



Neurodiversity Policy

Policy Title:	Neurodiversity Policy
Function:	The function of this policy is to provide a clear and consistent framework for how The Blue Coat School identifies, supports, and makes reasonable adjustments for neurodivergent staff.
Status:	Approved
Statutory guidance:	Equality Act 2010: guidance - GOV.UK Equality Act 2010 Data Protection Act 2018 Reasonable adjustments for workers with disabilities or health conditions - GOV.UK Health and Safety at Work etc Act 1974 - HSE
Audience	Staff, Leaders, Trustees
Ownership	Board of Trustees/Headteacher
Last Reviewed:	June 2026
Next review:	Every 2 years – June 2028

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Aims and objectives

At The Blue Coat School Liverpool, every student belongs, is valued, and is empowered to thrive. Guided by *Non Sibi Sed Omnibus* — not for oneself but for all — we honour our story with honesty while forging a modern, inclusive future.

We celebrate individuality and champion diversity, inspiring students to flourish in their own way with confidence, curiosity, resilience, and kindness.

Our vision is to ignite ambition and nurture integrity and compassion, preparing young people to shape a fairer, brighter world — in Liverpool and beyond.

At The Blue Coat School Liverpool, every member of staff is valued and supported to thrive. Guided by *Non Sibi Sed Omnibus* — not for oneself but for all — we are committed to fostering a modern, inclusive workplace that recognises and celebrates diversity.

The aims of this policy are to:

- Promote an inclusive working environment where neurodivergent staff are respected and supported
- Ensure compliance with the Equality Act 2010, including the duty to make reasonable adjustments
- Provide a clear framework for identifying and implementing appropriate workplace support
- Remove barriers that may prevent individuals from performing their role effectively
- Promote awareness and understanding of neurodiversity across the school

Scope

This policy applies to all staff employed by the school, including teaching, support, and administrative staff.

(This policy does not cover students; neurodiversity support for students is addressed through the SEND Policy.)

Definition of Neurodiversity

Neurodiversity refers to the natural variation in how individuals think, learn, and process information.

Neurodivergent conditions may include, but are not limited to:

- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)
- Dyslexia
- Dyspraxia

The school recognises that neurodivergence presents both challenges and strengths and adopts a strengths-based approach to staff support.

Legal Framework

This policy is underpinned by:

- The Equality Act 2010 (disability and reasonable adjustments)
- UK GDPR and the Data Protection Act 2018
- The Health and Safety at Work Act 1974

The school has a legal duty to make reasonable adjustments where a neurodivergent condition meets the definition of a disability and places an employee at a substantial disadvantage.

Roles and Responsibilities

Board of Trustees

- Ensure compliance with statutory duties
- Provide strategic oversight of equality and inclusion

Headteacher

- Overall responsibility for implementation of this policy
- Ensure appropriate resources and support systems are in place

Line Managers

- Create an open and supportive environment
- Respond to disclosures sensitively

HR

- Lead discussions and provide advice on reasonable adjustments
- Review support arrangements regularly
- Ensure consistency and fairness
- Maintain confidential records in line with data protection requirements

Employees

- Engage in discussions regarding their needs
- Communicate any difficulties affecting their role (where they feel comfortable)
- Work collaboratively to implement adjustments

Disclosure and Confidentiality

Staff are encouraged, but not required, to disclose neurodivergence to the Schools HR department.

The school recognises that disclosure is a personal decision and:

- Will treat all information with strict confidentiality
- Will handle data in accordance with the Data Protection Policy
- Will only share information on a need-to-know basis

All information relating to neurodivergence will be processed as special category personal data under UK GDPR.

Process for Support and Adjustments

The school follows a structured, supportive process:

Stage 1 – Disclosure or Identification

- Staff member raises a need for support (or concern identified through line management)

Stage 2 – Initial Discussion

- Open discussion with the schools HR department regarding:
 - Impact on role
 - Challenges and strengths
 - Potential support needs

Stage 3 – Assessment (if required)

- Referral for a needs assessment (e.g. occupational health or specialist advice)

Stage 4 – Agreement of Adjustments

- Reasonable adjustments agreed collaboratively

Stage 5 – Implementation

- Adjustments put in place promptly

Stage 6 – Review

- Regular review (e.g. at least annually or as needed)
- Adjustments refined where necessary

Workplace Adjustments

The organisation is legally obliged by the Equality Act 2010 to make reasonable adjustments to an employee's role or working conditions if they have a disability that places them at a disadvantage when performing their role and we will ensure compliance with our obligations in this regard.

In order to assist you in your daily duties, we will explore making adjustments to your role or working environment with the aim of reducing the effect that your neurodivergence is having on you. We acknowledge that neurodivergence affects each individual in different ways so no adjustment will be made without fully discussing it with you first.

As an illustrative guide, we have set out the below examples of adjustments that may be made to reduce or remove disadvantages faced by neurodivergent employees in the workplace.

Amending Working Duties

Reasonable adjustments will be tailored to individual needs and may include:

- Offering flexible working arrangements such as homeworking or permitting employees to start earlier or finish later.
- Redesigning the workplace/workstation.
- Providing visible instructions next to office equipment and machinery such as photocopiers.
- Allowing employees to use equipment such as noise-cancelling headphones.
- Providing employees with lockers and name labels to help them organise their work and equipment.
- Providing a mentor/buddy to employees when learning new tasks.
- Allocating work areas with more natural light.

This is not an exhaustive list and all applicable adjustments will be discussed and explored with neurodivergent employees on an individual basis to ensure the adjustments put in place are appropriate to their individual circumstances. The effectiveness of any adjustments will be reviewed on a regular basis and may be subject to change if it becomes apparent that these are no longer fit for purpose. This review will be carried out proactively between the employee and their line manager in line with our duty to make reasonable adjustments.

Creating An Inclusive Environment

We are committed to ensuring neurodivergent employees in our organisation feel comfortable in discussing neurodivergence, should they wish to, and the impact it has on them. We will raise awareness by:

- providing training to managers on supporting neurodivergence
- arranging activities and education campaigns on neurodivergence for all staff
- encouraging neurodivergent senior employees to talk about the impact it has on them

Equality, Discrimination and Harassment

The school has zero tolerance for discrimination, harassment or victimisation related to neurodivergence.

Any such behaviour will be treated as a disciplinary matter and addressed in line with the school's procedures.

Staff who feel they have been treated unfairly may:

- Raise concerns informally with their line manager; or
- Use the Grievance Policy or Dignity at Work Policy

Data Protection

All information relating to neurodivergence will:

- Be processed lawfully, fairly, and transparently
- Be stored securely and only retained in line with the school's Data Retention Policy

Monitoring and Review

The effectiveness of this policy will be monitored through:

- Staff feedback and wellbeing measures
- Review of reasonable adjustment processes
- Monitoring of staff retention and absence trends (where appropriate)

The policy will be reviewed biennially or sooner if required due to legislative or organisational changes.