

# NIPA

*Matters*

**10 May 2021**

# **Neurodiversity in Infrastructure Planning and ensuring a flexible approach to communication**



# Agenda

- Introductions
- Importance of planning for neurodiversity and in particular ensuring that we engage better with those who are neurodiverse
- Good communication in National Infrastructure to reach and engage with the widest community
- Introduction to the Neurodiversity in Planning Toolkit
- Next steps – how can we adapt in delivering National Infrastructure and the planning and delivery process?
- Q&A - Discussion





**Sue Manns**  
**FRTPI FRSA**



# Survey by Manchester University (2014) – 1500 people

How much of a difference would it make to your opinion of nuclear power if you could choose from different design options that 'fit in' more closely with the local environment?

14% A big difference, worthwhile doing

27% Some difference, worthwhile doing

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32% Not sure

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5% Some difference, not worth doing

12% No difference, not worth doing this

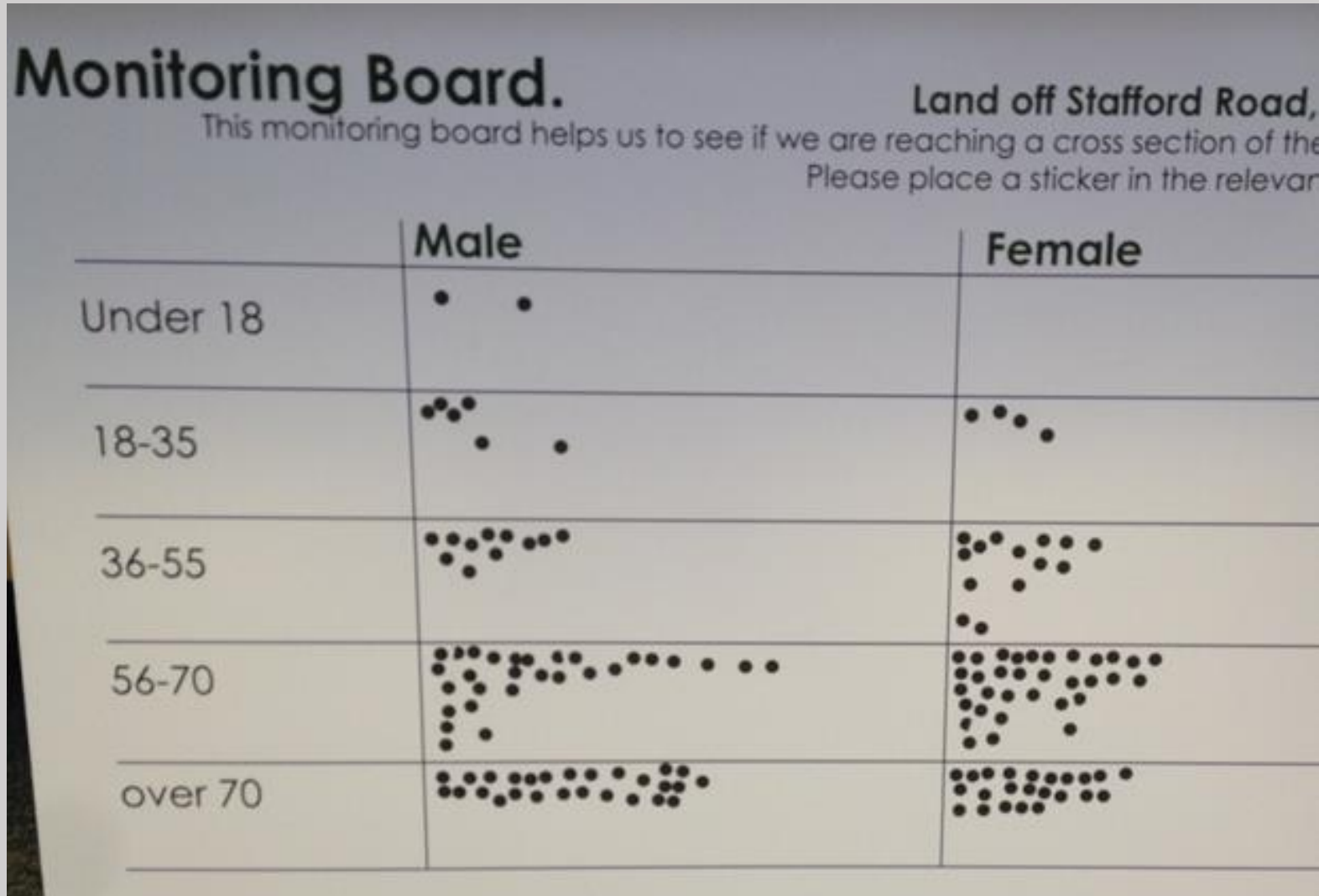


# PLANNING FOR THE FUTURE

White Paper August 2020



**“ traditional models of community engagement ..... disproportionately encourages engagement from people from a narrow set of demographic groups – typically older, better off and white ”**



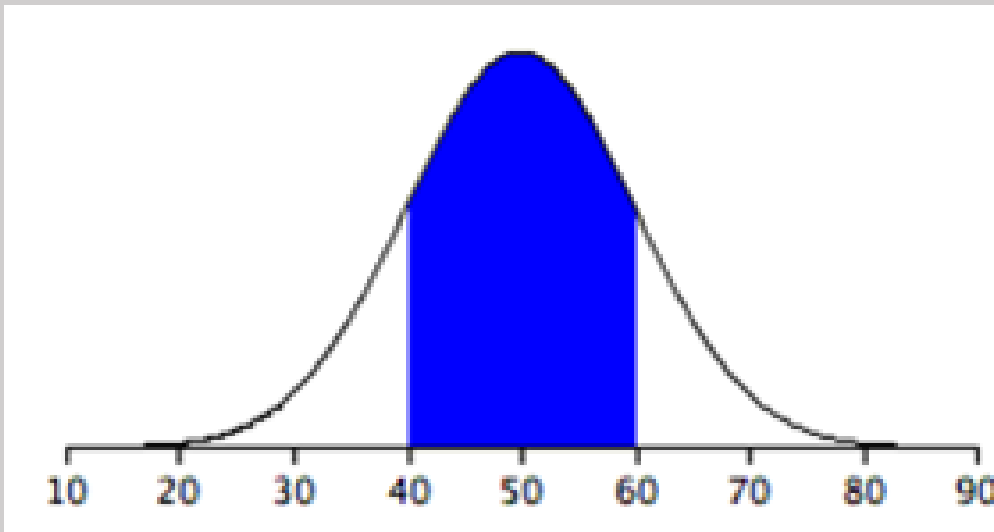
- The average response rate for UK public consultations stands at 0.7% - Consultation Institute
- Are views representative?
- How does this impact on decisions?

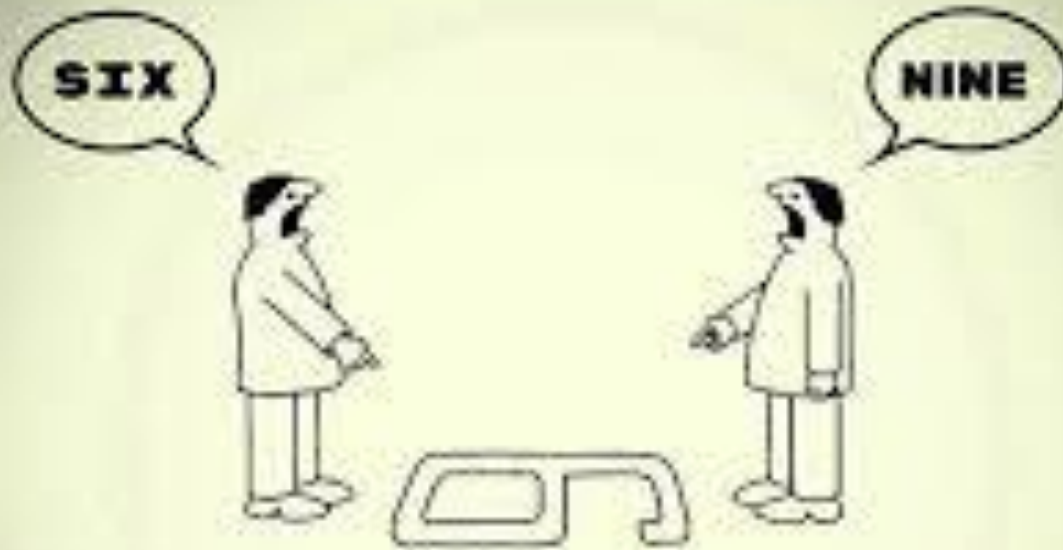
**Typical profile of visitors to an exhibition**



**Everyone of us is different. We are all unique**

**We look different, we have different life experiences and we think in different ways**





**Just because you are right,  
does not mean, I am wrong.  
You just have not seen life  
from my side**





IT'S SO IMPORTANT TO LEAVE  
OUR OFFICES ONCE IN A  
WHILE AND GET OUT LIKE  
THIS IN THE REAL WORLD.

WHICH YACHT PARTY ARE  
WE GOING TO AGAIN?



TOM  
FISH  
BURNE



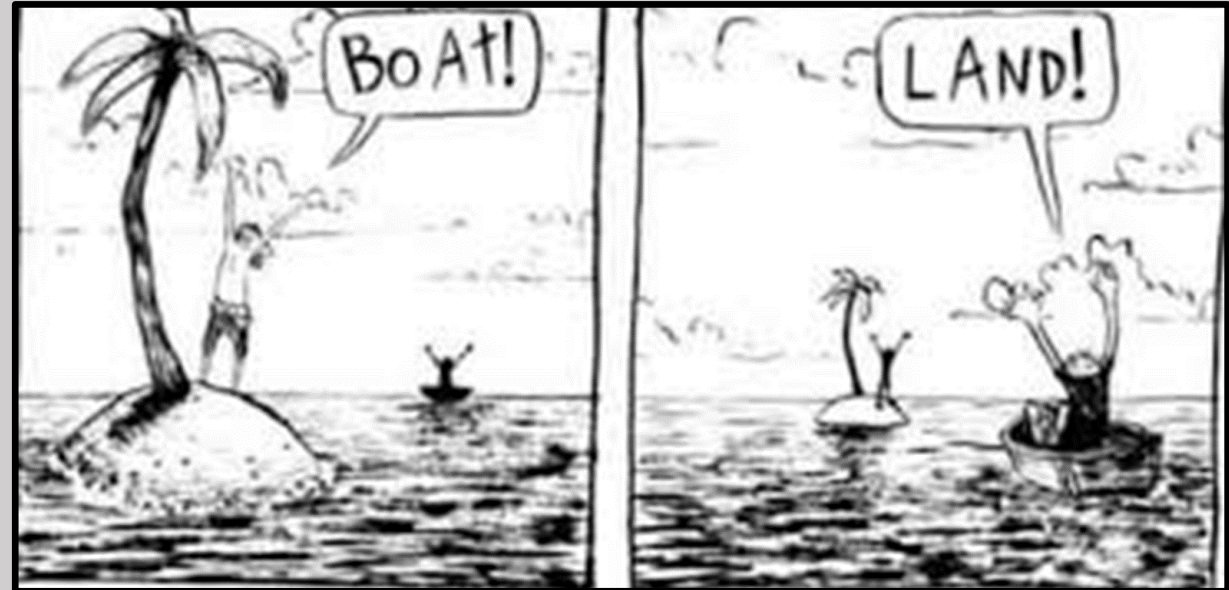
So, with my eyes,  
I see

**THIS**

Who Knows?

But if I borrowed  
YOUR eyes,  
I might see

**THIS**







A professional headshot of Charlotte Valeur, a woman with short blonde hair, smiling. She is wearing a light blue blazer over a grey top and a long pearl necklace. The background is a soft grey.

**“ The more perspectives you have  
around the table, the more you  
can see.**

**This ensures that you turn all the  
stones and see all the  
opportunities open to you ”**

**Charlotte Valeur**



Sue Manns Associates

Bletchley Park Team





## England football team







# PUBLIC EXHIBITION

New Homes is holding a Public Exhibition to display the proposals for its development of School Lane, Wickham. Croudace's team will be on hand to answer any questions.

## PROPOSED RESIDENTIAL DEVELOPMENT

SCHOOL LANE | WICKHAM / HAMPSHIRE

**Traditional  
engagement  
fails to capture our  
unique diversity**



This is a public exhibition, please come along and let us know your views.

### VENUE:

Wickham Community Centre,  
Mill Lane, Wickham, PO17 5AL

### DATE:

Monday 7<sup>th</sup> March 2016  
2pm - 7pm



FOR MORE INFORMATION

[CROUDACEHOMES.CO.UK](http://CROUDACEHOMES.CO.UK)



**Croudace**  
HOMES.



We often fail to think of things from the perspective of the consultee

Full of words and 2D plan images







WINDMILL TERRACE

KEEP GARAGE CLEAN

NO PARKING

NO CAR

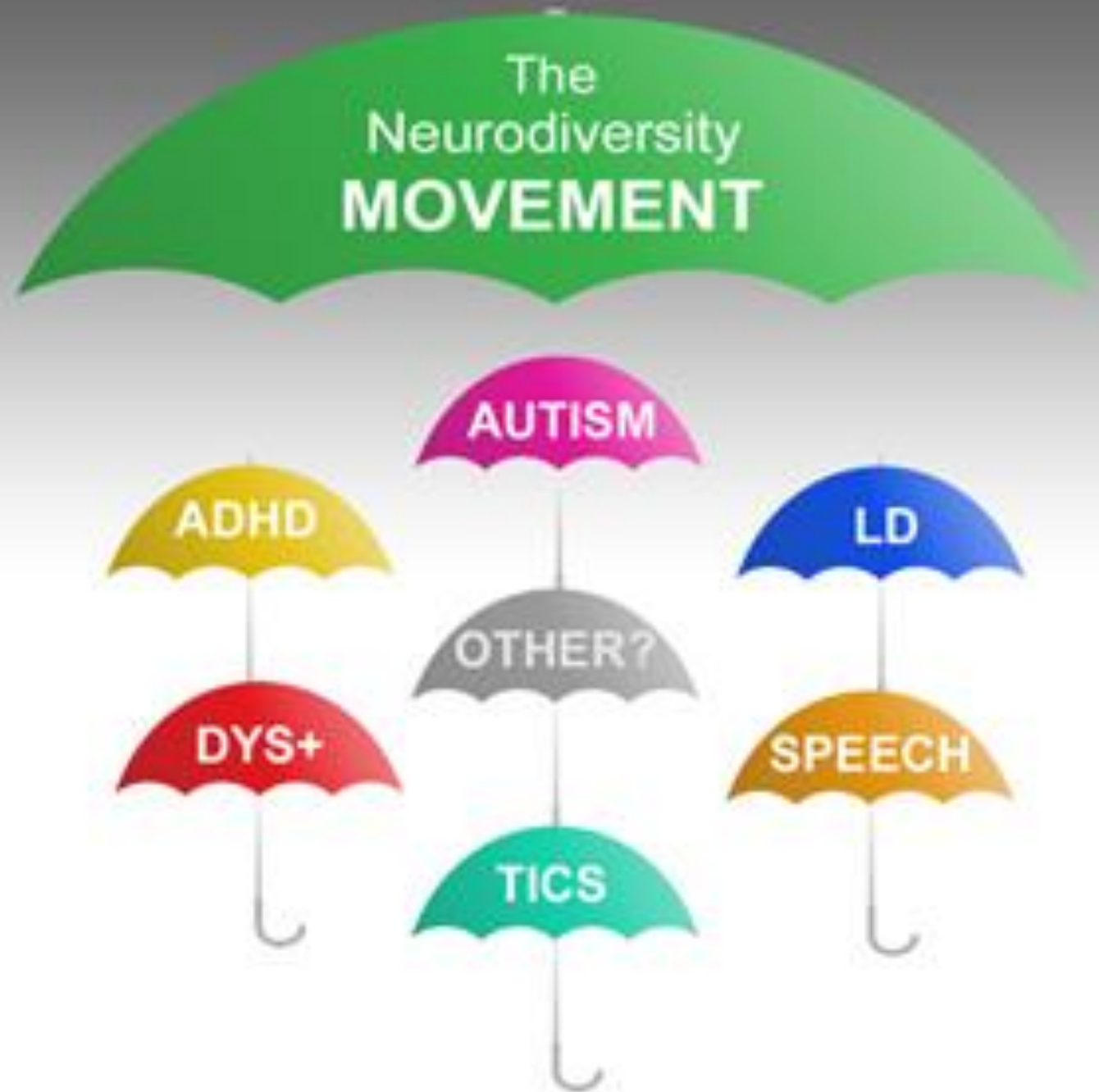
# Neurodiversity

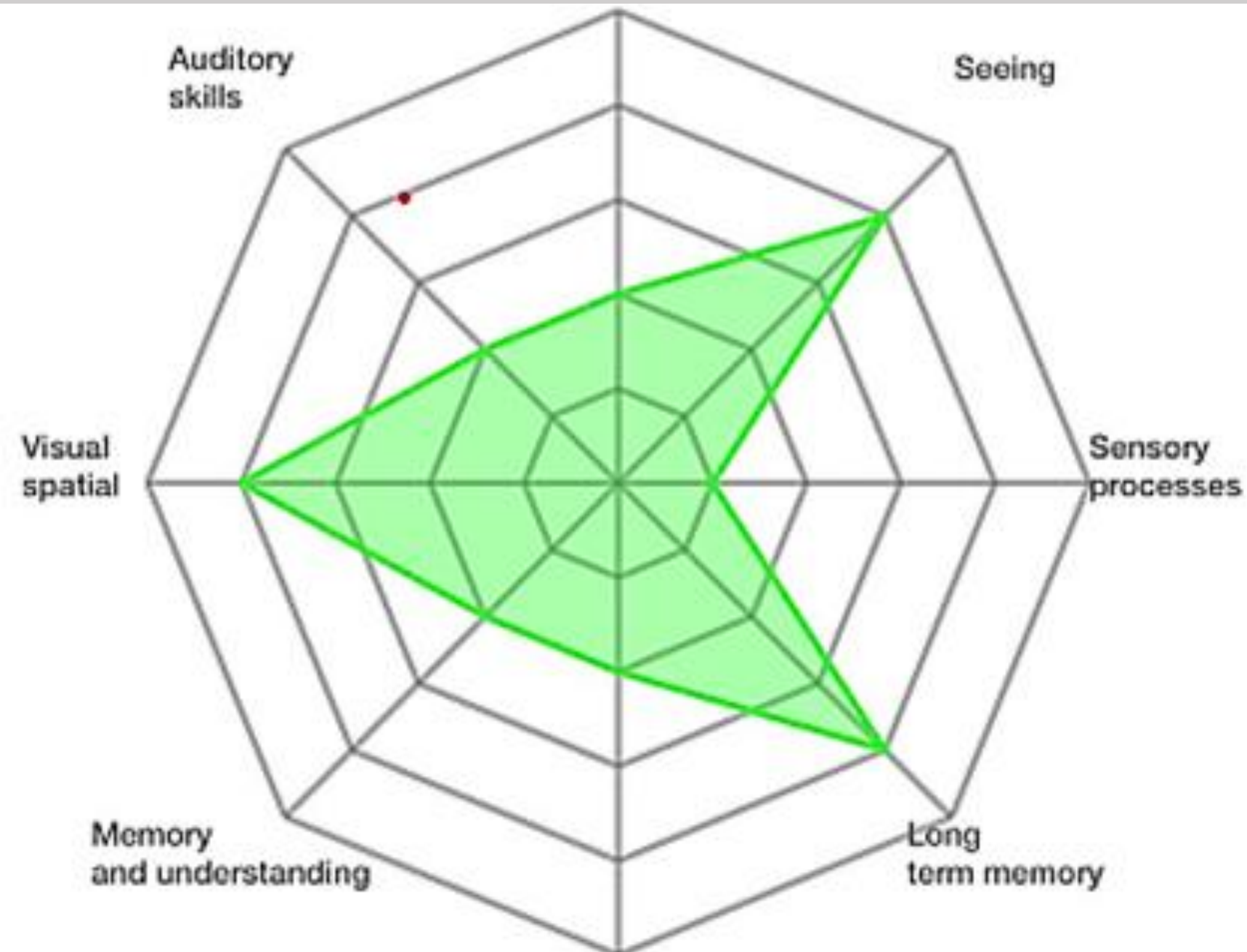
**15%** of the UK's total population are neurodivergent

That is 1 in 7 of us



Sue Manns Associates





**What would your profile look like?**

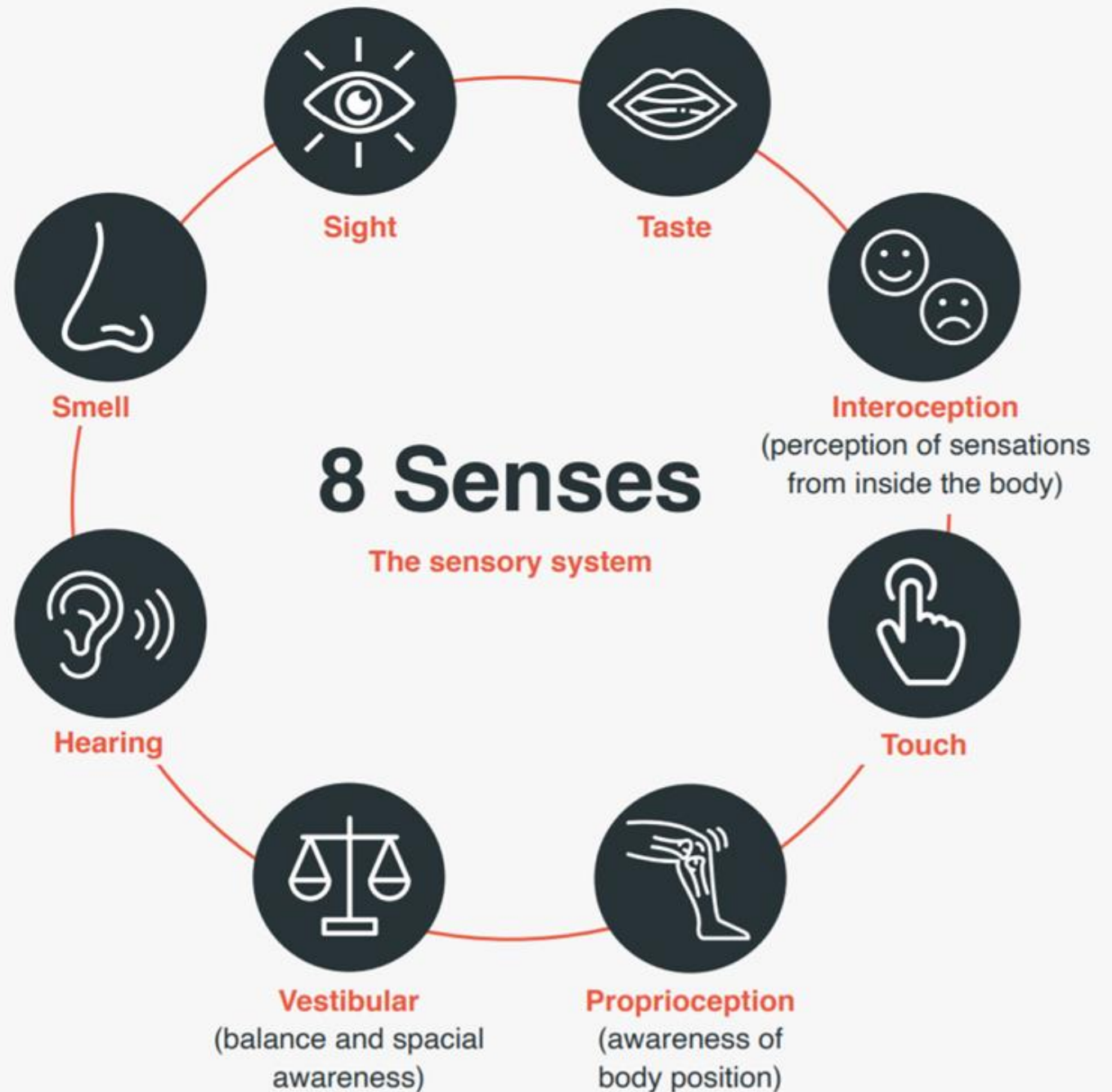
**Would it be like mine?**

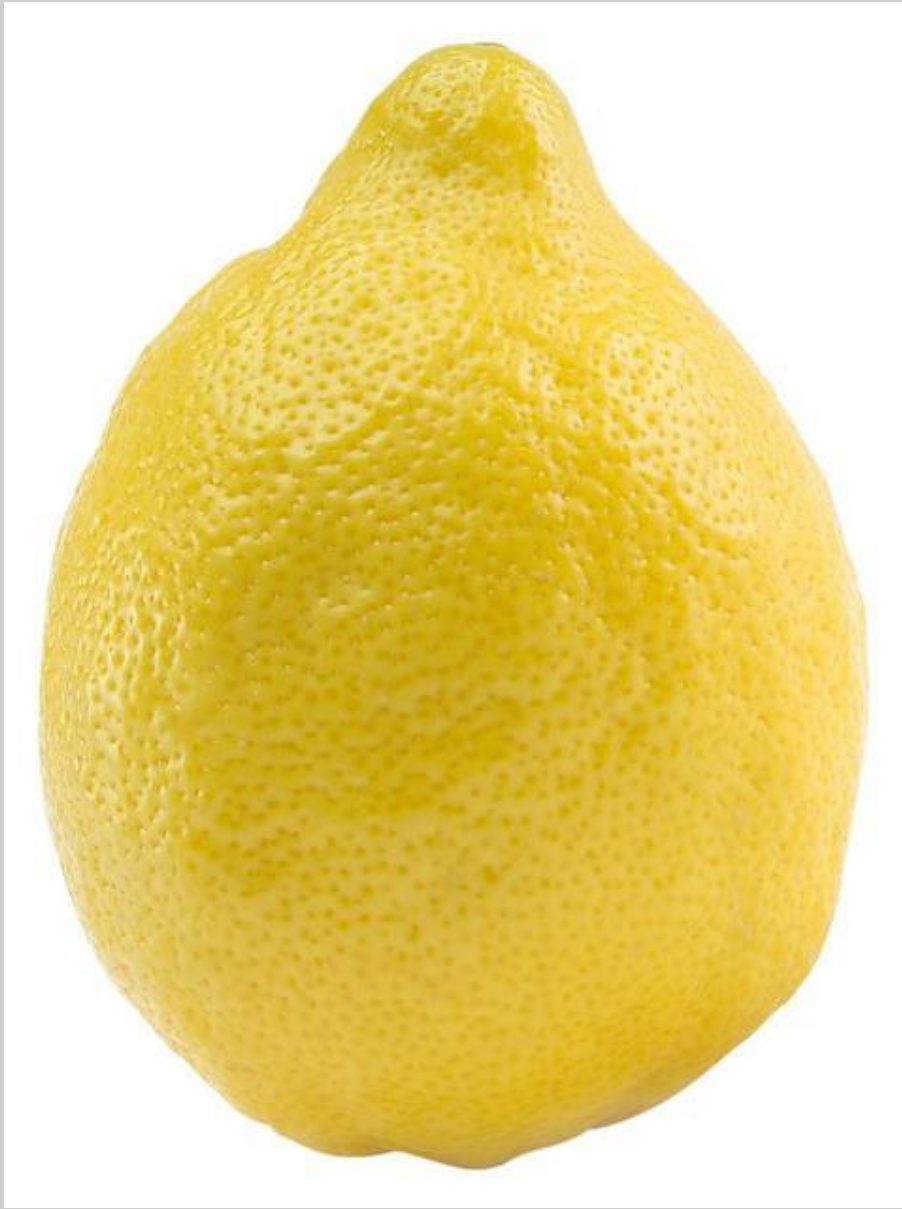


We all think, learn and communicate differently

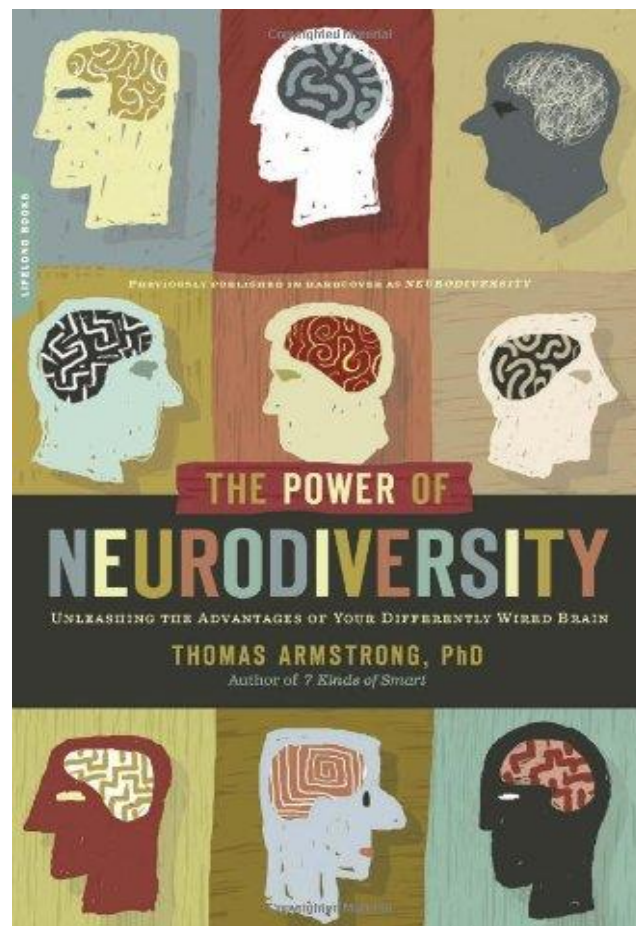
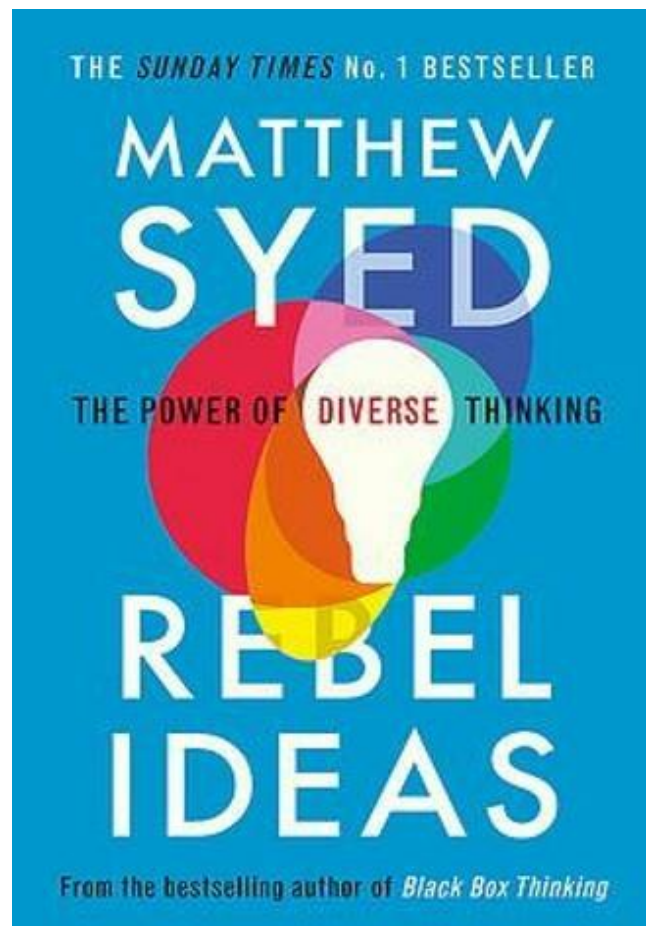
We need to think about all user experiences, not just our own

Challenges and opportunities for engagement professionals









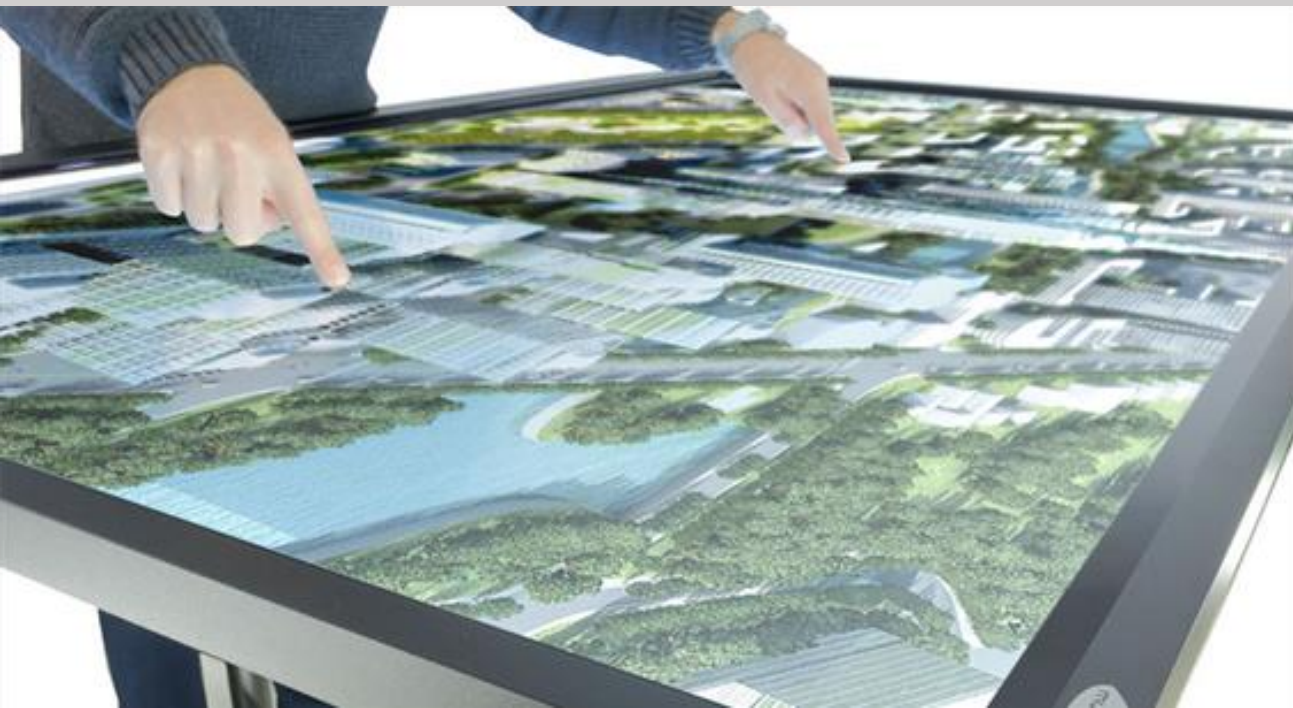




## Examples of best practice engagement

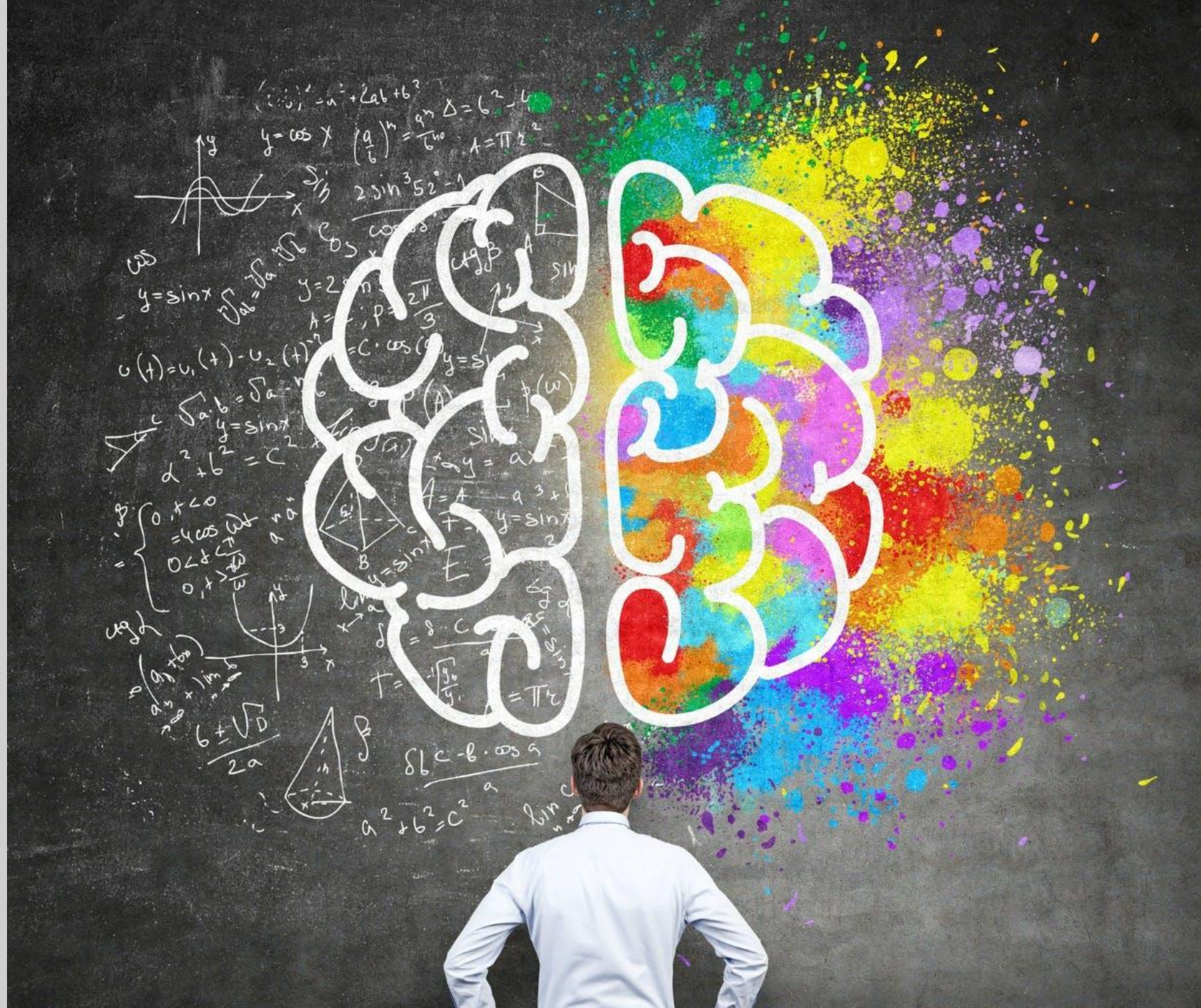




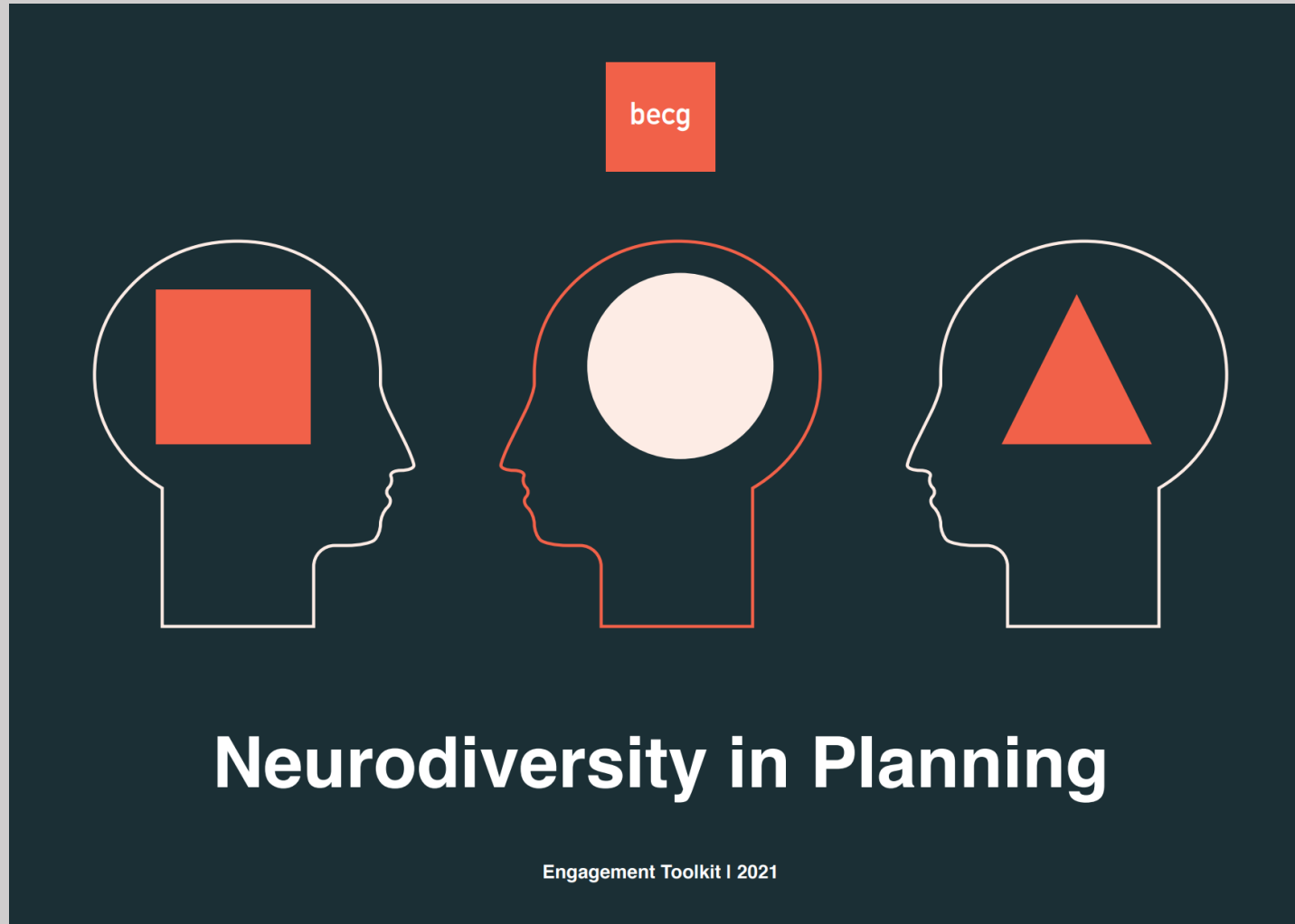


**Technology is driving a positive change**





# Neurodiversity in Planning – Engagement Toolkit



**To help facilitate  
and encourage  
greater  
neurodiverse  
engagement at all  
stages of the  
planning process**





becg

**We could all be better at communicating more  
concisely, clearly and impactfully**

**We hope that the toolkit will help to start a  
conversation and inform changes in planning and the  
ways in which we engage with each other**

**Jennifer Offord - Neurodiversity in planning network**

# Defining Neurodiversity

- **Neurodiversity:** Neurodiversity is the concept that all humans vary in terms of neurocognition. The term neurodiversity recognises the unique strengths and challenges that may derive from thinking, learning and communicating differently.
- **Neurodivergence:** When an individual diverges from the dominant societal standards of 'typical' neurocognitive functioning, they don't 'have neurodiversity', they're neurodivergent. Types of neurodivergent conditions include for example: Dyslexia, Dyspraxia, Autism, ADHD and Tourette Syndrome. Being neurodivergent often brings exceptional skills and talents, such as innovation, creativity and problem solving. Neurodivergent and neurominority are terms which may be used interchangeably.
- The graphic on the right hand side shows types of neurodiversity (marked in orange) and common traits (written in white) that neurodivergent people can experience.
- However, being neurodivergent in a world set up for neurotypical people can lead to the experience of barriers that result in exclusion. For example, some may find themselves overwhelmed by dense written content or busy visual stimulus in some physical environments.
- **Neurotypical:** Is sometimes used to describe people who are not neurodivergent.



# The seven principles

1



**Involve  
neurodiverse voices**

2



**Big picture  
first**

3



**Show what  
matters**

4



**Keep it  
clear**

5



**User  
choice**

6



**Be  
considerate**

7



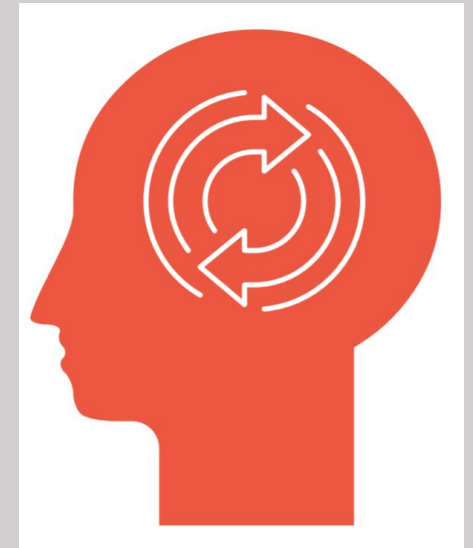
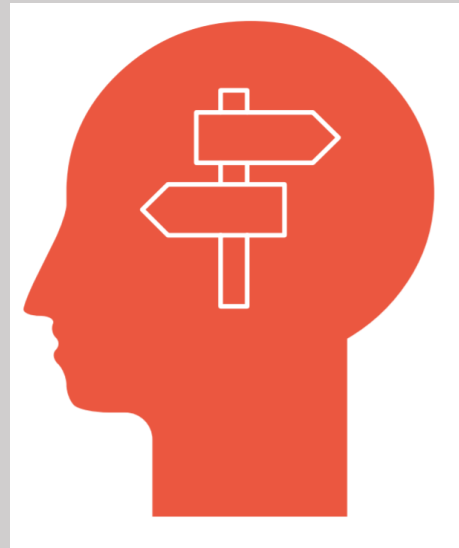
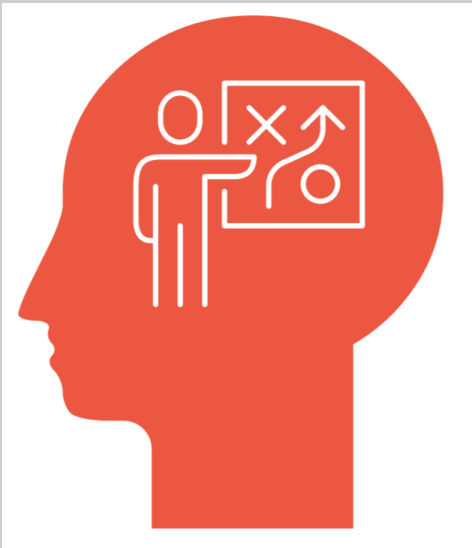
**Continue to  
adapt**



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**So many people are neurodivergent  
that these principles should apply to  
all of your communications efforts.**

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# Visual stress

Visual stress is a separate to dyslexia

It causes distortions and discomfort

This can make reading difficult and tiring

Using a correct tint increases reading speed by up to 38%

Sensitivity, response and colour preference changes over time

## Words Blurring

Visual Stress is a neurological condition, triggered by lights, patterns, contrast and/or colour. This sensitivity to visual stimuli causes the visual cortex to become hyper-activated, leading to physical discomfort and perceptual distortions that interfere with reading, attention, coordination and general health and behaviour. Physical symptoms of Visual Stress include headaches, eye pain or strain, fatigue, and or nausea. Perceptual symptoms of Visual Stress include illusions of light and colour, instability of text, lines or patterns, and depth perception difficulties.

## Seeing the 'White Rivers' in text

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## Colour blobs appearing on page

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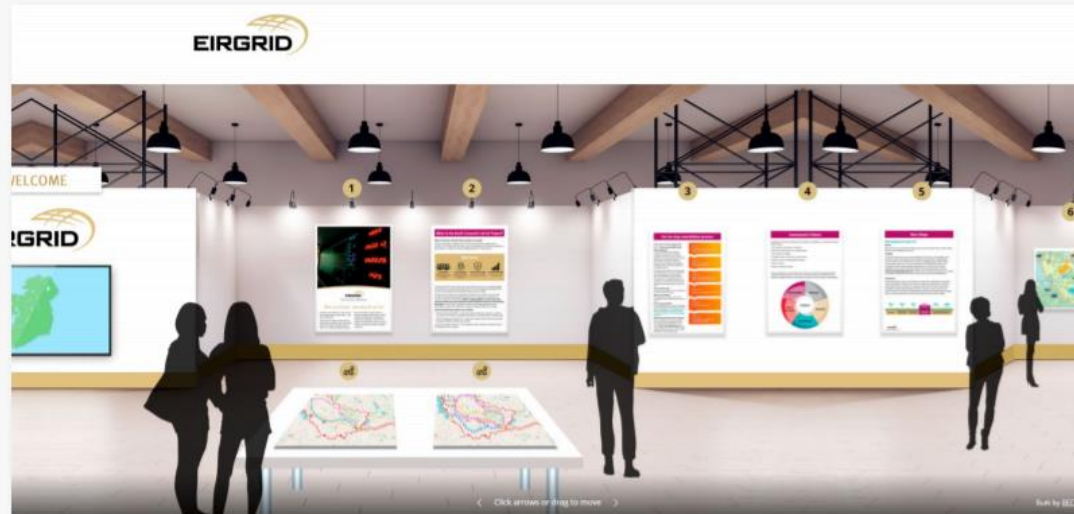
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# Examples



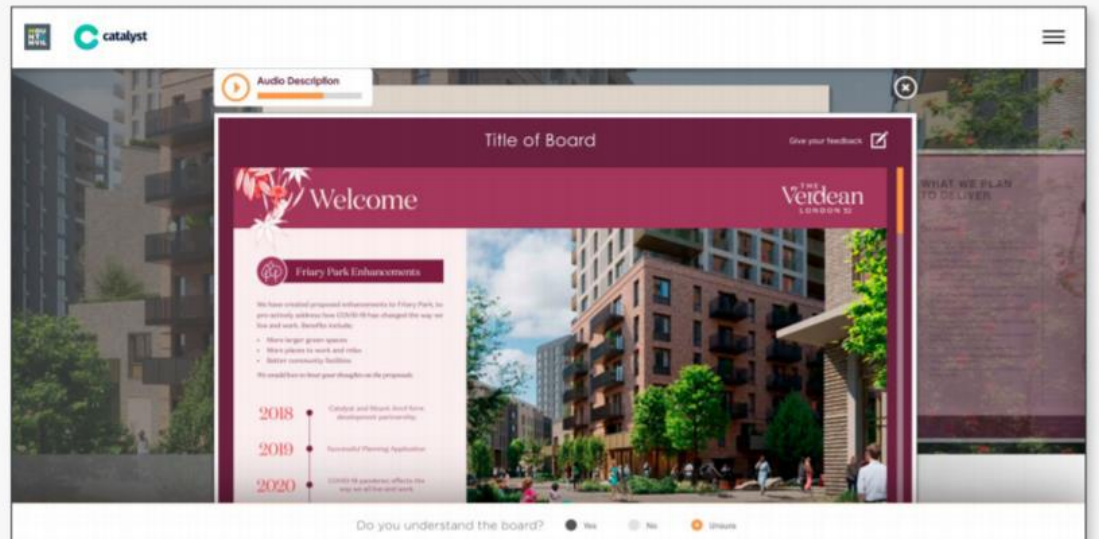
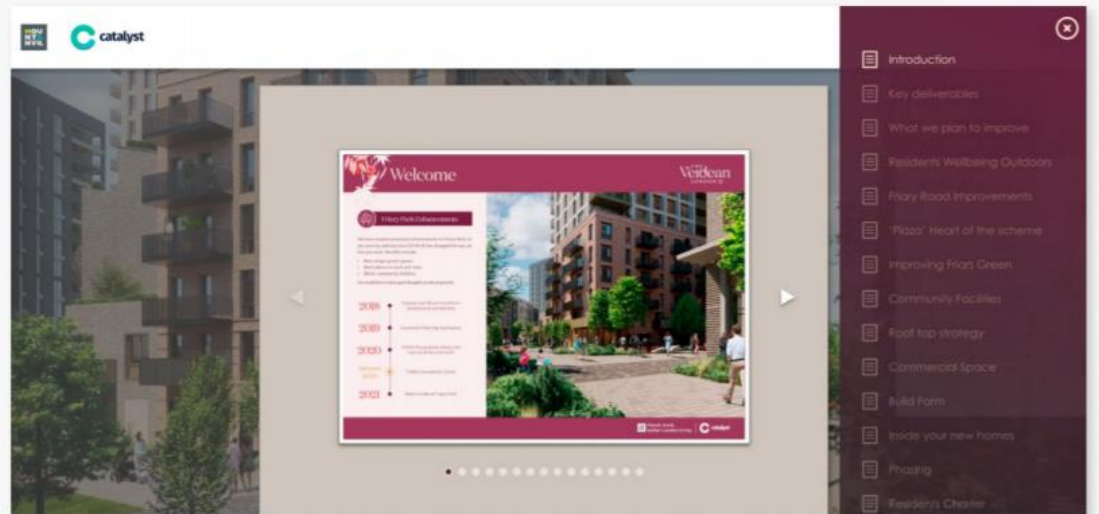
## Virtual Exhibition

- Clear layout
- Use of numbers above exhibition boards to show clear journey and hierarchy
- Audio versions of exhibition

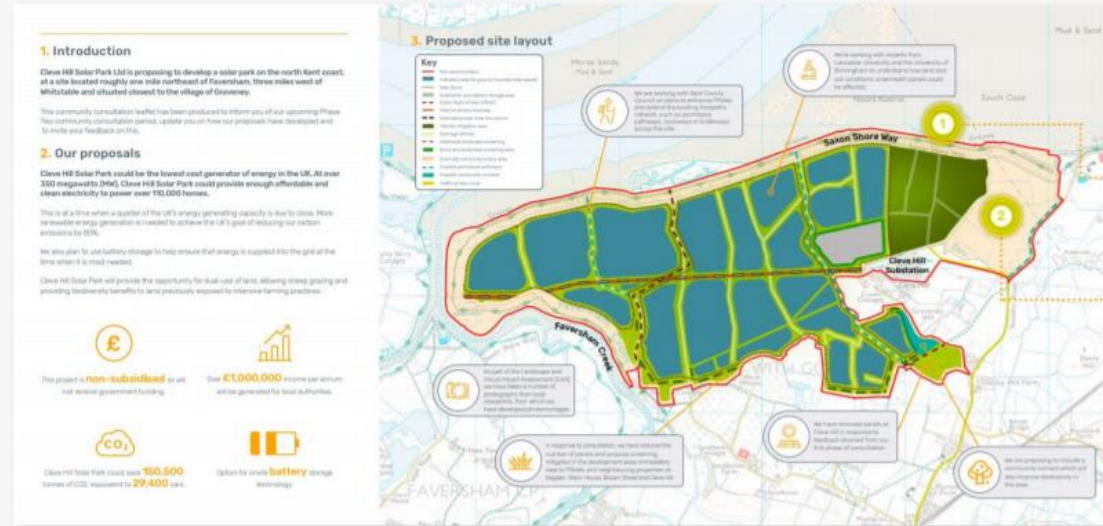


## Consultation Website

- Guided user journey
- Contrasting use of colours
- Choice of navigation based on preference (arrows or menu)
- Audio description of boards for those who prefer different formats



# Examples



## Consultation Asset

- Clear user journey
- Clean and consistent layout
- Plain English
- Also available in alternative formats (audio, large print)



## Tailored Material

- Easy read version of consultation material
- Use of alternative format, simpler layout, readily available rather than on request

## Introduction



Thank you for reading our latest newsletter on plans for a new nuclear power station at Sizewell.

My name is Julia Pyke. I am the Nuclear Development Director.



In June, the UK's Planning Inspectorate (PINS) accepted our application for a Development Consent Order (DCO) to build Sizewell C.



My views

Since then hundreds of residents, community organisations and stakeholders like Natural England and the Environment Agency have sent their views on our application.



One of the issues people and organisations like East Suffolk and Suffolk County Councils are most worried about is the number of big lorries on roads near Sizewell C.



# Terminology

## **Dyslexia, Dyspraxia, Dyscalculia and Dysgraphia**

- These are all types of *applied* developmental neurominority.
- People are born with Dyslexia, Dyspraxia, Dyscalculia or Dysgraphia.
- The impact shows up in a specific setting or with a task involving a specific skill, such as reading or motor control.
- They are not considered a health condition.

## **Tourette Syndrome, Autism, Attention Deficit Hyperactivity Disorder (ADHD) Non- Verbal Learning Difference**

- These are all types of clinical developmental neurominority.
- People are born with Tourette Syndrome, Autism, Attention Deficit Hyperactivity Disorder (ADHD) or Non- Verbal Learning Difference.
- The impact shows up across all aspects of a person's behaviour.
- They are currently considered as health conditions.

## **Mental Ill Health and Acquired Neurominority (potentially transient)**

- This develops in response to a mental health condition such as anxiety or depression.
- People could return to "neurotypical" if their health condition resolves.

## **Neurological Illness or Brain Injury**

- These are acquired neurominority experiences.
- They develop in response to a health condition such as anxiety or depression.
- They have the potential to resolve as the heals or worsen as health deteriorates.

# Bibliography

## **What is Neurodiversity (Genius Within, 2021) – available at:**

<https://www.geniuswithin.co.uk/what-is-neurodiversity/>

## **Neurodiversity at Work (National Institute of Economic and Social Research for ACAS, 2016) - available at:**

[https://archive.acas.org.uk/media/4655/Neurodiversity-at-work/pdf/Neurodiversity\\_at\\_work\\_0916\(2\).pdf](https://archive.acas.org.uk/media/4655/Neurodiversity-at-work/pdf/Neurodiversity_at_work_0916(2).pdf)

## **Designing accessible services (UK Government, 2016) - available at:**

<https://ukhomeoffice.github.io/accessibility-posters/>

## **Inclusion Standards Guide (Alliance for Inclusive Education, 2011) – available at: <https://www.allfie.org.uk/inclusion-resources/inclusion-standards-guide/>**

## **Neurodiversity at work (CIPD, 2018) – available at: <https://www.cipd.co.uk/knowledge/fundamentals/relations/diversity/neurodiversity-work#gref>**

## **A guide to understanding what makes a typeface accessible (The Readability Group, 2020) - <https://uxdesign.cc/a-guide-to-understanding-what-makes-a-typeface-accessible-and-how-to-make-informed-decisions-9e5c0b9040a0>**

## **Dyslexia, Dyspraxia, Dyscalculia and Dysgraphia Line Managers Toolkit (UK Government, 2020) – available at: <https://civilservice.blog.gov.uk/wp-content/uploads/sites/86/2020/03/Dyslexia-Dyspraxia-Dyscalculia-and-Dysgraphia-Line-Manager-Toolkit.pdf>**

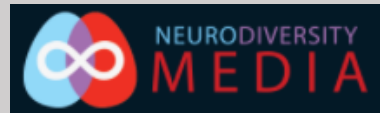
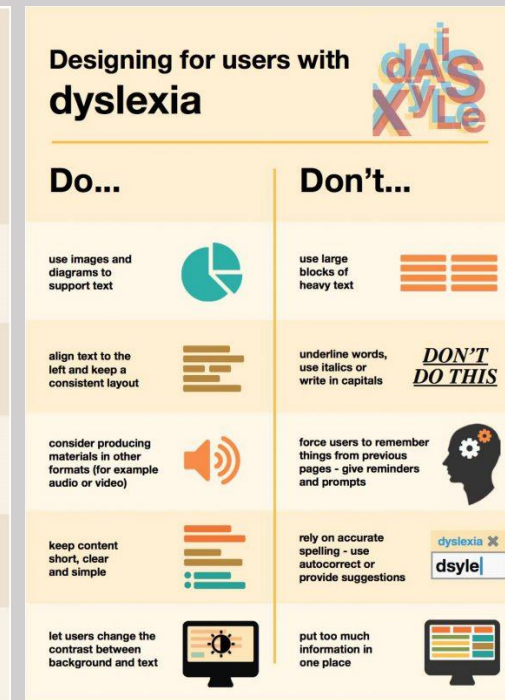
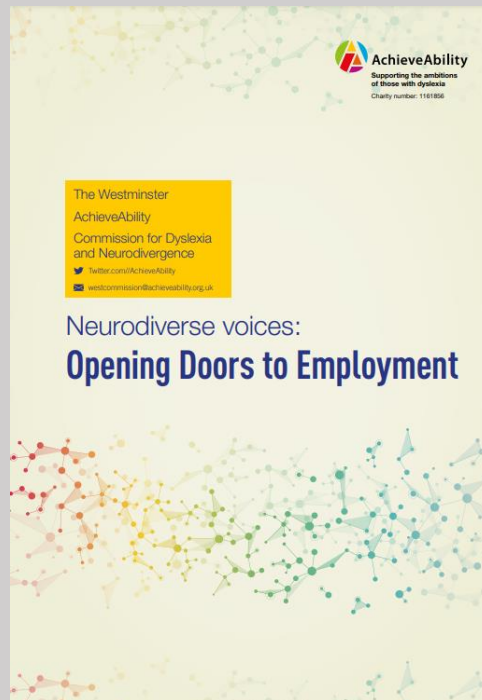
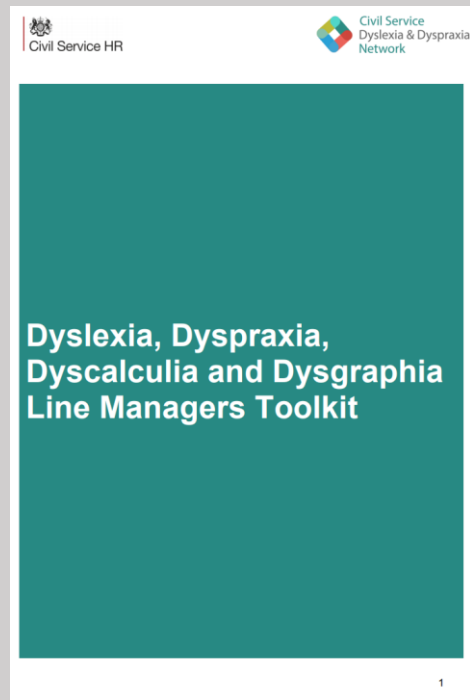
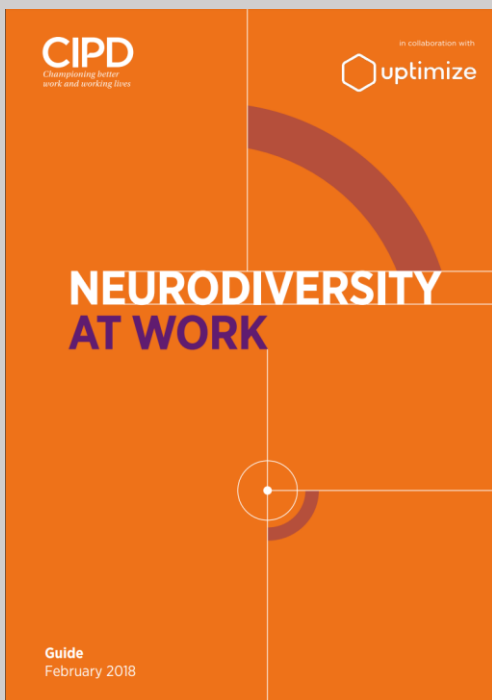
## **Neurodiverse voices: Opening doors to employment (AchieveAbility, 2018) – available at: [http://www.achieveability.org.uk/files/1516612947/wac-neurodiverse-voices-opening-doors-to-employment-report\\_2018\\_interactive.pdf](http://www.achieveability.org.uk/files/1516612947/wac-neurodiverse-voices-opening-doors-to-employment-report_2018_interactive.pdf)**

## **When every day is sensory overload (Planning, 2018): <https://www.planning.org/planning/2018/oct/sensoryoverload/>**



# Terminology

# Bibliography



# Diversity and Inclusion in engagement

*“Diversity is being invited to the party;  
Inclusion is being asked to dance”*

Verna Myers

We need to recognise that some people  
may require more support than others in  
order to be able to dance –  
but when we are all on the dance floor,  
what a party that will be.



# The next steps

- Recognise value added to a scheme by diverse and inclusive engagement – shaping our future is not just for the few
- Need to use the toolkit and share experiences
- Let the conversation begin

