

# Neurodiversity Celebration Week

16-20 March 2026

**From awareness to action:**  
Making organisational change happen



Neurodiversity Celebration Week is a great opportunity for students and education staff to come together to recognise and celebrate the many different ways people think, learn and communicate.

This year's theme encourages schools and colleges to look beyond awareness and consider how deeper understanding of neurodiversity can lead to meaningful, sustained change across the whole community.

This toolkit brings together practical resources and guidance to help strengthen inclusive practice throughout the year. Together, these ideas can support your setting to move from awareness to action and further develop a culture where everyone can thrive.



# Exploring the theme in your school or college

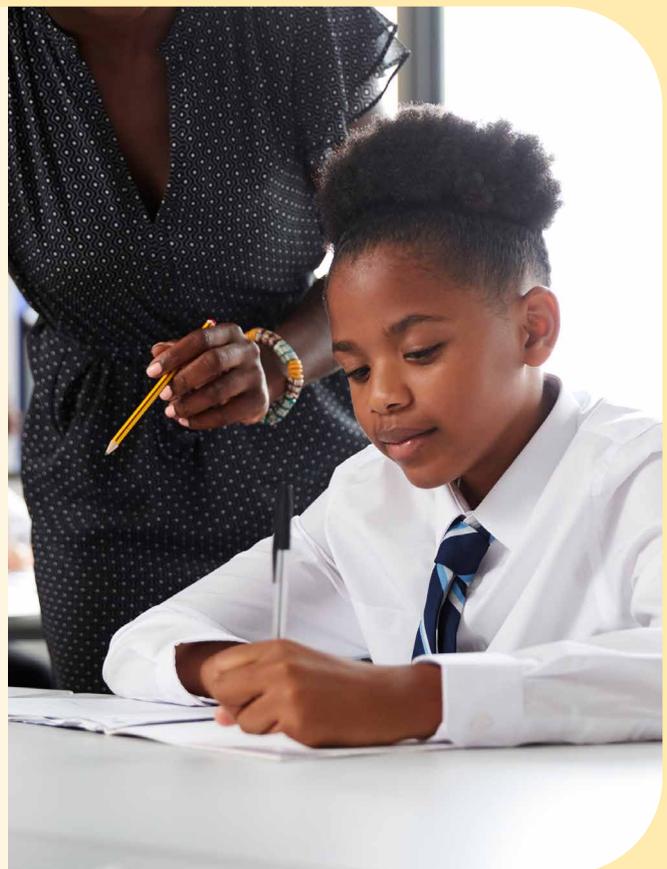
You can use this toolkit to:

- support students to understand and celebrate different ways of thinking and learning
- build a shared language around neurodiversity across your setting
- reflect on how systems, environments and policies support neurodivergent learners and promote positive mental health and wellbeing
- promote kindness, understanding and inclusion across your school or college community.

## Planning with care

When exploring neurodiversity, it can be helpful to consider how discussions are introduced and supported. Some children and young people may be exploring their identity or be at different stages in understanding the ways they think and learn. Education staff may also identify as neurodivergent, and it is important that they feel recognised and supported within these conversations.

Using strengths-based language and agreeing shared expectations can help create a safe and respectful space for discussion. Offering different ways for students to ask questions, alongside clear signposting to further support, can help ensure everyone feels able to take part.



# Primary resources

Support pupils to explore difference and identity in ways that help them understand themselves and others.



## [Neurodiversity Celebration Week primary presentation | Neurodiversity Celebration Week](#)

A presentation for an assembly or lesson introducing the topic of neurodiversity, as well as different types of neurodivergence.



## [What is neurodiversity?: videos for children | Differing Minds](#)

Two illustrated videos which introduce neurodiversity to primary-aged children, using simple imagery to describe the differences in our brains.



## [Why do people bully? | BBC](#)

A short, child-voiced animation for 7–11-year-olds exploring the reasons someone might bully.



## [Connect with Respect \(SEND\) | Childnet](#)

A story-based resource for pupils aged 7–11 with special educational needs and disabilities (SEND) exploring how to respond safely to unkind messages.



## [Learning about neurodiversity at school \(LEANS\) | University of Edinburgh](#)

A free curriculum introducing pupils aged 8-11 years to the concept of neurodiversity and help them explore how it impacts experiences at school.

## Activity idea

Invite pupils to create a whole-class display that celebrates the different ways people think and learn. Ask each pupil to complete one simple prompt, such as:

- I learn best when...
- I am proud that I can...
- One strength our class has is...

Let pupils choose the prompt they feel most comfortable responding to. Sharing is optional and responses can be written or drawn.

As part of moving from awareness to action, use the display to identify what helps your class learn best. Agree one small change that reflects these ideas and revisit it later in the term to see what has helped.

# Secondary and FE resources

Support students to explore lived experiences of neurodiversity and consider how inclusive practice supports wellbeing across your school or college.



## [Neurodiversity Celebration Week secondary presentation | Neurodiversity Celebration Week](#)

A presentation for an assembly or lesson introducing the topic of neurodiversity, as well as different types of neurodivergence.



## [#ImWithSam: raising awareness of learning disabilities and autism | Dimensions](#)

A lesson plan designed to raise awareness of learning disabilities and autism among young people.



## [ADHD, masking and late diagnosis | Nip in the Bud](#)

A short film exploring ADHD, masking and late diagnosis through Debbie's experience as a young Black woman.



## [Starting college or university: advice for autistic young people | The National Autistic Society](#)

A webpage offering guidance and support to autistic children and young people, or their families, who are in the position of transitioning to college or university.



## [A young person's experience of ADHD and autism – Rachel's story | YoungMinds](#)

A short film sharing Rachel's story as a young woman with ADHD and autism and the role gymnastics plays in supporting her mental health.

## Activity idea

Invite a neurodivergent speaker to share their experiences during an assembly or workshop. Hearing directly from someone with lived experience can deepen understanding and prompt reflection on how inclusion is experienced in your setting. If this is not possible, share a recorded talk or webinar and allow time for discussion.

Following the session, agree one realistic change that could strengthen inclusion in your school or college. Identify how it will be taken forward and reviewed so that awareness leads to meaningful action.

# Resources for staff

Strengthen inclusive practice and build staff confidence in supporting the mental health and wellbeing of neurodivergent children and young people.



## [Neurodiversity | Mentally Healthy Schools](#)

Information for education staff, introducing the concept of neurodiversity, its links with mental health, and sharing advice on how to support neurodivergent children and young people.



## [A guide for neurodiversity | Multiple organisations](#)

Guidance for educators on different forms of neurodiversity and how they may present in the classroom.



## [Supporting autistic students with their mental health | YoungMinds](#)

A guide to supporting young autistic people with their mental health



## [School attendance and mental wellbeing | Anna Freud](#)

Guidance for school staff on supporting students with difficulties with mental wellbeing and school attendance.



## [Autistic and OK toolkit | Ambitious about Autism](#)

A free, evidence-informed toolkit enabling autistic young people to lead peer wellbeing sessions in secondary schools and colleges.

## Activity idea

Moving from awareness to organisational change also means creating ongoing opportunities for dialogue. Consider introducing a termly drop-in coffee morning for parents and carers of neurodivergent students.

This can provide a supportive space to share experiences and highlight barriers that may not always be visible within school or college.

Capture key themes and use them to inform adjustments, communication or future training. Share updates with families so they can see how their feedback contributes to sustained improvement.



# Building a culture where difference is valued



**Kindness and inclusion sit at the heart of a mentally healthy school or college community.**

Taking time to reflect on how your setting supports neurodivergent students and staff can be a helpful starting point:

- Is inclusion embedded in leadership priorities, policies and consistent reasonable adjustments?
- Do student, staff and parent or carer voices shape decisions about support and inclusion?
- Do students feel safe to be themselves and share what helps them learn?
- Are differences recognised and spoken about positively across the community?
- Are staff supported to develop their understanding of neurodiversity, including neurodivergent staff themselves?

When we value different ways of thinking and learning, we strengthen the wellbeing of our whole setting.