



Neurodivergent Education for Students, Teaching & Learning (NESTL) Toolkit

**Key Resource 5 -----
Individual Checklist on
Adjustment and Support**



✓ Individual Checklist on Adjustment and Support

This checklist is based on the contents in the section on Individual Initiatives. It is not intended to be prescriptive, and you don't need to implement all of the suggestions, or all at once. Use it to reflect on your practice and understanding, and consider incremental changes that can make your teaching more accessible.

Rethinking 'Reasonable Adjustments'

- Reflect on who decides what counts as 'reasonable' in your teaching context.
- Recognise that many adjustments are low-cost but can have a wide-reaching impact.

Adopting Universal Design Principles

- Aim to design teaching environments and materials that are accessible to all students by default.
- Consider the wider benefits of inclusive design, such as the curb-cut effect (e.g. ramps help many, not just wheelchair users).

Engaging with Student Needs

- Do not solely rely on formal diagnoses before offering adjustments or support.
- Make it clear from the start that you are open to conversations about learning needs.
- Be discreet with adjustments to avoid singling out students who prefer not to be identified or seen as 'special', and receiving unwanted attention.
- Integrating inclusive teaching practices can benefit all students without putting individuals on spot.

Practising Flexibility and Care

- Acknowledge that students' needs may change from day to day or week to week.
- Remember that students with the same diagnosis may have very different experiences and preferences.
- Consider how intersecting identities (e.g. race, gender, disability) shape students' access needs and experiences.
- Be consistent with accommodations while allowing for fluctuating circumstances.

For more detailed guidance, examples, activities, and case studies, see the full [NESTL toolkit](#).

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