



Dyslexia, Dyspraxia, Dyscalculia and Dysgraphia Line Managers Toolkit



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Foreword

I am delighted to introduce this Dyslexia, Dyspraxia, Dyscalculia and Dysgraphia Line Managers Toolkit. It represents a fantastic step forward in improving the Civil Service wide understanding of these conditions and how line managers can support staff to be their best.

Dyslexia, dyspraxia, dyscalculia and dysgraphia are conditions which affect a significant portion of the Civil Service and as such making progress in this area will make a great contribution to our ambition for a diverse, inclusive and brilliant Civil Service.

I know first-hand that these conditions can present challenges and barriers to success but also bring with them different strengths. With the right support, the challenges can be overcome, and we can harness the strengths these conditions bring.

I sincerely hope this document aids both line managers and staff with these conditions to have meaningful conversations which lead to a better workplace for all.



Sir Chris Wormald KCB

Permanent Secretary
Department of Health and Social Care
Civil Service Dyslexia and Dyspraxia Network Champion



Message from the CSDDN network and how to use this toolkit.



This Toolkit is designed to support line managers and those with dyslexia, dyspraxia, dyscalculia and dysgraphia to have quality and informed conversations. Through this the civil service can be a supportive and inclusive environment which harnesses the unique strengths people with neurodiverse conditions can bring.

It is written by and from the perspective of staff with these conditions. It is deliberately comprehensive but is split into two easy to use parts, with some annexes. The first part is aimed more at line managers to help them understand what these conditions are and how they can help. The second part goes into more detail about specific work settings and helps staff with these conditions to articulate to their management what challenges they face and how they can help. It also includes practical advice about reasonable adjustments and associated workplace passports.

It has been developed by the Civil Service Dyslexia and Dyspraxia Network, in concert with Civil Service HR, which represents civil servants with those conditions as part of the broader Civil Service Disability Network. The CSDDN works to celebrate neurodiversity, strengthen the network, support staff and increase awareness of these conditions. We are proud to have published this toolkit and we are always looking for ideas as to how we can improve our advice and approach. If you have any feedback on this document or would like to join the network please email CSDyslexiaDyspraxiaNetwork@culture.gov.uk.

I would like to thank all members of the network who have worked to pull this together but in particular I would like to thank Heather Wilson and Lou Horton for their efforts.

Nick Hamer MBE

Chair of the Civil Service Dyslexia and Dyspraxia Network



PART 1

3 THINGS YOU CAN DO

- 1) Understand the strengths and challenges of those with these conditions.**
- 2) Think through what you can do to help and have good conversations with your staff.**
- 3) Support staff through workplace adjustments.**



What are dyslexia, dyspraxia, dyscalculia and dysgraphia

These diagnoses can be classed, in legislation, as disabilities due to the impact they have.

We may have more than one diagnosis, alongside other conditions, but is also possible many of us have these conditions but have not been medically diagnosed.

It's possible that even with a diagnosis, we may still not have a full explanation or understanding of the [strengths and challenges](#) of our condition/s.

While diagnoses across dyslexia, dyspraxia, dyscalculia and dysgraphia have a lot in common, there are differences across these conditions. Full definitions are included in [Annex A](#) but in summary:

Dyslexia

Dyslexia impacts literacy and certain abilities used for learning including reading and writing and remembering and processing information.

Dyspraxia

Dyspraxia, also known as developmental coordination disorder (DCD). It affects physical coordination and balance.

Dyscalculia

Dyscalculia is to do with numbers. It makes it difficult to understand and work with numbers, perform calculations and remember facts in mathematics.

Dysgraphia

Dysgraphia is to do with handwriting. It affects the physical ability to write, and also the coherence of what is written.



Emotions following a diagnosis

Alongside the diagnosed symptoms of these conditions there will also be an emotional component. While diagnosis during education is improving many of us are diagnosed later in life, well into their careers. Below is the lived experience of these emotions from a member of the CSDDN which are not uncommon fears.

"Last week I was diagnosed with dyslexia. I've long suspected this but it was a real shock when I was told. I was told I have lots of amazing skills but I didn't take in what was said.

I feel like I am on an emotional rollercoaster. I now have an explanation about why I failed all those exams, why I feel like I am failing at work and why I feel like I haven't achieved my full potential.

My diagnosis means I am disabled. I don't feel disabled. I'm told it is a disability because of the impact it has caused by the way society is designed.

Am I disabled enough to ask for adjustments? Surely there are others more deserving?

*I'm not sure how to ask for adjustments
Not sure what to ask for.
Not sure to I will be taken seriously*

I don't know what I am good at. No one has really told me before.

It feels really personal. I don't feel able to share.

Sometimes I'm absolutely ok with it. Other times I really struggle to accept the diagnosis.

All those messages of not good enough feel so real. I don't feel able to share my diagnosis with my colleagues. I fear failure and being judged by others. I worry my career will be impacted. I have a deep, deep feeling of shame."



Understand the strengths and challenges

Each individual has a different experience, with unique skills and challenges.

A solution that works for one of us may not be the same solution that helps someone else.

There are some things that we are really good at, and others things that other people are better at. This can be a helpful way to explain strengths and weaknesses as it can help keep the conversation positive.

These are some examples of strengths we may have, and some things we can find challenging. They are not exhaustive and do not necessarily apply to everyone.

We can be really good at:	Sometimes other people are better at:
<ul style="list-style-type: none">• Coming up with ideas• Solving problems as we can see the situation from another perspective• Making unexpected connections• Spotting patterns and analytical skills• Storytelling• Thinking visually or in 3D• Diversity of thought• Remembering something connected which happened a long time ago• Finding the 3 relevant points in two pages of text• Imagining what the future looks like• Simplifying processes• Communicating verbally or presenting• And so much more!	<ul style="list-style-type: none">• Consistently being accurate with attention to detail• Writing in a 'house style'• Reading aloud• Writing things by hand• Knowing how to structure a report or document• Following grammar rules and spelling• Remembering instructions• Following long processes or instructions with multiple steps• Remembering things - for example where a room is, the meaning of a word, or where they put something• Being tidy• Staying on task• Knowing instinctively how to use equipment• Not bumping into things they are close to



	<ul style="list-style-type: none">• Not being easily distracted by sounds• Passing tests and assessments• Rote learning (remembering things by repeating them over and over again, like your times tables in maths)
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How you can help us

There are lots of ways you can help make things easier:

- Find information on your department's or agencies' intranet or speak to your HR department and support us through those processes to get the support/ adjustments we need.
- Keep an open mind
- Be patient
- Find out what we are good at, and don't judge us for what we are not so good at
- Use manager discretion fairly, taking into consideration our conditions. Don't be unnecessarily punitive where you don't need to be.
- Have faith in our ability and strengths
- Allocate us tasks which suit our strengths
- Don't micromanage the way we do things, focus on the results
- Recognise that some of us might have other neurodiverse conditions (for example autism, ADHD, bipolar disorder, Tourette's syndrome)
- If force performance measures are required, then take into consideration our conditions and adjust accordingly. Our conditions may be the cause of our poor performance and adjustments may be a better course of action.

Things to remember

It can be challenging, but try to remember:

- Everyone is unique - that includes our skill sets
- One size does not fit all - what works for one of us might not work for someone else



- We will bring something different to the team
- We sometimes know what works best for us, so ask us if we need help - but we may not always have a solution or fully understand our challenges. Learning about our challenges is ongoing. New situations can make challenges more obvious especially when existing coping strategies no longer work.
- We might approach a task in a different way - it might be the only way we can do it, but we might also find an improvement to the existing way
- Like everyone we will have good days and bad days
- Try to be generous for 'grey areas' or using line manager discretion
- Keep information about a diagnosis and any adjustments private, and don't discuss them without permission

Support workplace adjustments

[Workplace adjustments](#) include anything that makes it easier for you to do your job.

To get an adjustment, you might need to go through a workplace needs assessment.

Adjustments can be obvious and may have a cost but most are either free, or very low cost.

They might not resolve a problem entirely but they do reduce barriers in the workplace.

Examples of workplace adjustments

There are many adjustments that can be made and some are challenging in the context of the Civil Service but you should endeavour support as many as you can. For example:

- Using technology or alternative equipment
- Allowing for extra time to read documents or to complete work.
- Traditional assessment methods may not work for some. Consider alternatives.
- Redesigning of a job role (known as [job carving](#))
- Not expecting someone to answer other people's phones
- Giving tasks to people that suit their strengths



- Using noise reducing headphones to help focus by reducing distractions
- Switching off certain lights in an office
- Providing quiet workspaces
- Allowing someone to have a fixed desk every day instead of hot desking
- To have a fixed desk with a wall behind and/or to the side to help focus

Examples of technology adjustments

Technology adjustments can be simple, including:

- Using screen reader technology
- Using dictation software to create documents, such as Dictate or Immersive Reader functions in Office 365
- Mind mapping (either by hand or using digital software)
- Using Google Keep or Microsoft OneNote to organise reference material in one place
- Using advanced grammar and spell checkers
- Changing your monitor settings
- Increasing text size
- Changing background colour to reduce visual stress
- Using two monitors instead of just one

There are also more suggestions for adjustments in:

- the [British Dyslexia Association](#)
- the [Dyspraxia Foundation's workplace guidelines](#)
- [Remploy's employer handbook](#)

Requesting workplace adjustments

Even if someone has not had a formal diagnosis, they are still entitled to workplace adjustments in the workplace and you should encourage staff to complete a Workplace Adjustment Passport or honour existing Passports.

The purpose of the Passport is to capture all agreed workplace adjustment requirements of Civil Service employees whether it be physical or non-physical. The aim is to minimise the need to re-negotiate workplace adjustments every time an employee moves post, moves



between departments or is assigned a new line manager. This document belongs to the employee and their line manager should have a copy.

Your department will have its own processes for adjustments and diagnosis. Not all departments offer diagnosis.

Requesting adjustments or other conversations with HR should be made in private, and not in an open plan office or on the train, for example.

An assessment may be needed, but there are other adjustments that can be made by the individual themselves without an assessment.

[Annex B](#) has an [example of a completed workplace adjustment passport](#).

Some adjustments you can agree with your line manager and there will be others that you need to contact HR or your adjustments service to arrange. Your local intranet will signpost to process to follow.

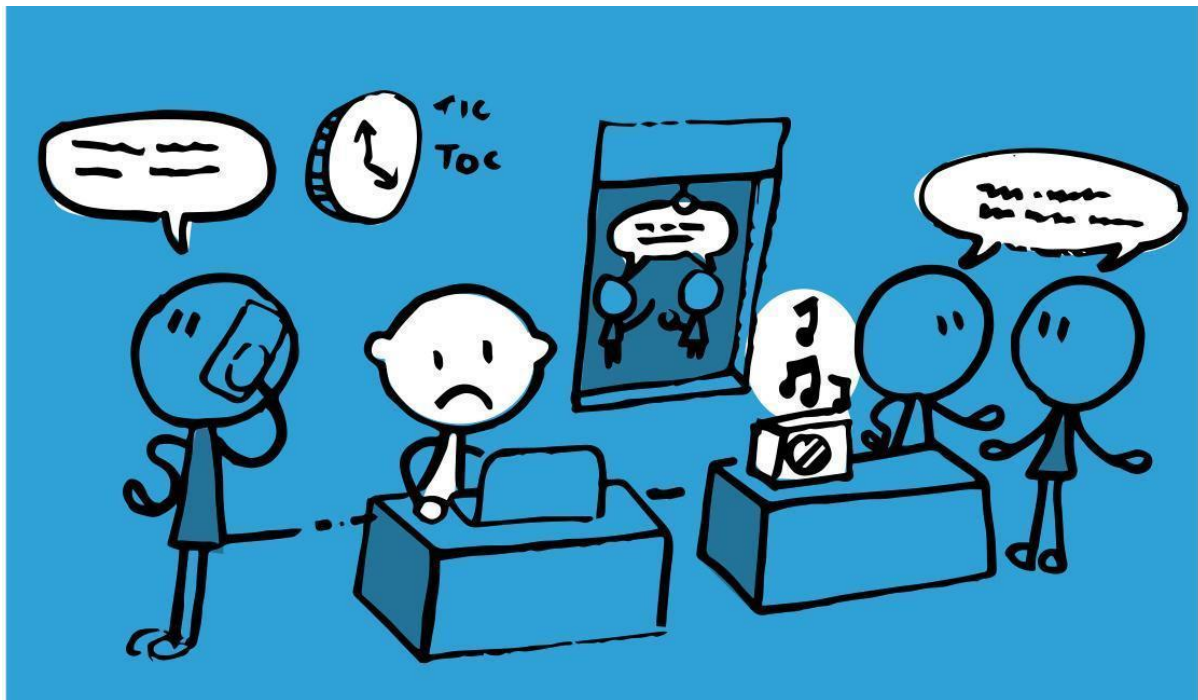


PART 2

SPECIFIC WORKPLACE CHALLENGES



Background noise and the work environment



What is really happening?

The employee is experiencing sensory overload we can be really easily distracted by things like:

- Different conversations happening at the same time
- Typing from other computers
- A draft from an open window

How managers can help

- Give them a desk away from printers and other machines or technology that make noise
- Allow them to work from home if possible
- Arrange for them to sit at a desk that other people cannot walk past

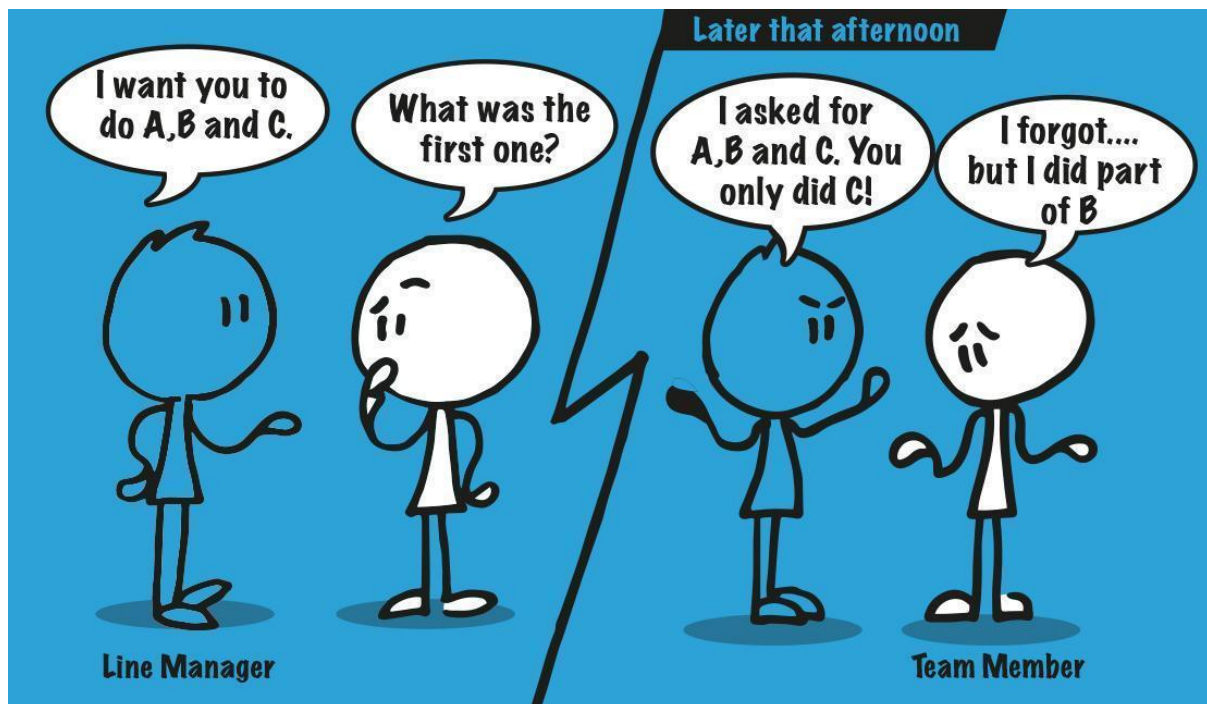


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Things they can do

- Change their working hours so they're in the office when it's quieter (early mornings or later evenings)
- Structure their day so they can work on tasks which need concentration during quieter times. Senior staff could arrange with their teams that specific times of the week is for reading.
- Use headphones to reduce external noises (remember that noise cancelling headphones only reduce the sound - they don't eliminate sound).

Following instructions



The member of staff finds it difficult to remember all the things their manager listed.

Later on, the manager asks for their progress. The employee explains they could not remember what they were asked to do, so have only done part of one of the tasks.

What is really happening?

The line manager is giving a long list of requests and instructions all at once.

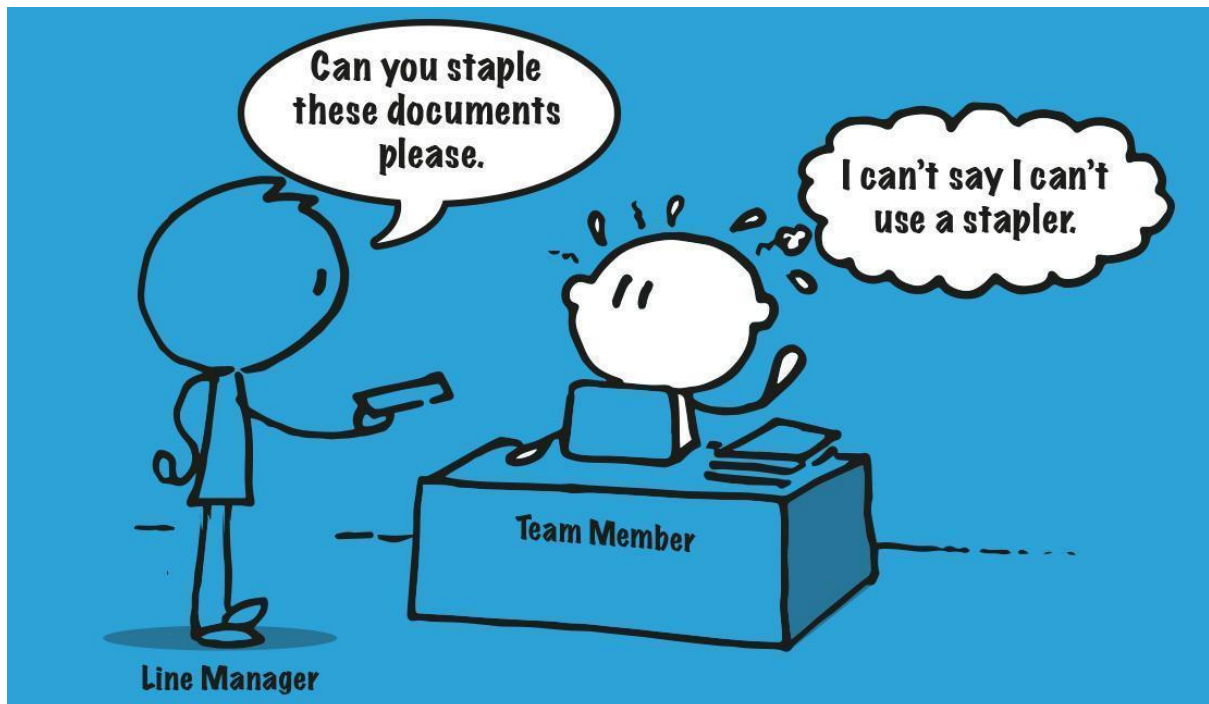
The employee has found it difficult to process everything and is therefore unable to recall all of the instructions.

How managers can help?

- Break requests down to one or two at a time - this makes them easier to remember.
- Put requests in writing so they do not need to be remembered
- Clarify what the asks are – ask the individual to feedback what they are tasked to do.



Practical tasks



A manager asks an employee to staple some things for them or another task like arranging a meeting.

The employee finds it difficult to use a stapler, and is worried about admitting this.

What is really happening?

The employee has dyspraxia, or developmental coordination disorder (DCD), and finds it difficult to do things that other people may consider simple. They fear ridicule for not being able to use routine equipment that society believes is easy to do.

How managers can help

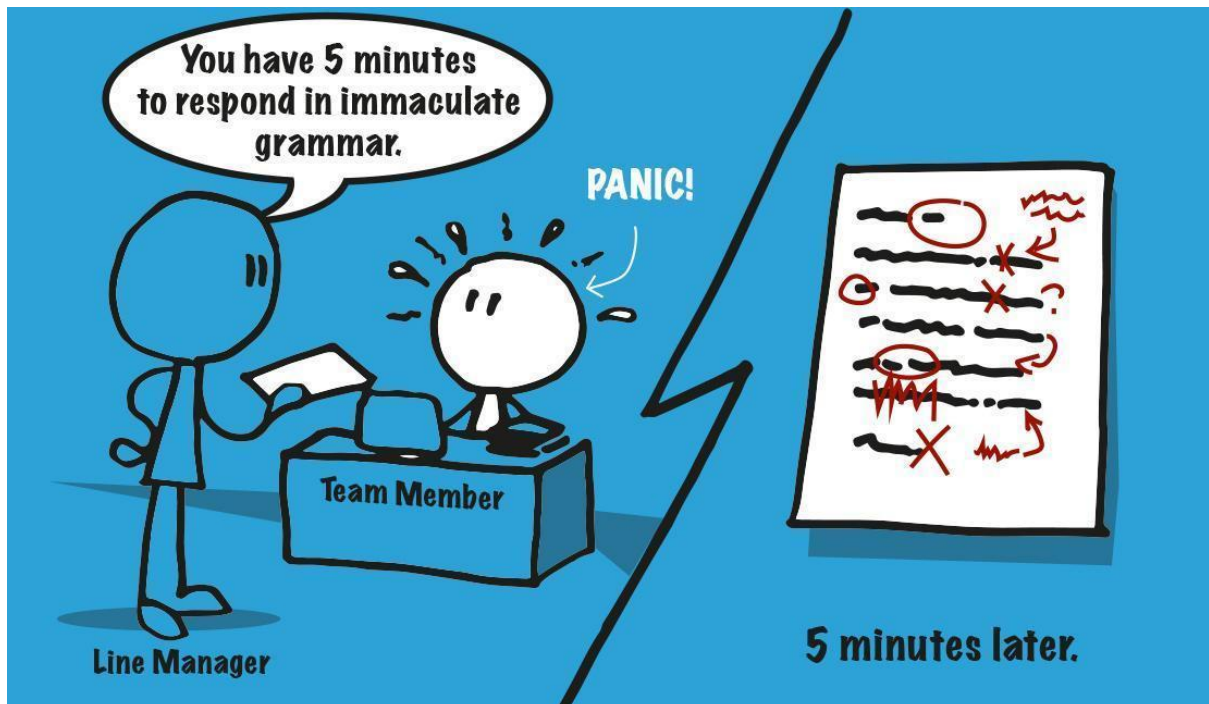
- Understand that some simple, everyday tasks can be challenging or even impossible
- Offer alternative equipment to use
- Attach step-by-step instructions to things like printers or other equipment
- Allow an untidy desk, or make an exception to a hot desk policy - sometimes it's the only way we can remember where things are
- Provide additional physical or electronic storage, so we don't have to remember as much information.



Things they can do

- Stand beside the person showing you a new practical task. This will let you know what side of your body to use. This will help make the task a little easier.

Reading



An individual is being asked to read a document, and respond urgently with their thoughts in writing.

What is really happening?

The individual finds it difficult to process everything and may skip parts or not read them properly.

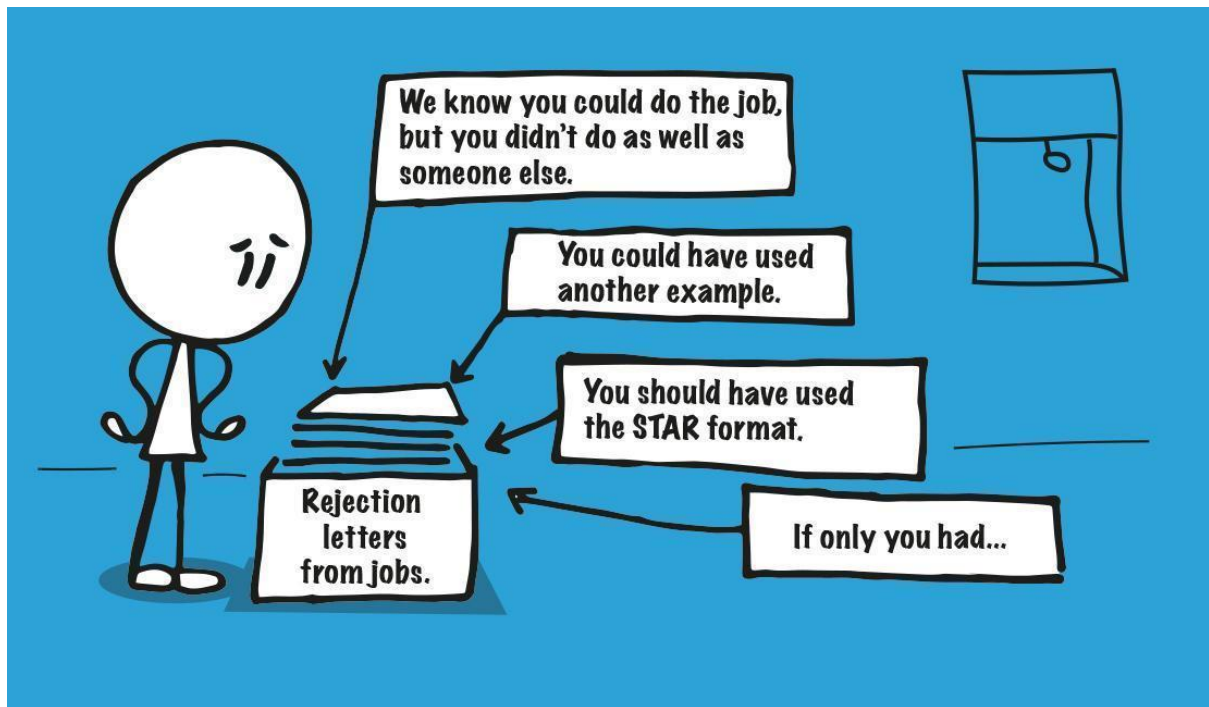
They feel pressure to respond quickly and this means their response isn't communicated clearly or involves grammatical or spelling errors.

How managers can help

- Establish what the individual needs in terms of time to read, reflect and write up their thoughts.
- Offer to unpack the question. (A colleague could help with this)
- Where possible give reactive work which doesn't have a tight deadline
- Give warning in advance if possible, to help them plan their time
- Create templates and material that can be reused
- Don't demand a verbal response - reading aloud can be difficult



Recruitment and applications



A person has received a number of feedback letters from jobs they have applied for.

Each letter tells them that they should have done something in their application differently.

What is really happening?

The applicant doesn't understand the unwritten rules around recruitment, such as how to format an application answer or present their strengths.

Building an application is difficult due to the time taken. This is affected by [working memory](#) and difficulty to process the information and apply within a limited timeframe.

This can lead to fatigue and the usual coping strategies eventually stop working.

Challenges of job applications

There are many challenges people with dyslexia and or dyspraxia may face during the recruitment process:



Situation	Challenges
Considering applying for a job	<ul style="list-style-type: none">● Not feeling confident at about what your strengths
Looking for a job	<ul style="list-style-type: none">● Potentially misunderstanding what the job will entail from the advert
Application form	<ul style="list-style-type: none">● Word count limitations● Time pressures● Takes a long time to an write example but it may not be pitched correctly or explained well.
Tests	<ul style="list-style-type: none">● Tests can highlight weaknesses● Extra time may be required● May need to read the instructions many times for comprehension and to remember what was required (working term memory)
Interview	<ul style="list-style-type: none">● Telling a story in a format● Remembering the aspects of the story to highlight without going on a tangent● Notes don't make any sense when you are mid conversation● You've forgotten the question - it's not a natural conversation
Not progressing	<ul style="list-style-type: none">● Impact on confidence and wellbeing from cumulative rejection
Throughout the process	<ul style="list-style-type: none">● Misunderstanding or misinterpreting what is expected● Usual coping strategies don't work● Organising thoughts and forgetting them before they are written or spoken.● Implied requirements and criteria not expressed to the applicant● Doing tasks not used in everyday task● In other settings I would usually get opportunities to learn how to do a task in a way that works for me. In a recruitment process, I don't get this.



- | | |
|--|--|
| | <ul style="list-style-type: none">• You may see me at my worst not my best |
|--|--|

How managers can help

- Offer extra breaks during the interview so they applicant does not feel rushed
- Allow some extra time for the interview to allow the applicant to re-focus
- Assess applicants in other ways, such as job shadowing a current team member instead of an interview
- Use a 'show and tell' format so the applicant can discuss their work and achievements without it feeling like a formal interview
- Provide interview questions in advance, and provide them in writing during the interview
- Think about the tasks included in the job advert - if they aren't done very often, consider not including them in the job description

Things they can do

- Present their story visually
- Use notes during the interview
- Practice techniques and delivery in advance
- Allow applicants to attend assessment centres across two or three days
- Provide additional time before and during an interview or assessment.

Social situations, meetings and conferences



An individual is in a meeting, workshop or conference.

They aren't sure how they can contribute to the discussion as they are finding it difficult to fully understand what is being said so they can't judge when to join in.

What is really happening?

They are showing signs of [sensory overload](#), with lots of things happening at once.

There are multiple conversations, and different tasks to think about with no opportunity to prepare in advance.

They may also not be comfortable in a large social setting.



How managers can help

Before the event:

- Put up visual signs around the venue - say things like 'go past the canteen' rather than 'turn left'
- Avoid 'icebreaker' activities (most of them require use of [working memory](#))
- Use the largest text size possible - this means using more slides with less information (which is a good thing)
- Font Arial 14 is a clear typeface and size for documents

During the event:

- Keep task instructions visible (digitally or printed) so people don't need to remember what they are doing
- Try to limit instructions to 2 at a time
- Don't put people on the spot to answer questions
- Provide small 'quiet' spaces at large workshops or conferences
- Offer extra breaks so people can regroup and focus
- Look around for anyone who looks like they may need help
- Offer help discreetly

After the event:

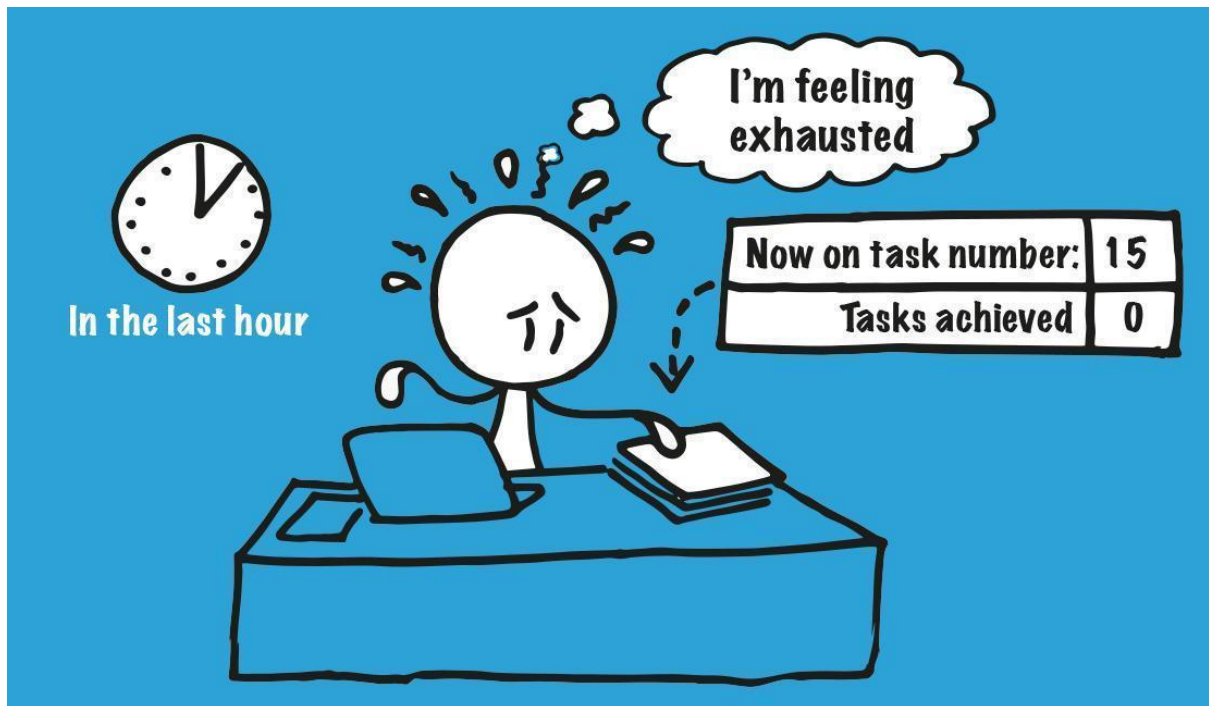
- Accept contributions or feedback after the event, as well as on the day

Things they can do

- Prepare a few words to explain to others that they need to take a moment to regroup
- Use visuals.



Staying on task



An individual has been trying to get some of their tasks done, but is becoming distracted easily.

They are aware that they have been working for some time and have not actually completed any tasks.

What is really happening?

The individual is experiencing [sensory overload](#), stopping them from concentrating.

Their [working term memory](#) does not allow them to remember all of the information needed to think about a large number of tasks at once.

This is making them even more stressed, and mentally tired, so they are even less able to concentrate.

How managers can help

- Offer to help prioritise their list of tasks
- Suggest completing smaller quick jobs that can be easily completed before tackling bigger tasks

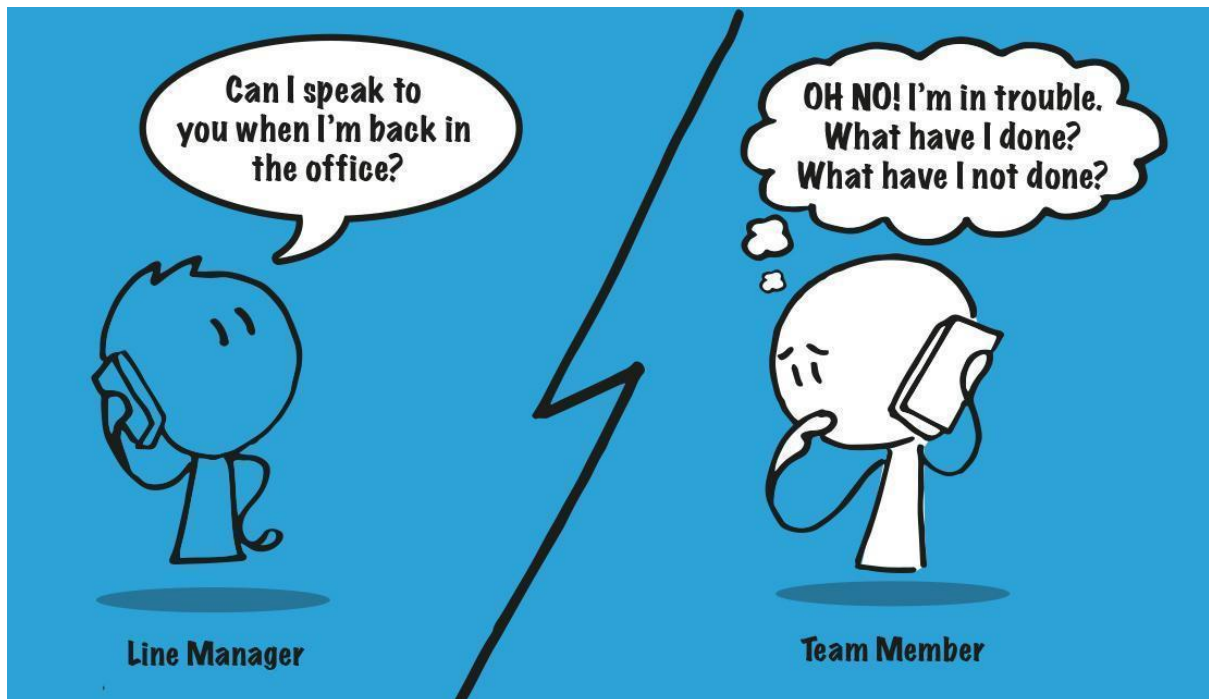


- Consider a workplace needs assessment

Things they can do

- Recognise when you are not able to concentrate, and try to slow down
- Prioritise the list of tasks
- Consider using a tomato timer to break down work into smaller tasks
- Consider doing quick jobs that can easily be completed before tackling bigger tasks
- Take a short break if they feel overloaded

Wellbeing at work



A line manager is out of the office, and asks to speak with an employee when they return. They do not say why they want to speak to them.

What is really happening?

Past experience tells the employee they have done something wrong, which impacts on their wellbeing and self worth.

They assume something negative is going to happen.

How managers can help

- Be clear about the reasons you want to meet with people - this will stop them worrying unnecessarily
- Try to focus on the person's strengths, not their weaknesses
- Encourage people to seek support for their wellbeing, and ask for help whenever they need it
- Keep discussions about their diagnosis private, and only share information with consent
- Don't make assumptions or judge the impact of the diagnosis.



Things they can do

- Consider adding a short note in their email signature to explain why their spelling or grammar may not be perfect
- Be open with their manager so any increase in difficulties or stress can be more easily spotted



Working visually

Compartmentalise information into shapes.



Sign



Envelope



Door



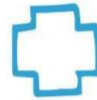
Tech



E mail



Book



Positives

- Relaxing
- Can show what you mean quick
- Less words

Doesn't need to be perfect.
you will only use... . ~ - o

Ways to draw people:

1.



2.



3.



4.



Create
Mock-ups for
documents you
are creating



Try this 4 step tutorial
to draw a person.

Storyboarding

If you can do this you can do
Storyboarding and cartoons.

Once upon a time...	They went to...	The end:
---------------------	-----------------	----------

Once upon a time...	Really!	What happened next?
Can you?	OKAY —	

Find out what works best for you.



Dinosaur

Its okay to put words
beside a drawing

- You don't have to be able to draw.
- Use for taking notes.
- Practice at seminars.



There are many ways that working visually can help. Images are processed faster than words and can be remembered more easily too.

You could try:

- Drawing things that are part of a process, so you can use fewer words
- Simplifying your drawings - they can be as basic as you want
- Using a storyboard - this is a good way of splitting a big process into smaller parts
- Adding a word or two to describe your drawing - it's still simpler than using words without pictures

You don't need to be good at drawing. It's more relaxing to draw than write, and it's sometimes a quicker way of making notes than using words.



Working in hazardous conditions



An individual is worried that their condition puts them at risk of having an accident at work.

What is really happening?

The individual has a combination of diagnoses that may increase the chance of something going wrong when working in hazardous conditions.

They may have dyspraxia, affecting their movement and balance, or have challenges with their [working memory](#) or [processing speed](#).

They may also find increased difficulty when the order of tasks has changed.

How managers can help

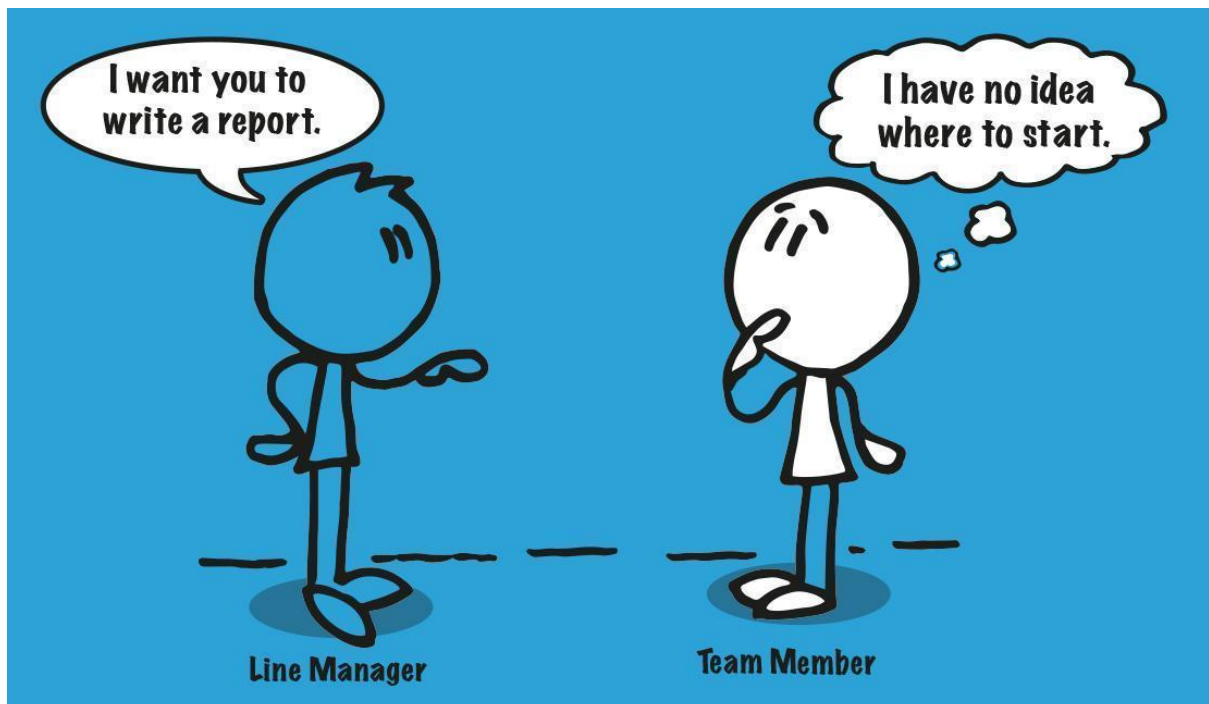
- Create a quick reference guide that makes following long processes easier
- Look for ways of working which will suit the individual and also achieve the end goal
- Consider a workplace needs assessment

Things they can do

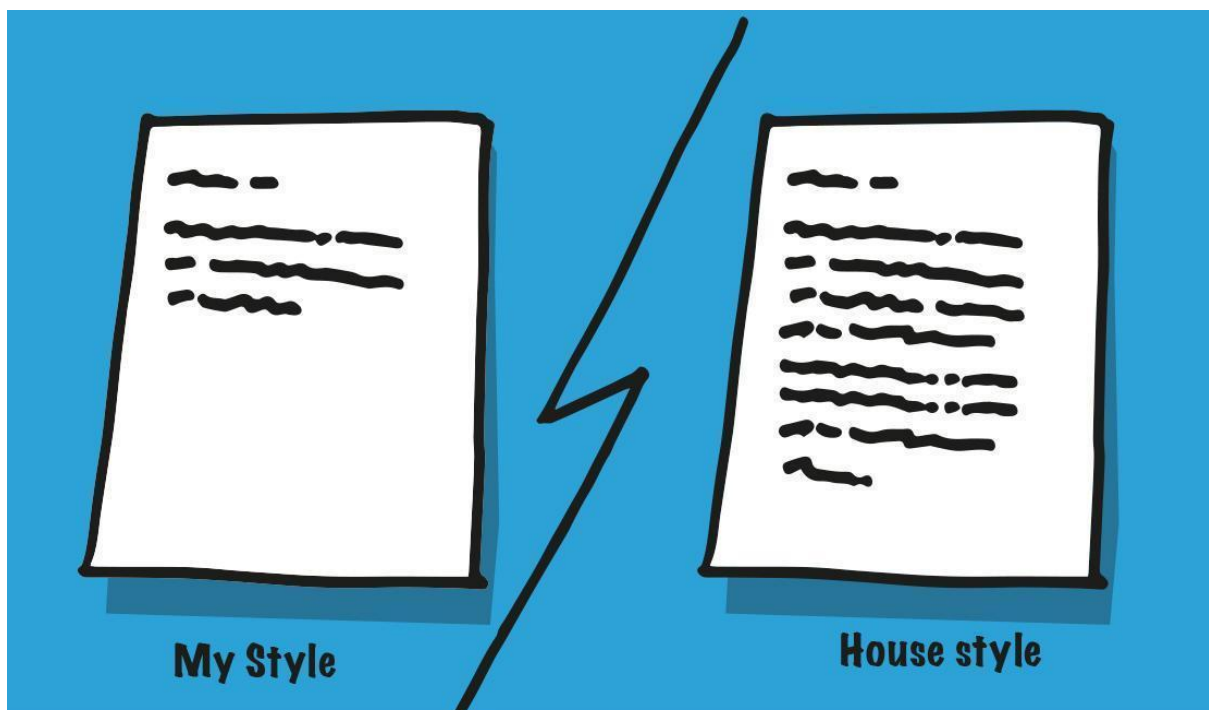
- Think about processes and consider where the challenges may be.



Writing



An individual is concerned their report is significantly shorter than they think it should be.



Their writing style does not fit with the organisation's 'house style'.



What is really happening?

The team member faces literacy and sequencing challenges. They may be missing out letters or words, repeat certain words or mixing up the order.

This can make it harder for them to write the document and also to read it to check for any errors.

They may not know about certain grammar rules, or there may be too much structure in the document.

How managers can help

- Ask for advice about what is requested in advance and leave plenty of time for writing the document before the deadline
- Understand that it might take time to learn a task
- Give clear information about what you are expecting - for example how long it should be, the format, the structure
- Provide a previous example for reference
- Create template documents that have the required structure and format
- Consider whether everything you think needs to be corrected is essential
- Agree with the individual and a buddy to assist with sense checking or corrections
- Don't use a red pen to correct errors

Things they can do

- Find a quiet place to work away from their desk
- Use software to dictate the tasks or advance spellcheckers
- Use an online thesaurus or software such as grammarly when you need to find an alternative word
- Set out the things they want to write about, and work on the structure later - consider using mind mapping (written or digital)
- Arrange for someone to help check the document



PART 3

ANNEXES AND USEFUL INFORMATION



Annex A

Jargon buster

Working memory

This part of the brain is used for holding information quickly then doing something with this information, such as doing mental arithmetic.

A good way to explain this is to think of the memory as a shelf:

- someone with a regular memory has a shelf that's 1 metre long
- someone with less working memory has one that's 10 cm long

This makes it difficult for the person to remember facts and get them out of their brain.

Short term memory

The part of the brain you use for holding information quickly

An example would be a colleague giving you their telephone extension number then remembering the number long enough to dial the number.

Processing speed

This is the part of the brain that recalls information when receiving information from another source.

An example of this would be finding the word you are looking for. Some people are quicker than others at this.

Auditory or visual processing

Some adjustments may be helpful if auditory or visual processing speed is a strength.

Using software to listen to text may be easier than reading the text. This would not benefit those with poor auditory processing.

Sensory overload

Sensory overload is being sensitive to sensory information including blocking out background noise.



Some people are more sensitive to sensory information.

Some examples of this are being unable to concentrate in an open plan office, reacting to high pitched noises and finding some textures problematic.

Visual difficulties

Visual difficulties is where there are visual symptoms. Although not connected to dyslexia some will experience symptoms.

Is when there are visual symptoms including words moving around the page or appearance of rivers of white between the words.

Different coloured paper and backgrounds on the screen can help. Visual stress is diagnosed by an ophthalmologist or a behavioural optometrist.

There is no connection between visual difficulties and dyslexia, but they can be experienced by some people with dyslexia.

The Rose Review

‘Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties’ (2009) is an independent report by Sir Jim Rose, and also known as The Rose Review.

The report gives the following definition of dyslexia:

“Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.

Dyslexia occurs across the range of intellectual abilities. It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points. Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties.

Co-occurring difficulties may be seen in aspects of language, motor coordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.



A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well founded intervention.”

UK DCD descriptor (2018) DIDA (2018)

From ‘Diagnostic Interview for DCD in Adults v.1.8 (DIDA)’:

“Developmental coordination disorder (DCD), also known as dyspraxia in the UK, is a common disorder affecting movement and coordination in children, young people and adults with symptoms present since childhood.

DCD is distinct from other motor disorders such as cerebral palsy and stroke and occurs across the range of intellectual abilities.

This lifelong condition is recognised by international organisations, including the World Health Organisation.

A person’s coordination difficulties affect their functioning of everyday skills and participation in education, work, and leisure activities.

Difficulties may vary in their presentation and these may also change over time depending on environmental demands, life experience, and the support given. It may be difficult for someone with DCD to learn new skills.

The movement and coordination difficulties often persist in adulthood, although non-motor difficulties may become more prominent as expectations and demands change over time.

A range of co-occurring difficulties can have a substantial adverse impact on a person’s mental and physical health, and create difficulties with:

- time management
- planning
- personal organisation
- social skills

With appropriate recognition, reasonable adjustments, support, and strategies in place people with DCD can be very successful in their lives.”



Annex B

Workplace adjustment passports

The purpose of the workplace adjustment passport

The Workplace Adjustment Passport was originally developed and introduced in response to actions in the 2015 refreshed Talent Action Plan, which recommended a single adjustment passport for all departments.

This also forms a key part of the Civil Service Diversity Strategy published in 2017.

The aim is to support employees with a disability, health condition or those who are undergoing gender reassignment in the workplace and will also be of help if you do wish to move between departments.

The passport has three main functions:

- to support a conversation between an employee and their line manager about the disability, health condition or gender reassignment and any workplace adjustments that might need to be made
- to act as a record of that conversation and of the adjustments agreed
- to act as a record of any adjustment made for individuals as supportive measures.

The passport will be particularly helpful when the employee changes line manager, as it will help the new line manager to understand what workplace adjustments the employee had been receiving previously and avoid the need to begin the process again.

It can also be helpful in starting a conversation about less visible disabilities such as mental health conditions.

The first section of the passport focuses on information that may help a line manager to understand more about an employee's disability, health condition or gender reassignment and the barriers experienced.



The next section focuses on the impact (if applicable) of an employee's disability, health condition or gender reassignment on their daily working life and specific requirements or adjustments identified to overcome any barriers.

The workplace adjustment passport application process

Individual responsibilities

Completion of the passport is voluntary. You have control over the content and who it is shared with. You retain ownership of the form throughout.

Complete your personal details in the box provided, include as much detail as you feel is appropriate. Share a copy of your passport with your line manager and discuss the details so that they can understand how to support you.

A discussion will give you the opportunity to explain to your line manager the issues you have identified.

Whilst it is up to you to decide how much to tell your line manager about your disability, health condition or gender reassignment and how it affects you, sharing information can help them to better understand something that they may be unfamiliar with and how they can support you.

Any actions agreed and review dates should then be entered on the passport and shared with your line manager.

You may also want to discuss the contents to appropriate contacts such as a Fire Warden, Mental Health First Aider or buddy.

If your circumstances change e.g. due to your disability, health condition or gender reassignment you should update the passport and speak to your line manager to discuss any impact on your workplace adjustments.

Adjustments should be reviewed when there is a change or at least every 12 months.

The passport should be updated to reflect any agreed changes in your adjustment requirements.



Line manager responsibilities

The Civil Service aims to create an inclusive environment in which employees are confident that they can disclose information about their disabilities, health conditions or gender reassignment, to those with whom they work without fear of discrimination or harassment.

Your role as a line manager is to create an inclusive culture where people are comfortable sharing information with you.

Your actions and decisions are of great importance in considering any steps which might be taken to assist an employee in their work. The passport is designed to support you to do this.

The Civil Service also has responsibilities to their employees under the Equality Act 2010.

As a line manager, it is your responsibility to understand and comply with the requirements.

Line managers should treat the information contained in the passport and discussions with individuals about their disability, health condition or gender reassignment in the strictest of confidence.

It is important to remember that the passport belongs to the employee and is confidential.

If you move to another post you should not pass the form to the next line manager without the employee's permission, or if the employee moves post, send it to the new line manager without consent.

When you receive a passport from an employee you should arrange a one-to-one meeting with them as soon as possible.

It is for the individual to decide how much to disclose about their particular disability, health condition or gender reassignment. However, it is important that as a line manager you are able to understand how it affects their day to day work and what you can do to support and assist them to succeed.

Line managers have a responsibility to ensure that anyone wishing to complete the passport is given adequate official time to do so.

You may require specialist help when identifying appropriate workplace adjustments.



Where necessary you should seek advice, particularly about mental health issues, complex disabilities or gender reassignment where the effects on work may be difficult to predict.

In the first instance, you should refer to your departmental Workplace Adjustment team who will suggest other sources of support if necessary.

1. Understanding the impact of the disability, health condition or gender reassignment can help you to agree with the employee, which adjustments are most practical and appropriate.
2. If your employee's circumstances change, such as due to their disability, health condition or gender reassignment, you should advise them to update their passport and discuss any impact on workplace adjustments.

Adjustments should be reviewed when there is a change or at least every 12 months.

The passport should be updated to reflect any agreed changes in your employee's adjustment requirements.

Further information about workplace adjustment passports

3. Additional guidance on supporting employees can be found in:
 - your department's Workplace Adjustment guidance
 - the [List of Common Workplace Adjustments](#)
 - the [Workplace Adjustment Line Manager's Best Practice Guide](#)
 - the [Line Manager's Best Practice Guide for Supporting Disabled Employees](#)



Example of a completed workplace adjustment passport

1. Workplace Adjustment Passport

1.1 Personal when completed

The purpose of the passport is for you to record all workplace adjustment requirements agreed with your line manager.

Sharing and discussing your passport with your line manager can enable them to provide you with tailored support and appropriate workplace adjustments.

1.1.1 Name: Mickey Ford	1.1.2 Name of line manager: Simon Horse
1.1.3 Details of your disability, condition or barriers you currently experience: <p>This section should include information that may help your line manager to understand the impact your disability, health condition or gender reassignment has on your life</p> <p>Do not list anything that you do not feel comfortable disclosing.</p> <p>Mickey:</p> <ul style="list-style-type: none"> • I have received a diagnosis of dyslexia and dyspraxia and in my previous employment was supported with some workplace adjustments • I have difficulty concentrating when there is a lot of background noise. I find that I have to keep checking my work to ensure that I have completed it correctly • I find reading documents with a white background quite difficult. • I do need extra time to support me undertaking tasks • I do sometimes have low self esteem if it is assumed that I cannot do my work properly or slowly 	
1.1.4 Details of how this affects you at work and the support you need:	



This section could include:

- the aspects of the job where you experience barriers and require adjustments. This could include the work environment, communicating with others, working arrangements or equipment
- any specific requirements such as altered lighting, sitting away from draughts or near to toilets. These adjustments may be in place now but this may alter if your accommodation changes
- specific adjustments you already use or know you need, for example screen reading software to convert text to speech already installed on your laptop or flexibility in start and finish times
- how these adjustments will help you or remove the barriers identified you have included

Mickey:

- I find natural light helpful and not the glare of bright lights.
- I use assistive software on my laptop at home that may be beneficial for this workplace. I have the latest Dragon software although this may not be good in a noisy environment.
- I do need extra time to complete my work and feel that I would benefit from a 'buddy' in the first few weeks to help me adjust to the work.
- it would be really helpful if I could have any documentation to read prior to any training or meetings and time allocated after a team meeting to ask any questions about what was discussed.
- I find it easier to view documents in a mint coloured paper.
- I can adjust this colour for myself in Microsoft applications.
- I may need a screen filter to be purchased.

1.1.5 Additional information:

This section could include any:

- details of any recent assessments for Occupational Health, Display Screen Equipment or Workstation
- information about help you may need to evacuate a building in an emergency and whether you have a Personal Emergency Evacuation Plan. Contact details of someone to get in touch with in case of an emergency
- information about any plans you have in place such as a Wellness Recovery Action Plan or what your line manager and/or colleagues should do if you feel unwell



- details of anything else you think would be useful

Mickey:

- I have completed the ergonomic desk assessment and the chair and desk is ok
- my monitor is a bit on the small side, would it be possible to have a bigger one? When I increase the font size on my current monitor, all of the screen starts to go off to the side and I am forever scrolling sideways and that adds time to my processing

1.1.6 Details of agreed workplace adjustments

1.1.7 Adjustment	1.1.8 Date identified	1.1.9 Date implemented
1.1.10 Given a desk near a window and away from lights	1.1.11 [enter date]	1.1.12 [enter start date or notice date]
1.1.13 Dragon software installed on laptop	1.1.14 [enter date]	1.1.15 [enter notification]
1.1.16 Agreed that documents for meetings or training will be provided at least 2 days in advance	1.1.17 [enter date]	1.1.18 Ongoing
1.1.19 Arranged a buddy for training during the first month, and review at the end of the month	1.1.20 [enter date]	1.1.21 Notification date

1.1.22 The following table is used to keep a written record of when the passport is reviewed or amended.

The passport should be reviewed every year.

1.1.23 Review date (DD/MM/YYYY)	1.1.24 Amendments made	1.1.25 Reason for amendment	1.1.26 Employee signature	1.1.27 Line manager signature
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1.1.28 Employee signature and date: Mickey Ford 16/8/19	1.1.29 Line manager signature and date: Simon Horse 16/8/19
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2. This document contains personal information, which should be stored in accordance with the [Data Protection Act 2018](#) and your department's document retention policy.