

Examples of workplace adjustments and accommodations



Below is a non-exhaustive list of accommodations to support neurodivergent residents. Many clinicians we spoke to highlighted that these changes are best practice around supporting communication and this would benefit all colleagues. What accommodations and adjustments can be made will be defined by the school or Trust/Board.

The [GMC](#) also offers additional advice on how to plan a discussion surrounding adjustments and accommodations and which areas of training these would be useful for.

Type of support	Examples
Support with information processing	- Give both verbal and written instructions where possible. - Highlight salient points in a document, use bullet points and consider podcasts and other recorded options. - When sending over documents have each document named distinctively and clearly referenced - Avoid using unnecessary jargon and make sure any acronyms are defined - Use coloured paper where appropriate - Quiet space for typing up notes and use of noise cancelling headphones where appropriate and in ear devices - Allow time for reading information in advance by sending over information prior to meetings. - Use of assistive technology such as Dragon so someone can dictate their notes instead of writing them - When delivering and sharing feedback be clear and specific what the feedback is in reference to
Support with structure and prioritisation	- Use templates to facilitate feedback discussions - Encourage use of wall planners, diaries, outlook, mobile phones as prompts alarms to remind them of meetings and deadlines. - Create daily, dated to do lists and build planning into each day. - Contingency planning (allowing time and having a backup plan for unforeseen occurrences). - Provide specific support for specific situations e.g. Allow for prep time before phone calls
Support verbal situations	- Allow more time for someone to be able to communicate something with you - Help find alternative methods to phone calls where appropriate if these are particularly difficult

Support with preparations for new environments and period of transition	- Provide details of how to get from place to place (especially when travelling to somewhere for the first time). - Provide placement locations and rotas as early as possible. - Offer opportunities to shadow on clinical placements (before they start) so they become familiar with the environment and demands. - Create maps of hospitals to help with navigation and list out any useful acronyms used with the workplace and around the building. - For some residents having: - the number of rotations to new hospitals reduced and being offered a placement close to home - And/or ensuring their clinical supervisor remains the same throughout their training has made the biggest difference to their overall work
Support with interoception	- Knowing when to take breaks, when to eat and when to drink can be a challenge when you are neurodivergent because of differences with interoception. - Support staff to build regular breaks into their day and encourage the use of reminders to support them to stick to it.
Wider suggestions	- Make use of mentorship programmes for neurodivergent staff - Encourage the creation of peer support networks¹

When adjustments are not enough

Sometimes, despite everyone's best efforts it is not possible for a person to continue in their current role. <https://www.acas.org.uk/supporting-disabled-people/capability-andperformance-when-someone-is-disabled>.

This can be a challenging time for everyone involved, and support should be made available. Organisations which may provide support and assistance include professional bodies, peer networks, unions and other third sector organisations.

¹ Please consider that although this is not necessary for all residents, for some it may be useful to offer a pause in their training time whilst adjustments can be put in place. Please refer to the Gold Guide for further advice on this. Please refer to [Health Education England's](#) guide for further advice.