

A guide to reasonable adjustments for autism

The Hounslow Educational Psychology Service pledges to make the following adjustments to make our visits and assessments more accessible for neurodivergent populations:

- We will explicitly state the unwritten rules of an Educational Psychology visit/assessment e.g. you can bring things to the session to make yourself more comfortable (e.g. fidgets), you can stim, request breaks etc
- You can wear noise-cancelling headphones or earbuds
- There will be no pressure to make eye contact
- We will provide clear information on what is going to happen/when/with whom
- We will provide visuals e.g. checklist of activities / visual schedule
- We will attempt to reduce sensory overwhelm in the environment
- We will be aware of our own contribution to sensory overwhelm e.g. our volume of voice, are we wearing perfume, or visually distracting clothes or jewellery
- We will allow time for you to process what we are saying
- You can use alternative methods of communication e.g. writing down your answers, AAC, picture/word cards
- We will provide clear communication / no ambiguity or vagueness
- We understand that you may not want to make small talk and just get on with the purpose of the assessment - we will ask you your preference
- We will ask you about your preferred terminology / language
- We will make the sessions a comfortable length for you and give breaks
- If you would prefer to meet remotely for some aspects of the assessment, ask and we will try to accommodate
- We will promote self-advocacy - we will ask if there is anything we can do to make you feel more comfortable
- We will read the one-page profile provided by your school to help us to understand your preferences and needs