



ND Student Support Profile

A one-page overview capturing needs, triggers, and strengths

By Neal Glendenning

Contact: info@theneuroinclusionproject.co.uk

© 2025 Neal Glendenning / The Neuro Inclusion Project / NdCare Group.
All rights reserved.

This material may not be reproduced, distributed, adapted, or used for training, commercial, or educational purposes without prior written permission.

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.

*This profile is about what helps this student learn and participate safely.
It is not an assessment of ability or motivation.*

Student details (keep minimal)

Name: _____

Course / Year / Class: _____

Preferred name / pronouns: _____

Who this profile is for:

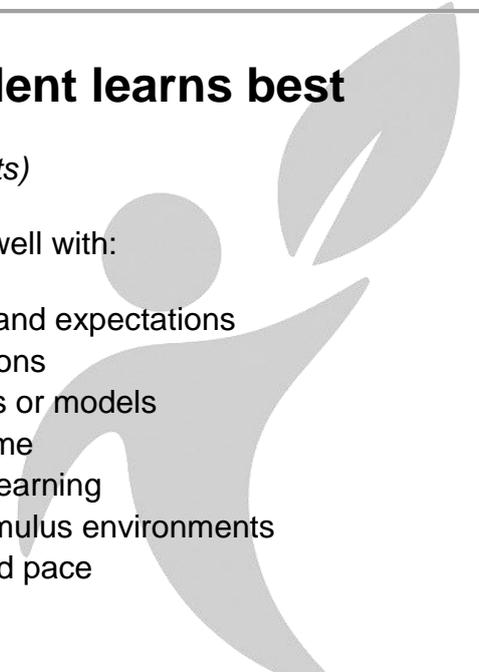
Tutor / Lecturer SEND / Support Team Pastoral Placement staff

Other: _____

1. How this student learns best

(Strengths & access points)

This student tends to do well with:

- Clear structure and expectations
 - Written instructions
 - Visual examples or models
 - One task at a time
 - Interest-based learning
 - Quiet or low-stimulus environments
 - Flexibility around pace
- 

Notable strengths:

2. Capacity & regulation (what affects access)

Things that can reduce capacity:

- Sensory overload (noise, light, movement)
- Time pressure or sudden changes
- Being put on the spot
- Ambiguous instructions
- High social demand
- Fatigue / burnout

Early signs the student may be struggling:

- Withdrawal or silence
- Reduced communication
- Overwhelm or distress
- Shutdown / disengagement
- Missed deadlines after overload

These are **signals**, not lack of effort.

3. Triggers & pressure points

(Situations to approach carefully)

Examples might include:

- unannounced changes
- public feedback
- rapid questioning
- busy group work
- back-to-back sessions

Known triggers (if any):

4. What helps when things get difficult

Helpful responses from staff:

- Slowing things down
- Repeating or re-phrasing instructions
- Allowing written responses
- Offering time or space
- Checking in privately
- Allowing breaks without penalty

What tends to help most:

5. What *doesn't* help

(Important to know)

Things that increase stress or shutdown:

- Being pressured to speak
- “Just try harder” messaging
- Public correction
- Assuming disengagement
- Removing breaks or adjustments

Anything to actively avoid:

6. Communication preferences

This student prefers:

- Written follow-up after verbal instructions
- Clear deadlines and priorities
- Advance notice of tasks or changes
- Asynchronous communication where possible

Anything else to note:

7. Support & adjustments in place (if relevant)

Examples:

- extra time
- flexible deadlines
- quiet space
- note-taking support
- reduced sensory load

Current supports:

8. One thing to remember about this student

(e.g. “Capacity varies day to day,” “Does well when expectations are explicit,”
“Needs safety before participation.”)

Review & use notes (staff-facing)

- This profile should be **reviewed periodically**, especially during transitions
 - It should inform **reasonable adjustments**, not replace them
 - It works best when shared with consent and used consistently
-

Why this profile works

- It prevents repeated re-explanations
 - It reduces misinterpretation of ND behaviour
 - It supports regulation **before** learning breaks down
 - It centres strengths alongside needs
 - It improves trust and retention
-

Bottom line

This profile helps educators ask:

“What conditions help this student access learning?”

Not:

“Why aren’t they engaging?”

That shift changes outcomes.