

**A - Z of**

# Adjustments

Examples of workplace adjustments that may support your neurodivergent employees



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## Disclaimer

The adjustments in this guide are examples only.

**Whether an adjustment is considered “reasonable” depends** on the specific role, operational needs, health and safety requirements, and the resources of the employer.

**This guide does not guarantee that any particular adjustment will be reasonable in every context**, nor does it replace legal advice. Employers should consider individual circumstances and engage in open, collaborative discussion with their employees.



## Adjusted Hours

Offer earlier or later start and finish times to suit different needs within your team.

What does this look like in practice?

Sam is autistic.

Sam struggles with sensory overwhelm during his commute.

Sam asked their manager if they could **start work later in the day and finish later in the afternoon** to avoid the busy commuting periods.

Sam now arrives at work **feeling much more productive and with more energy**. The sensory overwhelm has been prevented.

## Breaks

Regular short breaks for focus, sensory regulation, or to manage fatigue.

What does this look like in practice?

Alex has Tourette Syndrome.

Alex finds that **taking short, private breaks throughout the day helps them manage tics** and return to tasks with better concentration.

Alex asked their manager if they could **take a 5–10 minute break every hour and step into a quiet space** when needed.

Now, Alex feels more comfortable and less anxious at work, and their **productivity and confidence have improved.**

## Clear Communication

Be clear and direct. Use simple language, provide written follow-ups and give specific instructions.

What does this look like in practice?

Sam has ADHD.

Sam finds it easier to stay on track when **instructions are clear**, concise, and confirmed in writing.

Sam asked their manager to **follow up verbal instructions with a short email** summarising the key points, deadlines, and next steps.

Now, Sam **feels more confident** about what is expected, makes **fewer mistakes**, and can **focus their energy** on completing tasks effectively.

## Designated Quiet Space

A calm area for regulation, decompression, or to reduce sensory overload.

What does this look like in practice?

Jordan is autistic.

Jordan sometimes **finds busy, noisy office environments overwhelming**, which can make it difficult to concentrate and manage stress.

Jordan asked their manager if they could use a **designated quiet room for short breaks** during the day, especially after meetings or when **working on tasks that require deep focus**.

Now, Jordan **feels calmer, less fatigued** by sensory input, and more able to **work productively** throughout the day.

## Ergonomic Equipment

Special chairs, desks, keyboards, or adapted tech to reduce physical strain or aid executive functioning.

What does this look like in practice?

Rosa is dyslexic.

Rosa finds it easier to organise her work and reduce mental strain when she **uses technology that supports reading and writing** tasks.

Rosa asked her manager if she could have a computer with a **larger monitor, a screen filter to reduce glare, and text-to-speech** software.

Now, Rosa feels less fatigued, completes written tasks more quickly, and is more confident in the quality of her work.

## Flexible Working

Remote work, hybrid models, or flexible hours to support energy, focus, or reduce travel stress.

What does this look like in practice?

Leo has Dyscalculia.

Leo sometimes **needs extra time** in the morning to plan travel routes or organise tasks involving numbers, which can make rigid start times stressful.

Leo asked their manager if they could **work from home two days a week and start later on office days.**

This gives Leo more time to prepare without rushing and reduces the mental load of commuting.

Leo feels calmer at the start of each day, is able to focus better on tasks, and produces work more efficiently.

## Guidance

Access to a mentor, buddy, or regular check-ins for support, clarity, and confidence.

What does this look like in practice?

Maya has ADHD.

Maya sometimes finds it **challenging to organise tasks and keep track of deadlines**, especially when working on complex projects.

Maya asked her manager if she could **have weekly check-ins with a mentor** to review progress, **break down large assignments** into smaller steps, and get practical tips for staying organised.

Now, Maya feels more supported, has a **clearer sense of priorities**, and approaches her work with greater confidence and focus.

## Headphones

Noise-cancelling headphones to block out distractions or manage auditory sensitivities.

What does this look like in practice?

Daniel is autistic.

Daniel finds certain **background noises in the office distracting** and sometimes overwhelming, which makes it harder to focus on work.

Daniel asked his manager if he could use **noise-cancelling headphones** during tasks that require concentration and during busy periods in the office.

Daniel now feels **calmer, more focused**, and better able to complete his work without becoming overwhelmed by sensory input.

## Interview Support

Pre-interview questions, alternative formats, or adjustments to assess skills fairly (e.g. work trials).

What does this look like in practice?

Olivia has ADHD.

Olivia sometimes **finds it difficult to quickly organise her thoughts** when faced with unexpected questions in **high-pressure** situations, like interviews.

Olivia asked the recruiter if she could **receive the interview questions in advance** and be given the option to complete a short work trial.

Now, Olivia feels more **confident, better prepared**, and able to **showcase her abilities** accurately, leading to a fairer assessment of her potential.

## Job Crafting

Reallocating parts of a role to focus on strengths and remove barriers.

What does this look like in practice?

Chris has Tourette Syndrome.

Chris finds that certain customer-facing tasks, such as answering the phone during busy periods, increase stress and can make tics more frequent.

Chris asked their manager if those **tasks could be reallocated to a colleague**, while Chris took on more written communication and back-office responsibilities, **where they excel**.

Now, Chris feels more at ease at work, can focus on tasks that play to their strengths, and **contributes more effectively** to the team's success.

## Knowledge Sharing

Provide information via varied formats (written, visual, video, etc.) to suit different processing styles.

What does this look like in practice?

Samira is autistic.

Samira processes information more effectively when it is presented visually and in writing, rather than only verbally during meetings.

Samira asked her manager if **key project updates could be shared as both written summaries and visual flowcharts**, alongside verbal explanations in meetings.

Now, Samira feels more confident and can contribute more effectively in discussions, and is able to complete her work with greater accuracy.

## Lighting Control

Natural light access, dimmable lights, or avoiding fluorescent lighting for sensory comfort.

What does this look like in practice?

James has ADHD.

James finds that harsh fluorescent **lighting makes it harder to concentrate** and can cause headaches, which affects his focus and productivity.

James asked his manager if he could **work at a desk near a window** with natural light and use a desk lamp with **adjustable brightness** instead of the overhead fluorescent lights.

James feels more comfortable in his workspace, finds it easier to stay focused on tasks, and experiences fewer headaches during the day.

## Modified Deadlines

Allowing extended or staggered deadlines to account for fatigue, cognitive load, or health fluctuations.

What does this look like in practice?

Priya has Dyslexia.

Priya sometimes needs **extra time to review and edit written work** to ensure accuracy and clarity, especially for reports with tight turnaround times.

Priya asked her manager if **deadlines for written tasks could be extended by one or two days** where possible, and if **larger projects could be broken into staged deadlines** to spread the workload.

Now, Priya feels **less pressured, produces higher-quality work**, and can manage her workload without becoming overwhelmed.

## Non-Judgemental Culture

Training and awareness to build understanding, reduce stigma, and encourage open conversations.

What does this look like in practice?

Jenny has Tourette Syndrome.

Jenny sometimes **experiences involuntary tics during meetings**, which can lead to awkward reactions or misunderstandings from colleagues.

Jenny's manager arranged **awareness training for the team** to help everyone understand Tourette Syndrome and **create a more inclusive environment**.

Now, Jenny feels accepted and supported at work, colleagues are more understanding, and team collaboration has improved.

## Organisational Tools

Digital planners, timers, reminders, or mind-mapping software to support executive function.

What does this look like in practice?

Bella has ADHD.

Bella sometimes finds it difficult to **keep track of deadlines and switch between multiple tasks** without losing focus.

Bella asked her manager if she could use a **digital planner that syncs with her calendar**, along with timed **reminders** for key tasks and deadlines.

Now, Bella feels more **in control of her workload**, meets deadlines more consistently, and can prioritise tasks with greater clarity.

## Parking

Accessible parking or reserved spaces for those with mobility needs or fatigue.

What does this look like in practice?

Liam has Dyslexia.

Liam sometimes finds it stressful to navigate large, unfamiliar car parks with **complex signage**, especially when he's working at different sites.

Liam asked his manager if he could have a reserved **parking space close to the main entrance** at each location. This reduces confusion, saves time, and makes his commute much easier.

Now, Liam arrives at work feeling calmer, less flustered, and ready to focus on his responsibilities.

## Quiet Meetings

Option to attend without speaking, keep camera off, or contribute in writing later.

What does this look like in practice?

Erin is autistic.

Erin sometimes finds it **difficult to process information** and respond quickly in live discussions, particularly in large group meetings.

Erin asked her manager if she could **keep her camera off** during virtual meetings and **contribute her thoughts afterwards in writing**.

Now, Erin feels more comfortable participating in meetings, provides more thoughtful input, and experiences less stress when collaborating with colleagues.

## Reduced Distractions

Seating in quieter areas or working away from high-traffic zones.

What does this look like in practice?

Callum has ADHD.

Callum finds it **hard to concentrate when working in busy, noisy areas**, especially near walkways or shared spaces where people frequently pass by.

Callum asked his manager if he could **move to a quieter part of the office**, away from high-traffic zones, and use a **desk divider** to minimise visual distractions.

Callum now finds it **easier to focus** on tasks, makes fewer mistakes, and feels more in control of his workload throughout the day.

## Sensory Support

Access to fidget tools, weighted items, sunglasses, or sensory-friendly uniforms.

What does this look like in practice?

Leo is autistic.

Leo sometimes feels **overwhelmed by sensory input in the workplace**, particularly from bright lighting and uncomfortable uniforms.

Leo asked his manager if he could wear a **sensory-friendly uniform** made from softer fabrics and use a pair of **tinted glasses** to reduce glare from office lights.

Now, Leo feels calmer, more comfortable, and better able to focus on his work without being distracted by sensory discomfort.

## Time Off

Protected time in working hours for regular medical, therapy, or counselling appointments.

What does this look like in practice?

Hannah has ADHD.

Hannah attends **regular coaching sessions** to help her develop strategies for focus, organisation, and managing workload pressures.

Hannah asked her manager if she could have **protected time during working hours** once a fortnight to attend her sessions, without it affecting her workload or leave balance.

Now, Hannah feels supported in managing her ADHD, is more confident in her role, and maintains consistent productivity.

## Uniform Adaptations

Allowing alternatives for comfort (e.g. sensory-friendly clothing or footwear).

What does this look like in practice?

Zara is autistic.

Zara finds the standard workplace uniform **uncomfortable due to certain fabrics and seams**, which can be distracting and make it difficult to focus on her work.

Zara asked her manager if she could **wear a sensory-friendly version** of the uniform made from softer materials, along with **trainers** that provide better support.

Now, Zara **feels more comfortable** throughout the day, is **less distracted** by sensory discomfort, and can concentrate fully on her responsibilities.

## Visual Support

Use of flowcharts, checklists, diagrams, and colour-coded systems for clarity.

What does this look like in practice?

Chloe has Dyslexia.

Chloe sometimes finds it challenging to process large amounts of written information, especially when it's presented in long paragraphs.

Chloe asked her manager if project **instructions could be provided as colour-coded checklists and simple flowcharts.**

Chloe now understands tasks more quickly, stays on track more easily, and completes her work with greater accuracy.

## Written Instructions

Back up verbal tasks with written summaries to support memory and processing.

What does this look like in practice?

Aaron has Dyscalculia.

Aaron sometimes finds it **difficult to recall multi-step instructions given verbally**, especially when they involve numbers or sequences.

Aaron asked his manager if all **verbal instructions could be followed up with a short written summary**, including any figures, deadlines, and key steps in bullet points.

Now, Aaron can review the information at his own pace, double-check details when needed, and complete tasks more accurately and confidently.

## eXit Plan

An agreed way to leave meetings or tasks when overloaded, with a plan to return when ready.

What does this look like in practice?

Ryan is autistic.

Ryan sometimes feels overwhelmed during long meetings, especially when there is a lot of background noise or rapid discussion.

Ryan asked his manager if they could **agree on a discreet signal** he could use to step out when he needs a break, with the understanding that he will return once he feels ready to re-engage.

Now, Ryan feels more in control during busy days, can manage sensory and cognitive overload more effectively, and still contributes fully to team discussions.

## Your Own Pace

Recognising productivity may vary – focus on outcomes, not time-on-task.

What does this look like in practice?

Sophie has ADHD.

Sophie finds **her energy and focus can fluctuate** throughout the day, meaning she sometimes works **best in short bursts** rather than long, continuous periods.

Sophie and her line manager agree **she can work at her own pace** that suits her.

Sophie can now produce high-quality work more consistently, feels less pressured by rigid schedules, and is more engaged in her role.

## Zero Tolerance

Policies that protect disabled and neurodivergent staff from microaggressions and stigma.

What does this look like in practice?

Duncan has Dyslexia.

Duncan sometimes needs **extra time to read and process written information**, but in the past, he's experienced unkind comments from colleagues about his reading speed and spelling.

Duncan's employer **introduced a zero-tolerance policy for bullying and discrimination**, including **training** on microaggressions and neurodiversity awareness.

Now, Duncan feels respected and supported at work.

## Want personalised adjustments for your whole organisation?

That's where Genius Finder can help. It produces **hundreds of personalised recommendations for each individual employee**. Move beyond one-size-fits-all approaches and support people in a way that is **fair, effective, affordable, and scalable**.

Scan the code to get started!

