



NDEI Pledge & Declaration for Schools

International Declaration of Neurodiversity

Article 1: Neurodiversity Literacy

Neurodiversity Literacy is key to raising awareness amongst all strands of society – individual, education, health, industry, state institutions. Increased literacy minimises impediments to persons reaching their full potential and facilitates the dismantlement of institutionalised barriers to full citizenship.



Article 2: Recognition

Recognising and supporting difference in a non-stigmatising manner is key to ensuring that accidental discrimination does not occur. Neurodifferences are often hidden and not recognisable and therefore can result in accidental discrimination. Facilitating recognition through awareness can reduce accidental discrimination and facilitate a more inclusive society.

Article 3 Supporting Difference

Access to societal structures and full citizenship can be obstructed due to such structures having traditionally been designed with the neuromajority in mind. Support to access and navigation of societal structures should be provided in a manner that supports full citizenship and active engagement and inclusion in society.

Article 4: Participation of Neurominorities in Policy Development

Stakeholder inclusion in policy development and implementation is central to inclusiveness, empowerment and operational success. The current absence of neurominorities in the development of such policies requires attention if an inclusive and progressive, stakeholder-informed policy agenda is to emerge.



Article 5 Resource Allocation

Not every person from a neurominority requires extra supports and services, but those who do often experience access barriers. Economic resources can be key to accessing services and indeed societal participation, and those who do not have access to resources face additional barriers, discrimination and exclusion. Targeted increased awareness and access to supports and services for those who require them, is a priority. This should include equal access to all medical services, support and treatments.

Authors

Tiffany Payton Jameson | Managing Partner, Grit & Flow | United States

Andrew Eddy | Managing Director Untapped | Australia

Charlotte Valeur | Chair, Institute Of Neurodiversity ION | Switzerland

Dr Blánaid Gavin | School of Medicine, University College Dublin | Ireland

Etain Quigley | Department of Law, Maynooth University | Ireland

Timothy Frawley | UCD Health Science Centre, University College Dublin | Ireland

NDEI – A pledge to Neuro-inclusion

Names



We commit to recognising and respecting the individual identities of all neurominority students and staff, ensuring that each person's unique strengths and needs are valued and supported.

Drivers



We will actively champion neuroinclusion in our school by identifying key drivers among staff and leadership who will advocate for neurodiversity-friendly policies and practices.

Executive Buy-In



Our school leadership is fully committed to embedding neuroinclusive principles in our ethos, ensuring buy-in from administrators, department heads, and senior staff to drive lasting change.

Intent



Our commitment to neuroinclusion is driven by intentional action. We will create clear, measurable goals for improving inclusivity, ensuring they are met through regular review and adjustment.



Number and Data

We will collect and monitor data on neurodifferences within our student and staff populations to better understand how to be fully inclusive of neurodiversity, assess our progress, and make data-informed decisions that improve support.



Diversity

We celebrate neurodiversity as an integral part of our school's diversity and inclusion strategy, recognising that diverse minds bring unique perspectives and innovation to our learning and teaching environments. We also recognise that all class rooms are neurodiverse.



Neurodiversity Resource Group

We will provide ongoing training and resources for teachers and staff to increase understanding of all the different neurotypes, fostering a deeper knowledge of how to support neurominority students in achieving their potential.



Intelligence

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