

## What is meant by 'neurodiversity'?

The term 'neurodiversity' values different but equal thinking, emphasising that such conditions are not a barrier to successful academic study. About 50% of the students known to have a disability at LSE have a neurodiverse condition. Of these, about 40% are not formally identified as such until after their arrival in Higher Education.

LSE's neurodiverse students are academically very capable but have difficulties with certain aspects of study. Such difficulties are due to neurological differences which result in 'specific learning difficulties'. 'Dyslexia' is used when such difficulties cluster around reading, writing and spelling 'Dyspraxia' is used when the difficulties cluster around organisation, sequencing of information, physical coordination and handwriting. Other specific learning difficulties on this spectrum include dyscalculia, dysgraphia, "learning disabilities" (USA), AD(H)D, Asperger Syndrome and Meares-Irlen Syndrome.

## How can staff help?

- encourage students who know they are dyslexic, dyspraxic or neurodiverse to contact the Disability & Well-being Service so that we can draft an ISSA
- if you think a student's difficulties may be due to a neurodiverse condition, encourage him/her to contact the Disability & Well-being Service and book an appointment
- when given an ISSA, please put into action the reasonable adjustments, or contact the Disability & Well-being Service to discuss
- where possible, make lecture and reading materials available electronically in advance – avoid asking students to copy from a projection or a board
- produce materials in a clear word-processed format with explicit bold headings, using bullet points for lists or summarised points

- a cream or pale blue paper provides a more comfortable contrast than black text on white paper
- where possible, use lecture capture facilities and/or allow students to record lectures
- recap and review points – using a variety of means and give a clear outline of the topic at the beginning of each session
- provide visual models of new/difficult spellings – glossaries are very helpful
- avoid asking neurodiverse students to read text aloud
- repeat and rephrase questions posed by others
- when marking written work, focus on content rather than spelling or punctuation errors
- in giving feedback, acknowledge strengths and indicate areas for improvement.