



National
Autistic
Society

Neuroinclusive
Access
Award



The National Autistic Society's

Neuroinclusive Access Award

Award Criteria

Award criteria

Topic one

Topic one: Accessible services			
Criteria	Bronze	Silver	Gold
1a - Our staff understand and respect the diverse ways neurodivergent people may experience our service, and are equipped to offer appropriate support.	- At least 50% of the customer-facing team members have completed some neurodivergent awareness training (covering autism, ADHD, dyslexia, dyspraxia, Tourette's Syndrome etc.) - A source of training is given (for example National Autistic Society, local neurodivergent-led organisations, online platforms).	- At least 70% of customer-facing staff have completed neurodivergent awareness training. - Evidence includes overview of topics as well as the sources.	- At least 90% of customer-facing staff have completed training. - Training is embedded into staff development (induction, refreshers). - Examples show personal experiences of neurodivergent people reflected in training - Outcomes from training are evidenced (eg knowledge audits, evaluation reports).
1b - Our staff are aware of reasonable adjustments and how they can support neurodivergent people.	Consideration has been given to reasonable adjustments for neurodivergent people.	- Evidence includes a list of reasonable adjustments available for neurodivergent people. - Evidence describes how and when adjustments are offered to meet individual needs.	- Evidence includes list of reasonable adjustments and examples of personalised adjustments. - Adjustments are systematic and proactive, not reactive.
1c - Our staff are trained to use supportive approaches to reduce anxiety and communicate in ways that respect neurodivergent people's communication preferences.	Staff have access to basic guidance or tips on reducing anxiety and supporting communication.	- Training includes practical strategies for reducing anxiety and supporting communication. - Evidence demonstrates how these practical strategies are used.	- Examples of training materials and feedback from neurodivergent people, related to reducing anxiety and communicating with neurodivergent customers, are included to evidence impact. - Impact is measured (eg confidence or satisfaction ratings)
1d - We actively seek, value and use feedback from neurodivergent people to improve accessibility and inclusivity.	Basic feedback mechanisms exist for customers (for example comment cards, surveys) but may not yet be routine.	- Feedback from neurodivergent people is actively obtained to improve service. (eg focus groups, surveys, online forums). - Staff describe way in which feedback has been acted on.	- You provide data on feedback and show how this feedback has directly impacted service. - Evidence demonstrates how service improvements are co-designed in partnership with neurodivergent individuals, schools, services or groups.

Award criteria

Topic two

Topic two: Accessible environment			
Criteria	Bronze	Silver	Gold
2a - We provide clear signs and visual supports to help customers find their way around	Some generic signage and visual supports are in place to help neurodivergent customers navigate the venue, however this may be basic or inconsistent.	- Signs and visual supports are in place to help neurodivergent customers navigate the venue. - Consideration has been given to text and layout for accessibility. - Evidence includes photographs or descriptions of signs, notices or floor plans.	- Help points and staff identification methods are described. - Feedback from neurodivergent people is used to inform the signage. - Signage and visual supports are co-created or reviewed with neurodivergent people.
2b - We have taken reasonable steps to make our environment accessible by reducing sensory overload and offering quiet spaces, sensory rooms, alternative routes or arrangements.	Considerations are being made on how to create quieter routes or spaces, but these may not yet be in place.	- Reasonable steps have been taken to reduce sensory overload and offer quiet spaces, sensory rooms or alternative routes. - Evidence includes a list of adjustments you have made to support neurodivergent visitors who may experience sensory overload. (eg quiet spaces, sensory rooms, alternative routes) - Information about these adjustments is clearly shared with customers, when onsite or prior to visiting (eg sensory map)	- Environmental audit results and feedback from neurodivergent people are included, showing how sensory needs are considered and addressed. - Sensory adaptations are reviewed with neurodivergent visitors and changes reflect their input.
2c - We offer alternative events or activities for neurodivergent customers to help them to feel welcome and able to use our facilities, eg quiet times, opportunities to visit or event or activities.	Quiet times or alternative events have been explored or trialled, but are not part of regular schedules.	- Alternative events or activities which are offered to help neurodivergent customers feel welcome and able to access the venue are described (eg quiet times, preview visits). - Where appropriate, evidence includes information around events or activities which are regularly in place to support neurodivergent people feel welcome. - These opportunities are promoted clearly and reviewed regularly.	- Events or activities are designed for and alongside neurodivergent customers. - Feedback from neurodivergent people about these events is included and evidence describes how this is used to inform future events.

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Topic three

Topic three: Accessible information			
Criteria	Bronze	Silver	Gold
3a - We provide clear information to help neurodivergent people prepare for a visit. This might be in a range of different formats such as accessibility guides, visual guides, virtual tours or sensory maps.	Some forms of information have been developed to provide additional support for neurodivergent people but some gaps remain in the customer journey. (Examples may include accessibility guides, visual guides, virtual tours, or sensory maps)	- Information has been developed to help neurodivergent people prepare for a visit. - Evidence includes a range of pre-visit information that neurodivergent visitors can view ahead of a visit. - In a small service, this may be a copy of a printed handout or poster in the window or entrance, in larger services, it should be material that can be downloaded from social media or a website. - Information is presented in clear, accessible language and supported by visual aids such as symbols or images.	- A range of resources in multiple formats are available to customer (eg accessibility guides, visual guides, virtual tours or sensory maps) showing an awareness of the diverse needs of neurodivergent people. - Evidence shows how this information is made accessible (eg how the information has been enhanced by the use of accessible language or recognised communication symbols or photographs.) - Resources are developed and refined using feedback from neurodivergent people.
3b - We make sure our website or other media platforms are accessible and contain accessibility information for neurodivergent people, which is structured, clear and easy to find.	Website or media platforms contain some accessibility information. Although some content and resources may exist, it may be difficult to find.	- Websites or other media platforms contain accessibility information which is structured, clear, and easy to find. Information provided supports neurodivergent customers in preparation for their visit. - An accessible webpage with useful information is available to customers and reviewed regularly to ensure it is up-to-date.	- Accessibility options are available on the website, allowing users to change fonts, colours or layout. - The website has been tested by neurodivergent customers or accessibility experts. - The website is regularly reviewed, or feedback is regularly gathered, to inform improvements.

Contact

For further information visit our website or contact our Customer Relations Team.



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