * Plan and organise | A student with dyspraxia may be good at:   * Big picture thinking * Inferential reasoning * Problem-solving * Being resourceful * Being determined |
| Tourette’s syndrome | A student with Tourette’s syndrome may have:   * Physical tics like blinking, jerking, rolling eyes or making faces * Vocal tics like grunting, coughing, clicking, making repeated sounds or swearing   They may have difficulty with:   * Stress * Anxiety * Tiredness * Specific triggers such as foods, chemicals, noise or light * Handling dangerous equipment * Planning and organisation * Changes to routine or work arrangements | A student with Tourett’es may be good at:   * Being creative * Being energetic * Being determined * Being empathetic * Tasks that need high levels of concentration |