

2026 / 2027

How To Build A Neuroinclusion Training Programme

REDUCE ABSENCE, ATTRITION AND TRIBUNAL RISK



NEUROCREATORS.CO.UK

WELCOME

This guide exists to help you understand what it really takes to design and implement a neuroinclusion training programme that actually helps your organisation to reduce neurodivergence related absence, attrition and tribunal risk.

Over the next few pages, I'm going to answer the three biggest questions HR leaders and managers are grappling with:

- **My board asked me to solve neurodivergence. What do they actually mean, and what am I supposed to do about it?**
- **I want to support my neurodivergent staff properly, but I don't know what to do and I'm scared of getting it wrong, where do I start?**
- **I can see how neuroinclusion works on paper but how do I manage it in practice alongside operational effectiveness?**

In this guide I am going to show how to address these specific questions by building then implementing neuroinclusion training that gives your managers the knowledge, skills and tools to identify and implement support for neurodivergent staff with confidence.

FROM OUR FOUNDER

STEPH NELSON

NEUROINCLUSION CONSULTANT

At any point throughout this guide if you have specific questions that you would like to talk through, please don't hesitate to contact me at steph@neurocreators.co.uk



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MEET THE FOUNDER



STEPH NELSON

NEUROINCLUSION CONSULTANT

The approach, philosophies and principles within this guide comes from in depth study into neuroscience and psychology as well as being tested at scale in multi-site organisations with over 60,000 staff.

Consulting experience in large scale organisations

**60,000+
workforce**

Workshops and Keynotes delivered to large conference audiences

**450
delegates**

Group coaching experience with ND professionals

**100+
professionals**

Some of Neuro-Creators Clients, Partnerships and Media Coverage:



A woman with dark hair, wearing a grey sleeveless top and a grey skirt, stands behind a dark grey podium. She is holding a small black object in her right hand and gesturing with her left hand. The background is a light grey wall. To the left, there is a white banner with a grey arrow pointing right and the text 'West Yorkshire Partnership' and 'Yorkshire passionate cultures'.

PART 1

Key question;

“My board asked me to ‘solve’ neurodivergence.
What do they mean?”

Q1 “My board asked me to ‘solve’ neurodivergence. What do they mean?”

“Solving” neurodivergence is purposefully a contentious use of wording. I want to make it clear that you should not be working to “solve” neurodivergence because it is not a problem that needs to be fixed. However in workplaces across the UK it is perceived as such.

When leadership says "solve neurodivergence," they don't mean that literally, and they're not really asking about neurodivergence at all. What they're talking about is the business case and specifically the financial case for investing in training to know how to implement effective adjustments for their neurodivergent employees.

Every budget is competing against a dozen other priorities. The financial case matters, because compassion rarely secures a budget line by itself.

When your senior leader is asking you to explore neuroinclusion programmes and solutions they are specifically looking for ways to avoid these unnecessary bills as shown in the examples below.

01

SCOPE

- 1 in 7 adults are neurodivergent (14.29%)
- 142 people in a 1000 person workforce.
- 694% increase in late diagnosis of females aged 31-49.

02

ABSENCE

- 51% of neurodivergent staff take time off due to reasons directly relating to their condition.
- 72 avoidable absences (1000 person workforce)
- £547 average cost per employee
- **£39,864 bill**

03

ATTRITION

- 43% attrition for Neurodivergent employees
- 61 avoidable resignations
- £30,614 average cost of replacing an employee
- **£1869,290.84 bill**

04

TRIBUNAL

- Almost doubled in the last year
- **£45000 average compensation award**

Many HR directors are exploring ways to reduce the above metrics (absence and attrition costs), but in doing so they often don't have the capacity or the resources to focus on long term prevention rather than reaction.

When you implement effective neuroinclusion training and develop processes / support that mitigates or removes the specific challenges of your neurodivergent employees you unlock so much more than just absence and attrition reduction, you unlock their full Neuro-Potential™.

What Is Neuro-Potential™?

At Neuro-Creators we believe that every individual has their own unique Neuro-Potential™. This is the unique set of strengths, talents and experience due to how their brain experiences, processes and responds to the world around them.

The principles of positive psychology show that when an individual uses their strengths they are more likely to lead fulfilling and happy careers and lives. We know that in order for an individual to leverage their full Neuro-Potential™ they must first understand and support their challenges so that it creates the cognitive capacity for them to use their Neuro-Potential™.

The journey to unlocking Neuro-Potential™ can be best described as a bridge.

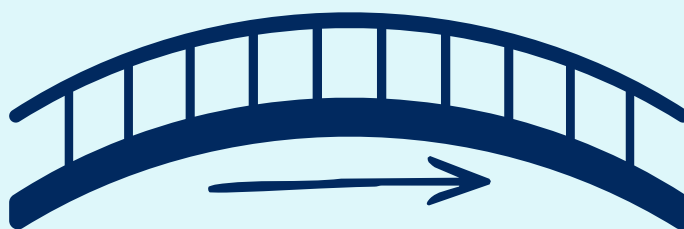
We've already clarified the two sides, one of them reactively responding to individual cases and one of them being proactively anticipating need and accommodating it within the environments, processes and cultures.

The key to making the crossing over the bridge is equipping your leaders with the knowledge, skills and tools that they need to be able to do this with confidence. Because most individuals know that they "should" be inclusive but very few have the confidence or the resources to know what that actually looks like in practice.

The Neuro-Potential™ Bridge

BRIDGE SIDE 1

Reactively identifying and supporting specific challenges and obstacles.



BRIDGE SIDE 2

Proactive neuroinclusive cultures that empower their staff to thrive with how their brains work.

A woman with dark hair, wearing a grey sleeveless dress, stands behind a dark grey podium. She is holding a small black object in her right hand and gesturing with her left. The background is a light-colored wall with a banner that reads "West Yorkshire Partnership" and "Yorkshire passionate cultures".

PART 2

Key question;

"I want to support my staff, but I don't know how, and I'm scared of getting it wrong."

Q2 "I want to support my staff, but I don't know how, and I'm scared of getting it wrong."

In the last section we looked at the business case for developing and implementing neuroinclusion training. In this section we are going to cover the fear factor that is stopping your managers from identifying and implementing the right support to unlock the Neuro-Potential™ of your neurodivergent staff.

When delivering training to managers we see the same concerns over and over. Most managers have good intentions and want to support their neurodivergent employees yet they do not have the confidence or knowledge on what that really looks like or how to do it in their organisational context. Uncertainty breeds fear, especially when media coverage of organisations getting this wrong and resulting in tribunal is becoming more prominent. Below I have answered just some of the most common questions we get from managers and ones that you will need to answer within your training programme.

I am worried about an employees wellbeing and I think they might be neurodivergent, Can I raise a concern if they've never disclosed anything to me?

Yes, the tact of how to address it is the key here, not whether you should. In the eyes of the law where employers "knew or ought reasonably to have known" someone was disabled and at a disadvantage, the employer is then required to implement appropriate support.

Do I need an official diagnosis before I put support in place?

No. The Equality Act is applicable where an impairment has a substantial, long-term and has an adverse effect on day-to-day activities, not whether someone has an official diagnosis. Waiting for the paperwork while someone struggles rarely results in the outcomes you are looking for.

Am I still allowed to have a performance conversation?

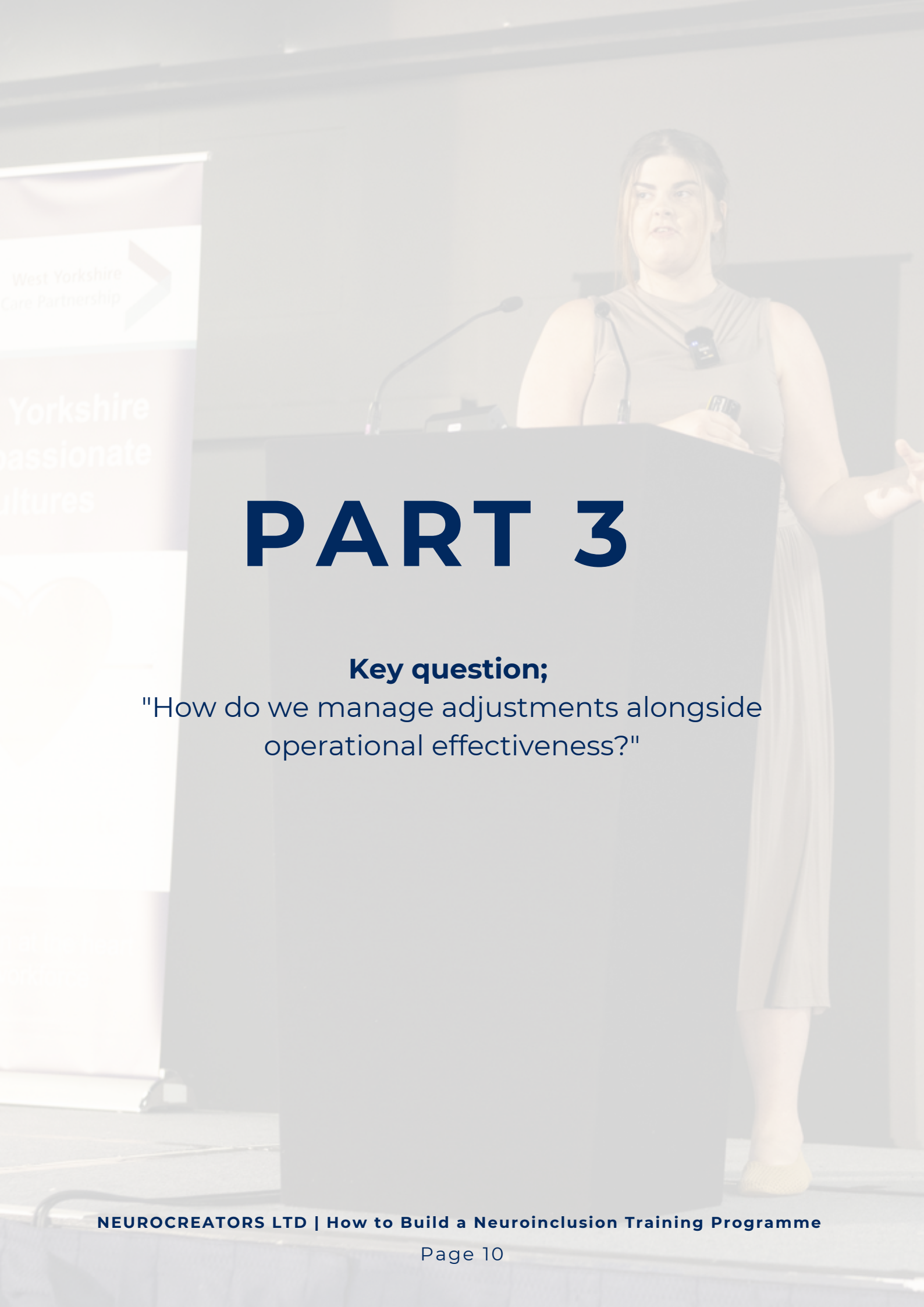
Yes. Support doesn't mean standards disappear, but it does mean you can't run the standard process and expect it to work the same way. Behind almost every behaviour there's an unmet need, this is what you need to be exploring when looking at performance.

What does "reasonable" actually mean?

Reasonable is a specific legal test exploring 4 key questions;

- Is it effective in removing or mitigating the specific challenge?
- Is it practicable in this role or context?
- Is the cost proportionate to the size of the organisation?
- What is the impact on the team and the organisation?

It helps to think of adjustments in three simple buckets: environments (where the work happens), processes (how it happens), and culture (the expectations and relationships around it).

A woman with dark hair, wearing a grey sleeveless dress, stands behind a dark podium. She is holding a small object in her right hand and gesturing with her left. The background features a banner for the West Yorkshire Partnership with the text 'West Yorkshire Partnership', 'Yorkshire passionate cultures', and 'Working together to make a difference'.

PART 3

Key question;

"How do we manage adjustments alongside operational effectiveness?"

Q3 "How do we manage adjustments alongside operational effectiveness?"

Adding onto the fear factor that we discussed in the last section, some managers don't fully understand how it is possible to implement support without compromising on operational demand or team productivity.

As we established in the business case, we know that when support and adjustments are implemented well it mitigates or removes the specific challenge and creates the capacity to leverage the individuals Neuro-Potential™. We know that this leads to improvements in productivity and outcomes which positively impact operations rather than hinder them.

These are some of the most common objections your training needs to address.

01

THE FAIRNESS DEBATE

"If I do this for them, won't everyone want it?"

Your training needs to show your managers how adjustments aren't just special treatment and how they actually positively impact on the whole team dynamic through increasing the self efficacy and productivity of the individual. This is where conversation scripts covering equality vs equity are beneficial.

02

THE WRONG ADJUSTMENT CYNICISM

One objection is that the process of identifying and implementing support takes up too much manager time. This can be true if you are not following a clear process that identified the root issue and instead dealing with surface level symptoms. For example if a neurodivergent employee says the office is too loud, the instinct is to buy noise-cancelling headphones, but the noise is often just the presenting symptom, not the actual need. The real friction might be constant interruptions, an unstructured workflow using cognitive capacity or no recovery time anywhere in the diary. If you don't identify the real need you can feel like you are going in circles with no real improvements in productivity or output. Therefore your training needs to give your managers a clear process to follow that respects their limited time and fast tracks to the outcomes that you are seeking.

03

THE CHANGE IN LEADERSHIP CONCERN

If adjustments and support is only implemented because of the goodwill or a particular manager rather than following company procedure and documentation then you are opening yourself up to a huge risk. If adjustments disappear when the manager changes then you are opening yourself up to risk and undoing all the positive work that has happened.

Your training programme needs a robust system for documenting the adjustment conversations and outcomes so that they follow the employee across the company. This is also good practice if you need a evidence trail when needing to develop a defense for potential tribunal situations.

Objections are often hiding something else, they are usually a mask for confusion. If your managers can't see how the policy actually gets translated into practice easily then you have lost them. This is exactly what your training needs to cover to deliver impact.



"You don't improve
performance by
trying to change
the person.

You improve
performance by
creating the
conditions that
support that
person's brain / way
of operating."

QUOTE FROM

STEPH NELSON

So What Does An Effective Training Programme Include?

To design a successful neuroinclusion training programme and to begin to leverage the Neuro-Potential™ of your employees you must consider the following.

01 KNOWLEDGE < SKILLS

It must give your staff/ managers up to date and relevant knowledge with a clear method for translating that knowledge into skills that they can apply to their situation straight away.

02 RESOURCES

It must equip them with the resources and tools that support them to apply that knowledge and use those skills.

03 CONTAINER TO CREATE CONFIDENCE

It must have a method/ container that is designed to support your staff/ managers to increase their confidence with applying this knowledge and skills and where they can get real time feedback and guidance.

You can see here that to actually engineer the result you are looking for it takes so much more than just awareness training. Awareness training usually looks like understanding what neurodivergence is, what conditions sit under that umbrella, and what the law says about equality and reasonable adjustments. This is all crucial information, but as explained at the start of this guide knowledge alone doesn't translate a policy into a process people can follow day to day.

Building a neuroinclusion system that genuinely reduces absence, attrition and risk means giving key people across the business the tools, strategies, resources and support to acquire the relevant knowledge, develop their skills and build confidence in their execution. That is exactly what we have developed .

What Knowledge & Skills Does an Effective Neuroinclusion Training Programme Include?

So we've established what it takes to cross the bridge; knowledge, skills, resources, and a container to build confidence in.

But what does that actually look like in practice? What are the specific things your managers and your staff need to know how to do?

Rather than spending hours wading through legislation, research papers, organisational psychology, neuroscience and case law yourself, I have pulled together this comprehensive outline of what you should include within your training programme.

This understanding of curriculum design comes from seven years working as a secondary education teacher and hands-on neuroinclusion consulting experience with organisations that have over 60,000 employees.

These are the core competencies that I know will bring you over the bridge and in turn reduce absence, attrition and tribunal risk. Here is what your team needs to know and be able to do



They must know how to recognise neurodivergence in the day-to-day

- How to spot executive function differences showing up as task initiation, prioritisation or time blindness
- How to recognise masking, and the effects on a person's cognitive capacity

They need to know the legal ground surrounding neuroinclusion

- How to apply the Equality Act's definition of disability to neurodivergent conditions
- How to judge what "reasonable" actually means in a specific, practical situation
- How to handle a disclosure conversation without breaching confidentiality

They really need to be aware of the double empathy problem

- How to catch the unconscious bias double empathy creates such as reading overwhelm as disengagement
- How to reframe a behaviour you don't understand as an attempt to meet a psychological need before you begin to react to it

They must know how to audit the barriers within the organisation

- How to read absence, exit interview and occupational health data for a recurring patterns identifying specific friction points in communication norms, working patterns and workload design.

They must know how to conduct a psychologically safe friction point audit

- How to set the conditions that make someone feel safe enough to say what's actually wrong
- How to walk through someone's day step by step to locate where the friction is
- How to ask without leading, so you get their real experience and not a confirmation of assumptions

They must know how to take the information from that conversation and match it with the right adjustment or support

- How to select and implement the most appropriate adjustment
- How to evaluate the effectiveness of the adjustment and potential impact of operational demand

They must know how to identify when to handle something within a team and where to go when they need further specialist support

- How to recognise the point where a situation needs specialist input
- How to use the appropriate escalation route
- How to document what's already been tried to protect themselves from tribunal risk.



“Not only is Steph a WELL of knowledge on all things performance, neurodiversity, and inclusion, she somehow knows EXACTLY which idea, story, or insight to pull at every moment to help people find a new perspective.

I trust Steph’s advice on neurodiversity because she doesn’t just talk from her own experience, but actually quotes policy and research. This combination gives her a true air of confidence (fit for any conference!), but also makes her very approachable.

I’ve seen her speak in front of small groups, and large audiences; she is knowledgeable and thoughtful, but also shows great compassion and empathy for the people she’s helping, as well as the organisations who engage her.

She just ‘gets’ this issue, she has a solution to move us all through it, and I wouldn’t hesitate to recommend her.”

QUOTE FROM

LISA BEAN
ENTREPRENEUR AND BUSINESS
CONSULTANT

INTRODUCING THE NEURO-POTENTIAL™ APPROACH

A three-month training and coaching programme for leaders with a responsibility for embedding effective neuroinclusion aiming to reduce absence, attrition and tribunal risk.



The Neuro-Potential™ approach follows 3 clearly defined stages;

01

Identify is the audit stage. This is all about understanding specific organisational barriers and individual friction points that are stopping them from leveraging their neuro-potential.

02

Support is where that understanding gets translated into legally sound, practically useful adjustments, backed by resources and toolkits that managers can actually use to implement these effectively.

03

Empower is the human layer underneath all of it. This is all about building the confidence and efficacy of both the individual and the manager through group coaching and ongoing community.



DELIVERABLES

- 90 minute 1:1 Audit conversation
- Personalised audit report for your organisation identifying organisational barriers for neurodivergent employees. (Delivered 2 weeks after 1:1)
- Access to pre teach e-learning module understanding what is neurodivergence in the workplace.



CURRICULUM CONTENT

- What neurodivergence actually looks like at work, past the diagnostic labels and into the day to day behaviours you are already seeing.
- How to spot masking early, and the point at which it stops being a personal coping strategy and starts being a business risk.
- Executive function differences, and how they show up in performance and capability conversations.
- How to catch nervous system dysregulation before it reaches crisis point and becomes a sick note.
- How to read your absence, exit and occupational health data for genuine patterns rather than isolated incidents.
- The friction point conversation: the exact scripts and coaching style questions that make a conversation feel safe enough for someone to be honest
- How to ask without leading, and what to do with what you hear.



RATIONALE

Most organisations are handling each case in isolation, which is why the same problems keep arriving just in a different disguise. The audit clearly highlights the patterns on paper; it shows you which team, which type of request and which reason for leaving keeps on repeating, and where it is worth investing your time.

The training on how to hold psychologically safe conversations is there to help you because only the individual can tell you what is genuinely getting in their way. Managers usually find out far too late, at the point of a grievance, a long term absence or a resignation, by which time the cost has already burnt a hole in the budget.



OUTCOMES

- You have a written picture of what your organisational barriers actually are, broken down by team, by adjustment type and by reason for attrition.
- Managers can open a conversation about neurodivergence without the fear of saying the wrong thing.
- Friction points get addressed whilst they are still cheap and simple to fix.
- You shift from reacting to individual cases towards addressing the cause that keeps producing them within your organisational structure.



DELIVERABLE

- **S.** 6 hour in person training session (Leeds)
 - Access granted to full SCORM compliant e-learning to host on your LMS of choice
 - Resource toolkit including conversation scripts, triage tools and reasonable adjustment menus
 - 1 x 90 minute managers group coaching session



CURRICULUM CONTENT

- What "reasonable" actually means in practice, and how that judgement is made within your organisational context.
- How to separate the presenting symptom from the underlying need, so that you can be certain that you are solving the right problem.
- The triage system: translating what the individual has told you into a specific area of need.
- The adjustments menu: matching that identified need to support that has evidence behind it.
- How assistive technology and AI can carry some of the executive function load whilst still operating ethically.
- Implementation, tracking and review, including what to record, when to revisit it and how to tell whether it has worked.
- When to escalate, and what good documentation looks like.



RATIONALE

The gap in most organisations is not the policy. The problem is that the legal guidance has been interpreted, and it still is not happening on the ground, because the manager holding the conversation has no idea what to actually offer

Doing this well needs a solid working knowledge of the psychology and neuroscience underneath the neurodivergent experience. That expertise takes years to build; the toolkit is how we have expedited it for you. It also produces the thing that protects you legally, which is a consistent, documented decision trail showing what was considered and why.



OUTCOMES

- Managers can move from a conversation to an agreed, appropriate adjustment without escalating every decision upwards.
- Adjustments are matched to the actual need, rather than defaulting to one size fits all approaches
- Decisions and reviews are recorded consistently, which is exactly what stands up if a decision is ever challenged.
- HR stops being the bottleneck for every individual request.
- Your policy finally becomes practice which moves the needle on absence, attrition and tribunal risk.



DELIVERABLE

- 2 x 90 minute managers group coaching session
- 2 hour live online training



CURRICULUM CONTENT

- Job crafting in practice: changing how a task is approached, structured or communicated without changing what the role actually requires.
- Strength mapping: identifying the specific strengths tied to how someone thinks, from hyperfocus to pattern recognition, and delegating deliberately towards them.
- Designing communication norms and meeting structures that reduce cognitive load for everybody in the team.
- Setting realistic expectations around availability and recovery time, and holding them.
- Embedding neuroinclusion into your everyday processes so it is standard practice rather than a one-off concession for one person.
- Building your own plan: what you change first, who owns it, and how you will know it has worked.



RATIONALE

Designing the environment, processes and culture to proactively account for neuroinclusion reduces the volume of individual requests in the first place leading to more team capacity for needle moving activities.

The secondary benefit is that removing barriers frees up cognitive capacity to use the strengths (Neuro-Potential™) that you hired them for. This stage is where the investment stops being risk mitigation and starts being performance enhancement.



OUTCOMES

- Managers leave with a concrete written plan and defined next steps.
- Team level changes reduce the number of individual adjustment requests coming across your desk.
- Neurodivergent staff are deployed towards what they are genuinely good at, so you get the output that impacts directly on operational effectiveness.
- You can sustain this without heaving intervention from our specialists. We purposefully design the programme to give you the most intensive support at the start and to taper off as your teams confidence builds.

Where Does Your Organisation Currently Sit?

Before you look at either building or investing in the right system, it helps to be honest about your starting point.

Try answering these questions;

How confident does your management team feel handling a neurodivergent disclosure conversation without escalating it to HR?

How much of your current approach to reasonable adjustments is a genuine two-way conversation, rather than a policy document nobody has opened since induction?

How much of your current absence and attrition data have you looked at through this lens, rather than as a set of isolated cases?

If you can't answer those questions with confidence, that tells you everything that you need to know. That is information that tells you where the gaps are. This programme is designed to bridge those gaps.

FAQ'S About The Neuro-Potential™ Approach

How is this different from awareness training we've already done?

Awareness training tells your managers what neurodivergence is. This trains them in a process for doing something about it which leads to creating the capacity in the individual to leverage their Neuro-potential™ which leads to positive operational outcomes for the organisation.

Can we run this for more than 1 delegate?

Yes, We also deliver consultancy packages on a case by case basis with experience of designing bespoke products for organisations with a 60,000 strong workforce.

Is this CPD accredited?

CPD accreditation is in progress. If this is a requirement for your organisation, mention it on the consultation call and I'll give you an update on timelines.

Who delivers the training?

Our founder Steph delivers all training . When you invest in this programme you're getting someone who has spent seven years studying this subject, has lived experience of ADHD and autism, and has delivered across organisations with workforces of over 60,000 employees.

What size of organisation is this designed for?

This programme is designed for organisations large enough to have team structures and management layers where these issues show up.

Are payment terms available?

Yes. You can split the investment into two payments:
£950 to secure your place and the remaining £950 within 30 days.

What are the training dates for the upcoming cohort?

- **In Person Training Day** - 29th of January **Location:** Leeds **Venue:** TBC
- **Q&A Sessions (online)**
 - 12th of February - 11am-12:30pm
 - 26th of February - 1pm - 2:30pm
 - 12th of March - 3pm - 4:30pm
- **Online Final Neuroinclusion Strategy Session**
 - 26th February - 1-3pm

READY TO GET STARTED?

Book your free 30 minute discovery conversation by clicking the button below.

[BOOK HERE](#)

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