

Inclusive Service Checklist

This resource has been designed to encourage services across East Dunbartonshire to consider how inclusive their services are for the Neurodivergent community. It is hoped that team leaders/managers will use this resource to reflect on their current service provision and can use it as a starting point for discussion with the wider team.

The checklist can be used as a guide to consider any adjustments or adaptations that could be made to your service to encourage inclusivity and accessibility. It is not expected that every suggestion will be achievable, however even the slightest changes have the potential to make a big impact.

Neurodivergent = Autism, ADHD, Dyslexia, Dyscalculia and Foetal Alcohol Spectrum Disorder.

When considering how a Neurodivergent person comes into contact with your service, it can be important to remember that the person may be experiencing:

- High anxiety levels
- Challenges associated with Executive Functioning tasks (i.e. planning, organising, memory, multi-tasking, attention, time management etc.)
- Being unsure of how to take turns in conversation, or knowing how much or little to speak
- Different use of eye contact
- Previous experiences of trauma
- Being unsure of how to ask for help or explain that they need clarification
- Difficulty understanding non-verbal communication (i.e. gesture, tone, body language)
- Needing longer time to process information
- Sensory overload
- Repetitive behaviours/stimming
- Different abilities with verbal or written communication.

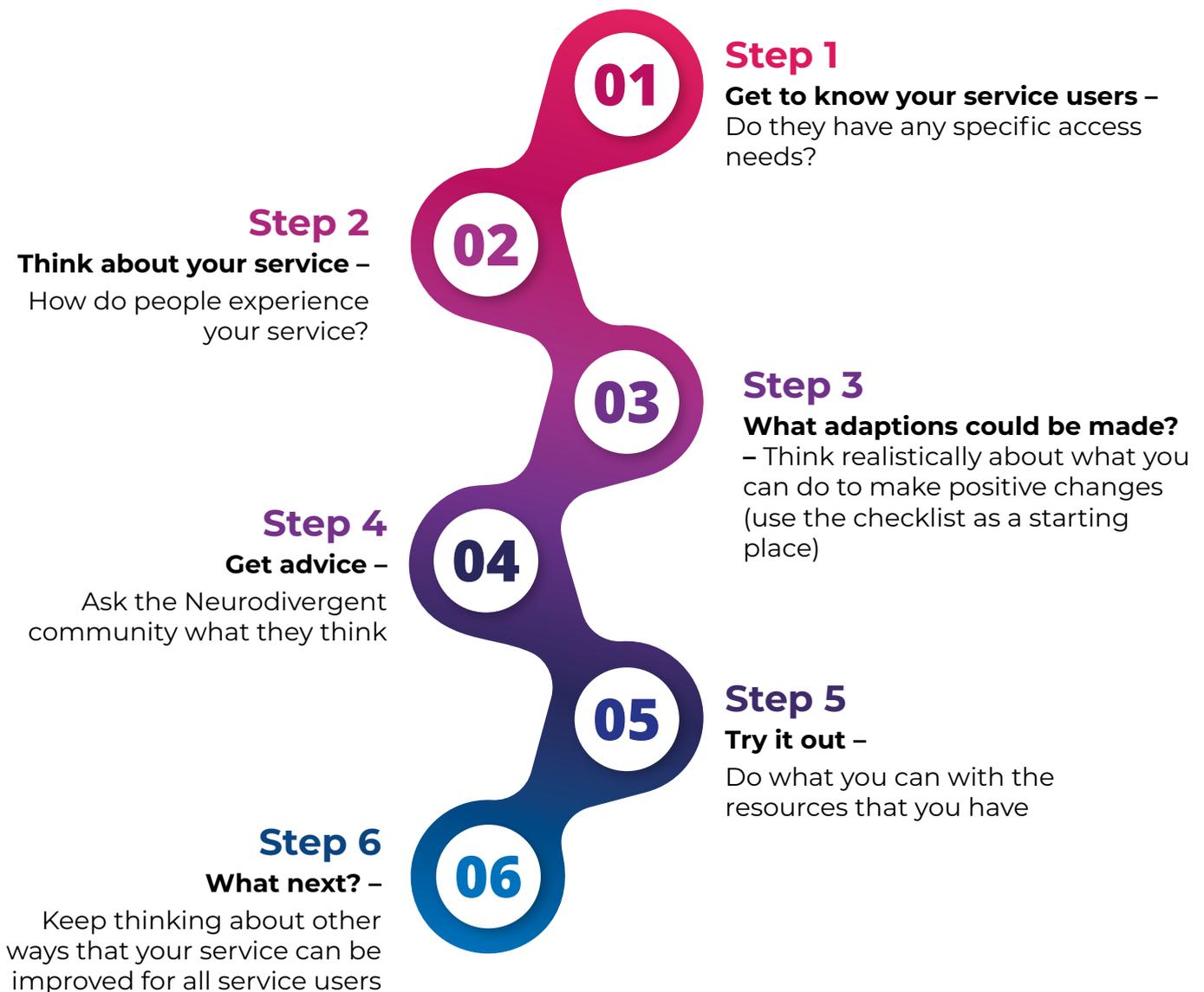
The first step towards being more inclusive is having an awareness of the different lived experiences of others. From there, you can be more understanding, compassionate and accepting – ultimately creating more positive experiences for those around you.

Checklist

Suggestions	This is not possible	This might be possible	This is possible
Offering people the opportunity to visit your service before they are required to, ideally when it's a quieter time			
Autism and/or neurodiversity training offered to staff and volunteers			
Creating 'access guides' with easy-read information about a service and what the neurodivergent community might experience if they visit (can use pictures, video walkthrough of space, floor plans, FAQs etc.			
Offering a handout which is available on arrival which contains some easy-read information about 'what to expect here' such as any loud noises which might happen or times when it might be particularly busy			
Offering a 'quiet hour' which gives priority for the neurodivergent community to use a service so the environment is less busy and overwhelming for them – these should be offered during different times of the day and not only first thing in the morning			
Offer a specific time where there will be a designated staff member visibly available to answer questions, give a tour, explain the service etc.			
Sensory items available upon request to use while people are there			
Having a designated 'quiet space' so the person can have some space to unwind if they are becoming overstimulated or upset			
Moderating any loud noises which could be overwhelming, such as loud music, Tannoy announcements or regular alarms – if this is not possible, could you find a way of making people aware that this might happen			
No unnecessary obstructions within the area and large open spaces to walk			
Cards which can be printed at home (or whiteboards) available on entering your premises which state something similar to 'I might require some of your help' which can be handed to staff members so they can make appropriate adjustments if necessary			
Avoid unnecessary bright colours or large patterns in the decoration of your space, keep the aesthetic simple and calm			
Use soft lighting when possible, avoid fluorescent lighting or lights which generate a 'humming' noise			
Provide paper towels in bathrooms so people don't need to use the dryer			

Suggestions	This is not possible	This might be possible	This is possible
Creating a process to identify and remember relevant gaps in knowledge and to communicate these with identified autism/neurodivergent specialists to ensure up-to-date training and resources are provided			
During appointments, offer extra time to process information and/or ask if they would prefer to think things over then come back at a later date to finish discussion			
Allow time for breaks if needed in appointments			
If after an appointment or meeting, offer to send the person a summary of what was discussed and any actions by email or letter			
Any neurodivergent employee should be given the opportunity to suggest ways in which your organisation can make reasonable adjustments to support them to have positive experiences in the workplac			
Offer visual timetables of any planned activities			
Give advanced warning of any big changes to layouts, activities, service provision etc.			
Run surveys, consultations or open days to get feedback from the neurodivergent community about how they feel you can be more inclusive			
Provide clear, broken down information about your service online (how people can access it, what you offer, anything they need to bring etc.)			
Offer a 'sensory story' to guide people through your venue detailing sensory experiences			
Sharing information about other local neurodivergent support services			
Invite autistic/neurodivergent people to be consultants on issues relating to your service to get their input			
Think about other ways that you can communicate – phone, text, email, social media, letter. Can there be options			
Give clear information about who to speak to if they need help			
Provide Sunflower lanyards to allow relevant people to take one to discreetly show that they have a hidden disability			
Ensure that all employees are aware of the purpose of Sunflower lanyards			
Offer a list of what you have done to be more inclusive so people know what adjustments you have made without having to ask (i.e. on website/poster etc.)			

This list is not exhaustive – there are many other ways that services can be more inclusive, what else can you think of?



If you would like any support to discuss these areas further, or if you would like to give feedback on this resource, please contact the Local Area Co-ordination team:

LACs@eastdunbarton.gov.uk