



ND Student Support Profile Template

A one-page, student-centred profile capturing needs, strengths, triggers, and safety strategies.

By Neal Glendenning

Contact: info@theneuroinclusionproject.co.uk

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Important note

This resource is intended to support understanding and good practice in neuro-inclusive workplace design. It provides general guidance and does not constitute legal, medical, or clinical advice. Organisations should apply the principles in line with their own policies, regulatory obligations, and professional judgement.

A clear orientation (for education providers)

This is not a diagnostic form.

It is not a behaviour plan.

It is not a document to justify support or monitor compliance.

This template exists because many neurodivergent (ND) students are required to **re-explain themselves repeatedly**, often in unsafe or high-pressure contexts... and because support works best when it is:

- **proactive, not reactive**
- **contextual, not global**
- **co-created, not imposed**

This profile is designed to:

- reduce repeated disclosure
- make support portable across settings
- centre strengths as well as needs
- support safety without pathologising

Completion is optional. Partial completion is valid.

The student controls what is shared, with whom, and when.

How to use this profile safely

Who completes it

- The student (independently or with support)
- Optionally co-completed with a tutor, SEN lead, disability service, or trusted staff member

How it should be used

- As a *support reference*, not an assessment
- As a living document that can change
- To inform reasonable adjustments and daily practice

How it must NOT be used

- To deny support
- To require diagnosis
- To label or track behaviour
- To replace relational check-ins

If this document increases scrutiny or pressure, it is being misused.

ND Student Support Profile (One-Page)

1. Student basics (optional)

(Only include what feels useful.)

- **Name:** _____
 - **Preferred name / pronouns:** _____
 - **Course / year / context:** _____
-

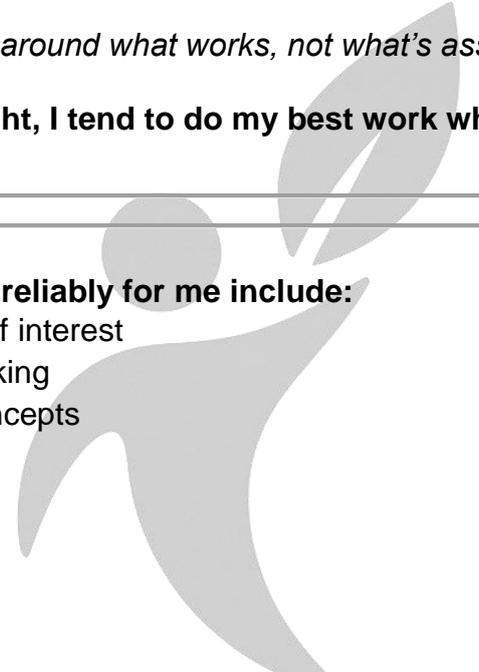
2. How I learn best (strengths & conditions)

Purpose: design learning around what works, not what's assumed.

When conditions are right, I tend to do my best work when:

- _____
- _____

Strengths that show up reliably for me include:

- Deep focus on areas of interest
 - Creative or lateral thinking
 - Strong memory for concepts
 - Pattern recognition
 - Problem-solving
 - Precision / detail
 - Verbal discussion
 - Written expression
 - Other: _____
- 

Strengths are **context-dependent**.
Support should help them emerge.

3. Common challenges (contextual, not personal)

Purpose: identify friction points without blame.

I tend to find these situations harder:

- Unclear instructions
 - Fast-paced verbal delivery
 - Last-minute changes
 - Sensory-heavy environments
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- Group work without structure
- Time-pressured assessments
- Public questioning
- Unpredictable schedules

Specific examples (if helpful):

These are **design issues**, not personal failings.

4. Triggers & early warning signs

Purpose: support early, before distress escalates.

Things that can increase overload or shutdown for me include:

- Sensory overload (noise, lighting, movement)
- Ambiguous expectations
- High evaluation pressure
- Social scrutiny
- Multiple demands at once
- Fatigue or health factors

Early signs I may be becoming overwhelmed:

- Going quiet or withdrawing
- Slower processing
- Difficulty initiating tasks
- Increased anxiety
- Irritability
- Physical fatigue

These are **signals**, not misbehaviour.

5. What helps me regulate and stay engaged

Purpose: name protective supports clearly.

Things that help me stay regulated and able to learn include:

- Written instructions or summaries
- Clear priorities and deadlines
- Advance notice of changes
- Predictable routines

- Breaks or pacing flexibility
- Quiet or low-sensory spaces
- Ability to step out briefly
- Choice of communication format

Other supports that help:

Support should **reduce load**, not increase visibility.

6. Communication preferences

Purpose: reduce misattunement and anxiety.

I communicate and process best when:

- Instructions are written
- I'm given time to think before responding
- Feedback is clear and specific
- Tone is neutral and direct
- I can ask clarifying questions safely

Things that make communication harder for me:

7. Safety & support strategies (if distress occurs)

Purpose: respond safely, not punitively.

If I become overwhelmed or shut down, it helps if staff:

- Reduce demands temporarily
- Give me space without drawing attention
- Offer written follow-up
- Allow time to re-engage
- Avoid public questioning

What does NOT help in those moments:

This is about **de-escalation**, not discipline.

8. Sharing & consent (important)

The student controls this information.

I am comfortable sharing this profile with:

- Tutors / lecturers
- Student support services
- Placement supervisors
- Exam / assessment staff
- Other: _____

I want this profile used for:

- Day-to-day learning support
- Assessment adjustments
- Communication clarity
- Safety and wellbeing support

This can be updated or withdrawn at any time.

Guidance for staff using this profile

When receiving a profile:

- **Believe the student's self-knowledge**
- **Adjust conditions before asking for explanations**
- **Avoid interpreting signals as attitude**
- **Protect privacy rigorously**

Helpful responses sound like:

- "Thanks for sharing... we'll work with this."
- "Let's adjust the environment, not you."

Avoid:

- "Everyone struggles with that."
- "You'll get used to it."
- "We can't do that without evidence."

What this template must NOT be used for

It must not be used to:

- label or categorise students

- replace reasonable adjustments processes
- deny support
- justify exclusion or discipline
- require diagnosis

Safety and access are **rights**, not rewards.

A closing note for education providers

Students do not fail because they are “too sensitive” or “unmotivated.”

They struggle when systems demand:

- constant adaptation
- self-advocacy under threat
- regulation in unsafe environments

This profile is not about fixing students.

It is about **designing learning environments where they can participate without harm.**

Use what fits.

Adapt freely.

Let students remain in control.

