NEURODIVERSITY AWARENESS

Training · Inclusion · Opportunity

COMPLETE CORPORATE TRAINING PROSPECTUS

Different minds. Equal opportunities.

A national ambition for neurodiversity inclusion — from the first classroom to every workplace, public service and Defence environment.

44 PROGRAMMES | 4 DIVISIONS | ONE SHARED MISSION







DRIVEN AND SUPPORTED BY THE OUTSIDERS CLUB

Registered charity no. 1220251

awareness@theoutsidersclub.co.uk

OUR PURPOSE

Inclusion in every aspect of life

Our ambition is unapologetically broad. We want the understanding of neurodiversity to become an everyday part of education, employment, public service, leadership and community life.

A society that understands difference

We want neurological differences to be understood in classrooms, workplaces, public services, defence environments and communities. Our ambition is that access to education, work, support and opportunity should not depend on fitting a single expected way of thinking.

Inclusion is everyone's responsibility

Neurodiversity is not a specialist concern for one department. Teachers, peers, colleagues, supervisors, leaders and frontline professionals all shape whether people can participate and feel that they belong.

From awareness to action

Understanding is the starting point. Our programmes translate lived experience and practical evidence into communication, teaching, adjustments, support planning and accountable professional decisions.

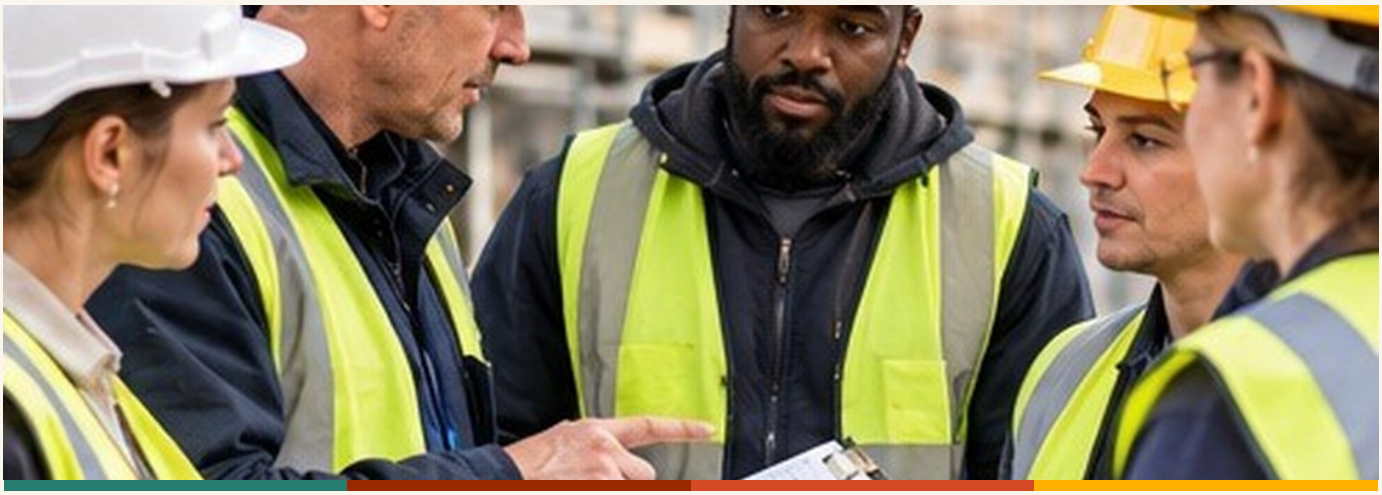
Ambition with credibility

We want to build a nationally recognised training pathway. We will pursue professional review, piloting, independent evaluation and appropriate recognition rather than claim approval or accreditation before it exists.

THE OUTSIDERS CLUB

Built from lived experience

We believe difference should never be mistaken for inability. Our approach is grounded in personal experience and the desire to create environments where different minds can thrive.



Illustrative workplace image from our training library (AI-generated).

LIVED EXPERIENCE, PRACTICAL UNDERSTANDING

The Outsiders Club grew from the founder's experience of navigating corporate life and later working as a carpenter in construction. Changing the workplace did not remove the challenges of being misunderstood.

THE INSIGHT BEHIND THE MISSION

Often the barrier is not a person's capability but the environment, communication or expectations surrounding them. Small, thoughtful changes can make a meaningful difference to participation and wellbeing.

A CHARITY WITH A WIDER PURPOSE

The Outsiders Club supports neurodivergent people and those who have experienced trauma through opportunities for community, connection and belonging. Neurodiversity Awareness brings that mission into education, employment and professional practice.

A WHOLE-LIFE APPROACH

A pathway through every stage of life

Inclusion is not a single event. The way people are understood in childhood can influence their learning, confidence, relationships, employment and interactions with institutions.

1

Early understanding

Kindness, communication, play and belonging from Reception onwards.

2

Accessible education

Learner awareness, specialist educator training and support through transitions.

3

Inclusive working lives

Accessible recruitment, communication, adjustments and professional leadership.

4

Fair public and Defence experiences

Respectful, safe interactions, accessible instruction and professional assurance.

Our pathways are complementary, not a compulsory sequence. Organisations can select the programmes relevant to their people and responsibilities.

ONE INTEGRATED PORTFOLIO

44 programmes. One direction.

A complete portfolio that enables different sectors to start with awareness, progress to applied competence and build a consistent culture of inclusion.

2

Workplace

Awareness for the workforce and advanced professional competence for HR, occupational health, managers and safety professionals.

26

Education

General educator courses, 12 learner-facing programmes and 12 age-specific professional educator programmes.

8

Public services

Police, prison, fire and rescue and ambulance pathways, focused on internal culture and public interaction.

8

Defence and cadets

Commissioned officers, other ranks, recruit-training staff and Army Cadet Force adult volunteers.

A single mission, multiple pathways. Organisations can begin with awareness, deepen professional practice or create a tailored programme of learning across their teams.

NEUROAFFIRMING PRACTICE

Understanding the whole person

Neurodiversity is the natural variation in how people think, learn, communicate and experience the world. Our programmes acknowledge the breadth of neurodivergent experiences without treating every individual as the same.

Respect every neurotype

Autism, ADHD, dyslexia, dyspraxia/DCD, dyscalculia, dysgraphia, developmental language disorder, Tourette syndrome and other differences can overlap. No label tells us everything about an individual.

Recognise functional needs

Explore the task, context, strengths, support preferences and barriers. Avoid assuming a diagnosis, ability, intention or capacity based on appearance, communication or behaviour.

Value learner and employee voice

Listen to what people say helps, including communication aids and different ways of sharing their views. Avoid compulsory disclosure, stereotypes and disability simulation.

Keep expectations and safety

Remove unnecessary barriers while preserving essential learning outcomes, professional competence, lawful practice and approved safety procedures. Support is individual, proportionate and reviewed.

WHY UNDERSTANDING MATTERS

The evidence for action

These findings show the scale of existing barriers and opportunities. They do not measure the prevalence of all neurodivergence, prove causation, or establish the effectiveness of our courses.

1.86m

Pupils with identified SEN in England, 2025/26.

DfE: 538,547 EHC plans and 1,319,780 receiving SEN support. Recorded SEN is not neurodivergence prevalence.

Official source / click to open

964,000

Workers experiencing work-related stress, depression or anxiety, GB 2024/25.

HSE workforce-wide self-reported estimate; not specific to neurodivergent workers.

Official source / click to open

35%

Employees judging manager training on adjustments ineffective.

Acas / YouGov survey of 1,000 GB employees, March 2026; 32% rated it effective.

Official source / click to open

137,110

Cadets in MOD-sponsored cadet forces, 1 April 2026.

MOD participation count. ACF: 39,490 cadets and 8,660 adult volunteers. Not prevalence data.

Official source / click to open

LEARNING AND PROGRESSION

Training that leads to action

We offer a structured training model, from introductory understanding to applied professional competence, with a common emphasis on practical learning and accessibility.

Awareness programmes

Practical introductory learning for people who need a shared language, confidence and understanding. Discussion, accessible examples and activities build a foundation for everyday inclusive behaviour.

Professional certificates

Deeper learning for people with responsibilities for teaching, management, supervision, welfare, safety or public contact. Applied cases and formal assessment test how knowledge can be used.

Learner awards

Age-appropriate school and college pathways build respect, self-advocacy and inclusion. Younger children learn through supported activity and demonstration; older learners develop applied skills.

Support beyond the course

Participant handbooks, trainer guides, presentations, assessment materials, evidence reports and evaluation tools support implementation. The workplace portal extends practical guidance beyond the training room.

A WHOLE-LIFE APPROACH

The BARRIER framework

A practical learning tool developed within our course materials to move from an observed difficulty to appropriate, reviewed support. It complements existing policies and professional processes.

1

Barrier

Identify what is making the task, learning or environment difficult.

2

Ask

Listen to the individual's experience, strengths and support preferences.

3

Review

Consider feasible adjustments, alternative approaches and applicable requirements.

4

Implement

Agree action, ownership, timescales and authorised routes.

5

Evaluate

Check whether the change is effective and whether further support is needed.

6

Record

Document proportionately, protect privacy and plan review.

BARRIER is our teaching framework, not an official regulatory or statutory process.

CERTIFICATION AND ASSESSMENT

Evidence of learning, not just attendance

The advanced courses use a proposed assessment model designed to assess practical application as well as knowledge. Learner awards use age-appropriate methods.

Adult professional assessment

Twenty knowledge questions and four applied scenarios; 40 marks. Proposed achievement standard: 32/40 (80%), with at least 3/5 in each applied case. Separate reassessment and restricted assessor guidance support consistency.

Learner awards

The proposed learner award model is 16/20, with a minimum of 1/2 per applied scenario. Younger learners may demonstrate understanding using stories, pictures, play, speech, drawing or supported practical activities.

Accessibility and fairness

Assessment measures the intended learning, not handwriting speed, speech style or disability. Agree suitable response methods and adjustments; preserve the learning outcomes and assessment integrity.

Certificate status

Attendance certificates recognise participation. Assessed certificates and awards are issued by the provider on achievement. External accreditation, statutory recognition, MOD endorsement or government approval are not implied.

ACCESSIBILITY AND SAFEGUARDING

Our training must practise what it teaches

Accessibility is built into the way we propose to deliver learning. We aim to make participation possible without compulsory disclosure or unnecessary barriers.

Accessible from the outset

Provide clear joining information, accessible materials, predictable agendas, flexible seating, breaks and alternative ways to participate. Invite support requests privately; do not require diagnostic disclosure.

Safe discussion and boundaries

Use fictional or anonymised examples. Do not pressure anyone to share personal experiences. Explain confidentiality and safeguarding limits, and direct concerns to authorised procedures.

Practical and respectful teaching

Use short explanations, plain language, visual supports and structured activities. Check understanding without embarrassment, and make room for different processing and communication styles.

Local professional requirements

Schools, employers, emergency services and Defence have different duties and policies. Confirm applicable national law, local procedures and competence requirements before delivery.

ASSURANCE AND EVALUATION

Build evidence. Learn. Improve.

We distinguish the need for better neurodiversity support from evidence that a particular course changes outcomes. A credible national initiative must evaluate its own impact.

Before delivery

Agree intended audience, context, access requirements and learning objectives. Check local policy, national jurisdiction and safeguarding arrangements.

During learning

Use formative questions, reflection, practical scenarios and inclusive participation methods. Collect proportionate feedback and avoid requesting unnecessary health information.

After delivery

Review learning and action plans, and evaluate practical changes at 30 and 90 days where appropriate. Assess accessibility, confidence and implementation rather than relying on satisfaction alone.

Independent assurance

Invite specialist review and, where appropriate, independent evaluation. Pilot proposed pass standards and ensure assessment moderation, appeals, privacy and controlled access to answers.

SECTOR FOCUS

Better workplaces for different minds

From the workshop and construction site to the office, meeting room and boardroom, neuroinclusion is a workforce, wellbeing and leadership priority. The courses help organisations identify avoidable barriers and support people to work at their best.



WHO WE SUPPORT

Employees, supervisors, managers, HR, occupational health, safety professionals and leaders across sectors.

WHY IT MATTERS

Clearer communication, respectful support, practical adjustments and effective work design can help create the conditions for wellbeing, participation and performance.

OUR OFFER

A four-hour awareness programme and an eight-hour assessed professional programme, with practical guidance, case studies and implementation resources.

COURSE PATHWAY

Workplace awareness and professional practice

Every sector needs working environments where employees can communicate clearly, access support and develop their strengths. These courses connect day-to-day inclusion with leadership, occupational health and organisational assurance.

Who it is for: Employees, supervisors and managers

KEY LEARNING THEMES

- **Clear communication and individual functional needs**
- **Recognising environmental barriers and practical adjustments**
- **Mental health, human factors and psychological safety**
- **Inclusive recruitment, performance, leadership and review**

WRK-AW | 4 hours | AWARENESS

Thinking Differently, Working Together

Discussion-led awareness, practical activities and formative checks.

PRACTICAL APPLICATION

Reframe a workplace assumption, rewrite unclear instructions and identify a feasible change to a task or working environment.

Achievement: awareness learning; no formal professional assessment.

WRK-CERT | 8 hours | PROFESSIONAL CERTIFICATE

Neurodiversity-Inclusive Workplace Practice

Eight-hour professional learning with applied cases and individual open-book assessment.

PRACTICAL APPLICATION

Apply the BARRIER framework to an adjustment decision; consider recruitment, occupational risk, confidentiality and a review plan.

Achievement: proposed 32/40 overall and 3/5 per applied case; provider-issued certificate.

SECTOR FOCUS

Inclusive services. Safer interactions.

Police, prisons, fire and rescue and ambulance services work in complex, high-pressure environments. Our training connects inclusive workforce practice with accessible, dignified and lawful interactions with the public.



INTERNAL INCLUSION

Accessible briefings, training, supervision, occupational wellbeing, communication and appropriate support for colleagues.

PUBLIC-FACING PRACTICE

Recognise communication and sensory barriers, avoid assumptions, check understanding and use appropriate referrals or escalation.

PROFESSIONAL BOUNDARIES

Training complements service-approved operational, clinical, safeguarding and legal procedures; it does not replace them.

COURSE PATHWAY

Police service

Policing depends on lawful, proportionate and accessible communication. Neurodivergent members of the public and colleagues may need different ways of receiving information; observed behaviour should not be confused with intent.

Who it is for: Police officers, police staff, custody teams, call handlers, control-room staff, supervisors and leaders

KEY LEARNING THEMES

- **Internal briefings, shifts and occupational wellbeing**
- **Street encounters and accessible communication**
- **Custody, vulnerability, interviewing and safeguards**
- **Victims, witnesses, control rooms and partnership handover**

POL-AW | 4 hours | AWARENESS

Neurodiversity Awareness in Policing

Discussion-led awareness, practical activities and formative checks.

PRACTICAL APPLICATION

Discuss a street encounter or briefing in which processing time or sensory needs have been mistaken for non-cooperation.

Achievement: awareness learning; no formal professional assessment.

POL-CERT | 8 hours | PROFESSIONAL CERTIFICATE

Neuroinclusive Policing Practice — Professional Certificate

Eight-hour professional learning with applied cases and individual open-book assessment.

PRACTICAL APPLICATION

Analyse applied cases involving communication, custody safeguards, vulnerability, handover and proportionate professional decisions.

Achievement: proposed 32/40 overall and 3/5 per applied case; provider-issued certificate.

COURSE PATHWAY

Prison service

Restricted environments, complex rules and unexpected changes can create avoidable barriers. The pathway supports staff and people in custody through practical communication, appropriate escalation and safe, dignified participation.

Who it is for: Prison officers, operational support grades, reception and residential teams, education staff, healthcare partners, governors and managers

KEY LEARNING THEMES

- **Reception, induction and accessible rules**
- **Distress, sensory needs and safer-custody support**
- **Education, healthcare, progression and transfers**
- **Staff wellbeing, security, referrals and review**

PRI-AW | 4 hours | AWARENESS

Neurodiversity Awareness in Custody

Discussion-led awareness, practical activities and formative checks.

PRACTICAL APPLICATION

Explore how accessible induction, predictable routines and a calm response to distress can support staff and people in custody.

Achievement: awareness learning; no formal professional assessment.

PRI-CERT | 8 hours | PROFESSIONAL CERTIFICATE

Neuroinclusive Custodial Practice — Professional Certificate

Eight-hour professional learning with applied cases and individual open-book assessment.

PRACTICAL APPLICATION

Apply learning to reception, a distressed person in custody, safeguarding escalation and a documented support review.

Achievement: proposed 32/40 overall and 3/5 per applied case; provider-issued certificate.

COURSE PATHWAY

Fire and rescue service

Clear communication and person-centred prevention can help people understand safety information and respond to emergencies. Support must complement incident command and operational requirements.

Who it is for: Firefighters, control-room staff, prevention and protection teams, on-call staff, instructors, station managers and leaders

KEY LEARNING THEMES

- **Inclusive crews, drills, briefings and control rooms**
- **Accessible home fire safety and escape planning**
- **Individual communication and sensory needs**
- **Safe emergency communication, safeguarding and referrals**

FIR-AW | 4 hours | AWARENESS

Neurodiversity Awareness in Fire and Rescue

Discussion-led awareness, practical activities and formative checks.

PRACTICAL APPLICATION

Practise accessible safety advice and checks for understanding in prevention work, crew briefings and emergency communication.

Achievement: awareness learning; no formal professional assessment.

FIR-CERT | 8 hours | PROFESSIONAL CERTIFICATE

Neuroinclusive Fire and Rescue Practice — Professional Certificate

Eight-hour professional learning with applied cases and individual open-book assessment.

PRACTICAL APPLICATION

Evaluate person-centred prevention and emergency communication cases while retaining incident command, risk and escalation requirements.

Achievement: proposed 32/40 overall and 3/5 per applied case; provider-issued certificate.

COURSE PATHWAY

Ambulance service

Urgent care involves rapid decisions and unfamiliar sensory environments. This pathway supports accessible patient interactions and inclusive clinical teams while retaining approved clinical procedures.

Who it is for: Paramedics, emergency medical technicians, ambulance care assistants, dispatch and call handlers, clinical educators, managers and occupational health teams

KEY LEARNING THEMES

- **Communication during assessment, dispatch and handover**
- **Sensory access, uncertainty and reasonable support**
- **Consent, capacity and diagnostic overshadowing**
- **Safeguarding, occupational wellbeing and clinical escalation**

AMB-AW | 4 hours | AWARENESS

Neurodiversity Awareness in Ambulance Services

Discussion-led awareness, practical activities and formative checks.

PRACTICAL APPLICATION

Explore clear patient questions, sensory access, dispatch communication and the importance of avoiding diagnostic overshadowing.

Achievement: awareness learning; no formal professional assessment.

AMB-CERT | 8 hours | PROFESSIONAL CERTIFICATE

Neuroinclusive Ambulance Practice — Professional Certificate

Eight-hour professional learning with applied cases and individual open-book assessment.

PRACTICAL APPLICATION

Apply learning to consent, supported decision-making, clinical handover and safe escalation in patient and workforce scenarios.

Achievement: proposed 32/40 overall and 3/5 per applied case; provider-issued certificate.

SECTOR FOCUS

Neuroinclusive Defence. Stronger teams.

Our proposed Defence pathway covers the Army, Royal Navy, Royal Marines and RAF, with specific provision for command, other ranks, recruit instruction and adult cadet staff. It is designed for professional review and authorised pilot delivery.



REGULAR AND RESERVE PERSONNEL

Develop inclusive leadership, clear instruction and accessible training while retaining mandated standards, medical boundaries and Service requirements.

CADET FORCES

Support young people and adult volunteers through safe participation, safeguarding and accessible instruction. Cadet forces are voluntary youth organisations, distinct from serving personnel.

ASSURANCE FIRST

Seek appropriate Defence and Cadet Force review, trainer assurance, safeguarding checks, supervision and independent evaluation before wider adoption.

COURSE PATHWAY

Commissioned officers

Commanders shape the conditions for trust, welfare, learning and performance. This pathway builds inclusive leadership while respecting Defence policy, authorised support routes and mandated standards.

Who it is for: Commissioned officers in the British Army, Royal Navy, Royal Marines and Royal Air Force, including Regular and Reserve officers where relevant.

KEY LEARNING THEMES

- **Command responsibility and professional culture**
- **Communication, psychological safety and welfare**
- **Personnel decisions, medical boundaries and fair progression**
- **Command assurance, privacy and authorised support**

MOD-OFF-AW | 4 hours | AWARENESS

Neurodiversity Awareness for Armed Forces Officers

Discussion-led awareness, practical activities and formative checks.

PRACTICAL APPLICATION

Reflect on a command decision about communication, welfare or a support request, using authorised routes rather than assumptions.

Achievement: awareness learning; no formal professional assessment.

MOD-OFF-CERT | 8 hours | PROFESSIONAL CERTIFICATE

Neuroinclusive Command and Leadership — Professional Certificate

Eight-hour professional learning with applied cases and individual open-book assessment.

PRACTICAL APPLICATION

Work through Service-specific leadership cases involving fair progression, feasible support, welfare, privacy and assurance.

Achievement: proposed 32/40 overall and 3/5 per applied case; provider-issued certificate.

COURSE PATHWAY

Other ranks, ratings and aviators

Service life requires teamwork, accountability and effective communication. The pathway helps personnel understand themselves and their colleagues, recognise barriers and use authorised routes for support.

Who it is for: Other ranks across the Army, Royal Navy ratings, Royal Marines and RAF aviators, including junior and senior non-commissioned personnel, warrant officers and equivalent ranks, Regular and Reserve where relevant.

KEY LEARNING THEMES

- **Team communication, routines and checks for understanding**
- **Individual strengths, functional needs and wellbeing**
- **Self-advocacy, professional behaviour and mutual support**
- **Learning, progression and appropriate public interactions**

MOD-RNK-AW | 4 hours | AWARENESS

Neurodiversity Awareness for Armed Forces Other Ranks

Discussion-led awareness, practical activities and formative checks.

PRACTICAL APPLICATION

Practise a clearer briefing or handover and discuss how to raise a concern or request support through the chain of command.

Achievement: awareness learning; no formal professional assessment.

MOD-RNK-CERT | 8 hours | PROFESSIONAL CERTIFICATE

Neuroinclusive Service Practice — Professional Certificate

Eight-hour professional learning with applied cases and individual open-book assessment.

PRACTICAL APPLICATION

Apply inclusive service practice to team communication, learning, wellbeing and role-related scenarios without changing standards.

Achievement: proposed 32/40 overall and 3/5 per applied case; provider-issued certificate.

COURSE PATHWAY

Recruit-training staff

Initial training combines intensive learning, unfamiliar routines and supervision. Accessible instruction can support a recruit's opportunity to demonstrate the required competence without changing the competence standard.

Who it is for: Training NCOs, petty officers, warrant officers, commissioned instructors, training establishment staff and supervisors responsible for new recruits and initial training across Army, Royal Navy, Royal Marines and RAF.

KEY LEARNING THEMES

- **Recognising learning differences and instructional barriers**
- **Demonstration, structured practice and feedback**
- **Fair assessment and authorised SpLD support**
- **Care, welfare, supervisory responsibility and training assurance**

MOD-TRN-AW | 4 hours | AWARENESS

Neurodiversity Awareness for Recruit Training Staff

Discussion-led awareness, practical activities and formative checks.

PRACTICAL APPLICATION

Compare an unclear instruction with a structured demonstration; identify where learning support can remove an avoidable barrier.

Achievement: awareness learning; no formal professional assessment.

MOD-TRN-CERT | 8 hours | PROFESSIONAL CERTIFICATE

Neuroinclusive Defence Instruction — Professional Certificate

Eight-hour professional learning with applied cases and individual open-book assessment.

PRACTICAL APPLICATION

Apply the learning to initial-training cases, fair competence assessment, SpLD support, supervisory care and evidence of progress.

Achievement: proposed 32/40 overall and 3/5 per applied case; provider-issued certificate.

COURSE PATHWAY

Army Cadet Force staff and volunteers

Cadet forces are voluntary youth organisations, not serving military roles. This pathway supports child-centred inclusion, accessible instruction and adult volunteer leadership within safeguarding and activity safety requirements.

Who it is for: Cadet Force Adult Volunteers (CFAVs), adult instructors, officers, detachment commanders, permanent and non-uniformed support staff.

KEY LEARNING THEMES

- **Cadet and adult volunteer strengths and access needs**
- **Accessible instruction, sensory regulation and wellbeing**
- **Safe participation, camps and transitions**
- **Safeguarding, supervision and detachment improvement**

CAD-ACF-AW | 4 hours | AWARENESS

Different Minds, Stronger Cadets

Discussion-led awareness, practical activities and formative checks.

PRACTICAL APPLICATION

Discuss accessible parade-night instruction, camp preparation, cadet voice and adult volunteer support.

Achievement: awareness learning; no formal professional assessment.

CAD-ACF-CERT | 8 hours | PROFESSIONAL CERTIFICATE

Neuroinclusive Cadet Leadership and Instruction

Eight-hour professional learning with applied cases and individual open-book assessment.

PRACTICAL APPLICATION

Analyse parade-night, residential camp, safeguarding disclosure and adult volunteer leadership cases using authorised procedures.

Achievement: proposed 32/40 overall and 3/5 per applied case; provider-issued certificate.

SECTOR FOCUS

Education for every kind of mind

Our education portfolio is intentionally extensive: it develops understanding among learners themselves and professional competence among the adults who teach and support them, from Early Years to post-16 education.



GENERAL EDUCATOR LEARNING

Introductory and advanced training for staff across settings, including adaptive teaching, learner voice, SEND support and safeguarding.

LEARNER-FACING PATHWAYS

Age-appropriate awareness and assessed awards from Reception through sixth form and college.

SPECIALIST EDUCATOR PATHWAYS

Four-hour and eight-hour professional courses tailored to each developmental stage and the practical demands of teaching that age group.

COURSE PATHWAY

General educator training

Educators need practical understanding of different learners, not a checklist for diagnosis. These programmes develop adaptive teaching, learner voice, accessible communication and whole-setting improvement.

Who it is for: Teachers, TAs, SENCOs and education professionals

KEY LEARNING THEMES

- **Recognising needs and barriers without diagnosing**
- **Adaptive teaching, communication and sensory regulation**
- **SEND support, safeguarding and family collaboration**
- **Practical classroom cases and improvement planning**

EDU-AW | 2½ hours | AWARENESS

Thinking Differently, Learning Together

Discussion-led awareness, practical activities and formative checks.

PRACTICAL APPLICATION

Discuss the founder's lived-experience account, classroom scenarios and accessible communication; choose practical support changes.

Achievement: awareness learning; no formal professional assessment.

EDU-CERT | 8 hours | PROFESSIONAL CERTIFICATE

Neurodiversity-Inclusive Education Practice

Eight-hour professional learning with applied cases and individual open-book assessment.

PRACTICAL APPLICATION

Develop responses to cases on learner needs, adaptive teaching, distress, safeguarding and family or whole-setting collaboration.

Achievement: proposed 32/40 overall and 3/5 per applied case; provider-issued certificate.

COURSE PATHWAY

Reception learners | ages 4–5

Young children learn through relationships, play and communication. These programmes introduce difference and belonging through gentle, supported activities rather than conventional examinations.

Who it is for: Learners ages 4–5

KEY LEARNING THEMES

- **Different ways to play, learn and communicate**
- **Kindness, friendship and asking for help**
- **Pictures, stories and supported demonstrations**
- **Safe participation with adult responsibility**

EYFS-AW | 30 minutes | AWARENESS

Everyone Belongs

Age-appropriate awareness, discussion and supported activities.

PRACTICAL APPLICATION

Use a story, puppet or picture to explore different ways to play, communicate and ask a trusted adult for help.

Learning outcome: shared understanding and practical inclusion actions.

EYFS-CERT | 2 hours | LEARNER AWARD

Everyone Belongs: Learning Award

Age-appropriate supported demonstrations or applied assessment; accessible response methods.

PRACTICAL APPLICATION

Demonstrate understanding through supported play, pictures, pointing, speech or another accessible method; learn that everyone belongs.

Achievement: provider-issued learning award or certificate on meeting the proposed standard.

COURSE PATHWAY

Key Stage 1 learners | ages 5–7

Early primary learning is a chance to build respectful attitudes before stereotypes take hold. Short, accessible tasks encourage children to recognise that fair support can look different for different people.

Who it is for: Learners ages 5–7

KEY LEARNING THEMES

- **Friendship, kindness and different ways of learning**
- **Sensory experiences and communication**
- **Fairness, support and asking for help**
- **Sorting, drawing and practical demonstrations**

KS1-AW | 45 minutes | AWARENESS

Different Minds, Kind Classrooms

Age-appropriate awareness, discussion and supported activities.

PRACTICAL APPLICATION

Use short stories, sorting cards and drawing to explore friendship, sensory preferences and fair support.

Learning outcome: shared understanding and practical inclusion actions.

KS1-CERT | 3 hours | LEARNER AWARD

Different Minds: Inclusion Explorer Award

Age-appropriate supported demonstrations or applied assessment; accessible response methods.

PRACTICAL APPLICATION

Show understanding through practical examples, pictures, talking or drawing; apply kindness and help-seeking to fictional situations.

Achievement: provider-issued learning award or certificate on meeting the proposed standard.

COURSE PATHWAY

Key Stage 2 learners | ages 7–11

As learners become more independent, they can build a shared understanding of inclusion, anti-bullying and learner voice without being expected to diagnose or manage other pupils.

Who it is for: Learners ages 7–11

KEY LEARNING THEMES

- **Different minds and accessible learning**
- **Individual strengths, needs and fair support**
- **Anti-bullying and respectful relationships**
- **Learner voice, teamwork and inclusion action**

KS2-AW | 75 minutes | AWARENESS

Different Minds, Better Together

Age-appropriate awareness, discussion and supported activities.

PRACTICAL APPLICATION

Discuss how classmates can learn in different ways; practise respectful language, fair support and safe responses to bullying.

Learning outcome: shared understanding and practical inclusion actions.

KS2-CERT | 4 hours | LEARNER AWARD

Neurodiversity Inclusion Champion Certificate

Age-appropriate supported demonstrations or applied assessment; accessible response methods.

PRACTICAL APPLICATION

Use accessible knowledge checks and fictional scenarios to demonstrate inclusion, learner voice and appropriate adult help-seeking.

Achievement: provider-issued learning award or certificate on meeting the proposed standard.

COURSE PATHWAY

Key Stage 3 learners | ages 11–14

The secondary transition brings new routines, subjects and peer groups. This pathway develops understanding of identity, hidden needs, wellbeing and constructive student leadership.

Who it is for: Learners ages 11–14

KEY LEARNING THEMES

- **Identity, overlapping needs and masking**
- **Communication, sensory environments and wellbeing**
- **Peer relationships, anti-bullying and belonging**
- **Student-led accessibility and inclusion projects**

KS3-AW | 90 minutes | AWARENESS

Different Minds, Stronger Schools

Age-appropriate awareness, discussion and supported activities.

PRACTICAL APPLICATION

Discuss identity, masking, sensory environments and peer relationships; identify practical ways to make school more inclusive.

Learning outcome: shared understanding and practical inclusion actions.

KS3-CERT | 5 hours | LEARNER AWARD

Neuroinclusive Schools: Student Ambassador Certificate

Age-appropriate supported demonstrations or applied assessment; accessible response methods.

PRACTICAL APPLICATION

Analyse school scenarios and develop a student-led accessibility or inclusion idea with safe adult support and clear boundaries.

Achievement: provider-issued learning award or certificate on meeting the proposed standard.

COURSE PATHWAY

Key Stage 4 learners | ages 14–16

Examinations, study pressures and decisions about the future make neurodiversity understanding especially relevant. The courses support self-advocacy and responsible inclusive leadership.

Who it is for: Learners ages 14–16

KEY LEARNING THEMES

- **Study pressures, mental health and support**
- **Self-advocacy and accessible learning**
- **Respectful leadership and inclusive relationships**
- **Transition to post-16 learning or employment**

KS4-AW | 2 hours | AWARENESS

Neurodiversity, Wellbeing and Opportunity

Age-appropriate awareness, discussion and supported activities.

PRACTICAL APPLICATION

Reflect on study pressures, wellbeing and self-advocacy; identify practical ways to seek appropriate support.

Learning outcome: shared understanding and practical inclusion actions.

KS4-CERT | 6 hours | LEARNER AWARD

Neuroinclusive Practice: Young Leaders Certificate

Age-appropriate supported demonstrations or applied assessment; accessible response methods.

PRACTICAL APPLICATION

Apply learning through scenarios, inclusive leadership and a transition plan for further study, apprenticeships or employment.

Achievement: provider-issued learning award or certificate on meeting the proposed standard.

COURSE PATHWAY

Sixth form and college learners | ages 16–18+

Young adults are moving towards greater independence, further study and employment. These programmes develop practical understanding, transition planning and skills for inclusive future workplaces.

Who it is for: Learners ages 16–18+

KEY LEARNING THEMES

- **Further study, apprenticeships and workplace readiness**
- **Self-advocacy, adjustments and communication**
- **Wellbeing, psychological safety and leadership**
- **Applied project work and transition planning**

P16-AW | 2½ hours | AWARENESS

Neurodiversity for Study, Work and Life

Age-appropriate awareness, discussion and supported activities.

PRACTICAL APPLICATION

Discuss access, communication and self-advocacy in study, vocational learning and future workplaces.

Learning outcome: shared understanding and practical inclusion actions.

P16-CERT | 8 hours | LEARNER AWARD

Neuroinclusive Futures: Student Professional Skills Certificate

Age-appropriate supported demonstrations or applied assessment; accessible response methods.

PRACTICAL APPLICATION

Complete applied learning on transition planning, workplace adjustments, responsible leadership and professional communication.

Achievement: provider-issued learning award or certificate on meeting the proposed standard.

COURSE PATHWAY

Early Years and Reception educators

Early Years practitioners can improve access through play-based observation, communication and co-regulation. The focus is on individual development, supportive relationships and partnership with families.

Who it is for: Early years practitioners, Reception teachers, key persons, teaching assistants, SENCOs and early years leaders.

KEY LEARNING THEMES

- **Play-based observation and communication**
- **Co-regulation, sensory access and predictable transitions**
- **Family partnership and early support**
- **EYFS practice, safeguarding and review**

ED-EY-AW | 4 hours | AWARENESS

Neurodiversity Awareness for Early Years and Reception Educators

Discussion-led awareness, practical activities and formative checks.

PRACTICAL APPLICATION

Explore a child who struggles with an unexpected transition; use observation, communication and co-regulation rather than assumptions.

Achievement: awareness learning; no formal professional assessment.

ED-EY-CERT | 8 hours | PROFESSIONAL CERTIFICATE

Neuroinclusive Early Years and Reception Practice

Eight-hour professional learning with applied cases and individual open-book assessment.

PRACTICAL APPLICATION

Design a support response involving play, family partnership, safe transitions, learner voice and an appropriate review.

Achievement: proposed 32/40 overall and 3/5 per applied case; provider-issued certificate.

COURSE PATHWAY

Key Stage 1 educators

Early literacy, numeracy and classroom routines can create unnecessary barriers. Educators develop practical support for phonics, recording, movement, attention and confidence.

Who it is for: KS1 teachers, teaching assistants, phonics leads, SENCOs and primary leaders.

KEY LEARNING THEMES

- **Early literacy, phonics and language**
- **Handwriting, fine-motor needs and number sense**
- **Accessible routines, attention and movement**
- **Early recognition, adaptive teaching and collaboration**

ED-K1-AW | 4 hours | AWARENESS

Neurodiversity Awareness for Key Stage 1 Educators

Discussion-led awareness, practical activities and formative checks.

PRACTICAL APPLICATION

Discuss a pupil who understands a story orally but struggles with phonics or written recording; identify accessible teaching options.

Achievement: awareness learning; no formal professional assessment.

ED-K1-CERT | 8 hours | PROFESSIONAL CERTIFICATE

Neuroinclusive Key Stage 1 Practice

Eight-hour professional learning with applied cases and individual open-book assessment.

PRACTICAL APPLICATION

Apply learning to literacy, numeracy, movement and language cases; maintain learning aims and plan coordinated support.

Achievement: proposed 32/40 overall and 3/5 per applied case; provider-issued certificate.

COURSE PATHWAY

Key Stage 2 educators

Reading to learn, written expression and independent organisation become more demanding. The courses help educators maintain ambition while adapting how learning is accessed and demonstrated.

Who it is for: KS2 teachers, teaching assistants, curriculum leads, SENCOs and primary leaders.

KEY LEARNING THEMES

- **Reading to learn, written expression and mathematics**
- **Working memory and executive functioning**
- **Friendships, masking and emotional wellbeing**
- **Independence, transitions and coordinated support**

ED-K2-AW | 4 hours | AWARENESS

Neurodiversity Awareness for Key Stage 2 Educators

Discussion-led awareness, practical activities and formative checks.

PRACTICAL APPLICATION

Consider a pupil whose subject understanding is not reflected in written output; explore scaffolding and varied ways to demonstrate learning.

Achievement: awareness learning; no formal professional assessment.

ED-K2-CERT | 8 hours | PROFESSIONAL CERTIFICATE

Neuroinclusive Key Stage 2 Practice

Eight-hour professional learning with applied cases and individual open-book assessment.

PRACTICAL APPLICATION

Develop a support plan for written expression, mathematics, organisation, friendships and transition to secondary education.

Achievement: proposed 32/40 overall and 3/5 per applied case; provider-issued certificate.

COURSE PATHWAY

Key Stage 3 educators

Secondary learners encounter multiple teachers, subject-specific language and changing environments. Consistent support across departments can reduce unnecessary barriers and help learners belong.

Who it is for: KS3 subject teachers, form tutors, teaching assistants, pastoral teams, SENCOs and secondary leaders.

KEY LEARNING THEMES

- **Secondary transition and subject-specific language**
- **Executive functioning, homework and organisation**
- **Sensory environments, bullying and wellbeing**
- **Departmental consistency, learner voice and review**

ED-K3-AW | 4 hours | AWARENESS

Neurodiversity Awareness for Key Stage 3 Educators

Discussion-led awareness, practical activities and formative checks.

PRACTICAL APPLICATION

Explore the transition to multiple classrooms, subject teachers and homework systems; identify consistent accessible routines.

Achievement: awareness learning; no formal professional assessment.

ED-K3-CERT | 8 hours | PROFESSIONAL CERTIFICATE

Neuroinclusive Key Stage 3 Practice

Eight-hour professional learning with applied cases and individual open-book assessment.

PRACTICAL APPLICATION

Analyse subject-specific access, executive functioning, wellbeing and departmental collaboration; plan an evaluated whole-school response.

Achievement: proposed 32/40 overall and 3/5 per applied case; provider-issued certificate.

COURSE PATHWAY

Key Stage 4 educators

GCSE learning, revision and transition require accessible instruction and fair assessment. The pathway supports appropriate access arrangements without changing required assessment standards.

Who it is for: KS4 subject teachers, teaching assistants, pastoral staff, SENCOs, exams officers, careers and secondary leaders.

KEY LEARNING THEMES

- **GCSE teaching, revision and study planning**
- **Assessment access and approved examination arrangements**
- **Attendance, masking and wellbeing**
- **Self-advocacy, careers and post-16 transition**

ED-K4-AW | 4 hours | AWARENESS

Neurodiversity Awareness for Key Stage 4 Educators

Discussion-led awareness, practical activities and formative checks.

PRACTICAL APPLICATION

Discuss a learner with strong classroom understanding but examination barriers; distinguish teaching access from approved examination arrangements.

Achievement: awareness learning; no formal professional assessment.

ED-K4-CERT | 8 hours | PROFESSIONAL CERTIFICATE

Neuroinclusive Key Stage 4 Practice

Eight-hour professional learning with applied cases and individual open-book assessment.

PRACTICAL APPLICATION

Apply learning to GCSE access, revision, attendance, wellbeing and post-16 transition, within the relevant assessment rules.

Achievement: proposed 32/40 overall and 3/5 per applied case; provider-issued certificate.

COURSE PATHWAY

Post-16 and Further Education educators

Post-16 learners navigate independent study, vocational learning and workplace placements. Staff need practical approaches that support autonomy, access and preparation for adulthood.

Who it is for: Sixth-form teachers, FE lecturers, tutors, learning support, SENCO/SEND leads, careers and placement staff.

KEY LEARNING THEMES

- **Independent study and executive-function support**
- **Vocational learning, assistive technology and placement access**
- **Learner autonomy, safeguarding and adult decision-making**
- **Apprenticeships, progression and preparation for adulthood**

ED-P16-AW | 4 hours | AWARENESS

Neurodiversity Awareness for Post-16 and Further Education Educators

Discussion-led awareness, practical activities and formative checks.

PRACTICAL APPLICATION

Consider a learner who understands vocational theory but struggles with independent organisation or placement requirements.

Achievement: awareness learning; no formal professional assessment.

ED-P16-CERT | 8 hours | PROFESSIONAL CERTIFICATE

Neuroinclusive Post-16 and Further Education Practice

Eight-hour professional learning with applied cases and individual open-book assessment.

PRACTICAL APPLICATION

Develop an individual support and progression plan for study, vocational practice, assistive technology, placement access and autonomy.

Achievement: proposed 32/40 overall and 3/5 per applied case; provider-issued certificate.

AN INVITATION TO COLLABORATE

Help us make inclusion the norm

We are seeking partners who share our ambition: to make neurodiversity understanding a fundamental part of everyday education, work and public life.

Employers and corporate partners

Commission training for colleagues and managers; explore sponsorship that supports charitable reach, accessible resources and evaluation. Embed actions into existing wellbeing and inclusion plans.

Schools, trusts and education providers

Develop a coherent pathway for educators and learners, from Reception to further education. Integrate professional learning with SEND, safeguarding and whole-setting priorities.

Public services and Defence

Work with authorised training, operational, legal, clinical, safeguarding and welfare leads. Review sector-specific content, pilot responsibly and collect evidence of feasibility and practice change.

Funders and national stakeholders

Support the development of accessible resources, trainer assurance and evaluation. Help build the evidence needed for wider recognition, while protecting the independence and integrity of the charity.

Enquire about training, pilot delivery, corporate support and partnership opportunities: awareness@theoutsidersclub.co.uk

Every mind. Every opportunity.

Help us make understanding and inclusion an everyday part of life — in classrooms, workplaces, public services, Defence and communities.

LET'S MAKE INCLUSION EVERYDAY PRACTICE

awareness@theoutsidersclub.co.uk

www.ndawareness.co.uk

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