

THE NEURODIFFERENT PROJECT



A STRUCTURAL MISMATCH

Modern Brains in a Fast World vs. Outdated School Design



The World Children Grow Up In

- Constant Information
- Digital Interaction
- Fast-Paced Communication
- Complex Social Environments

VS



STRUCTURAL MISMATCH

Modern brains in a **fast, high-stimulus** world

Schools designed for a **slower, industrial era**

The System Children Learn In

- Fixed Pacing
- Standardised Instruction
- Limited Movement
- Behaviour Control Systems

30 Pupils in One Classroom



30 Pupils



When Environments Do Not Match Cognitive Needs,

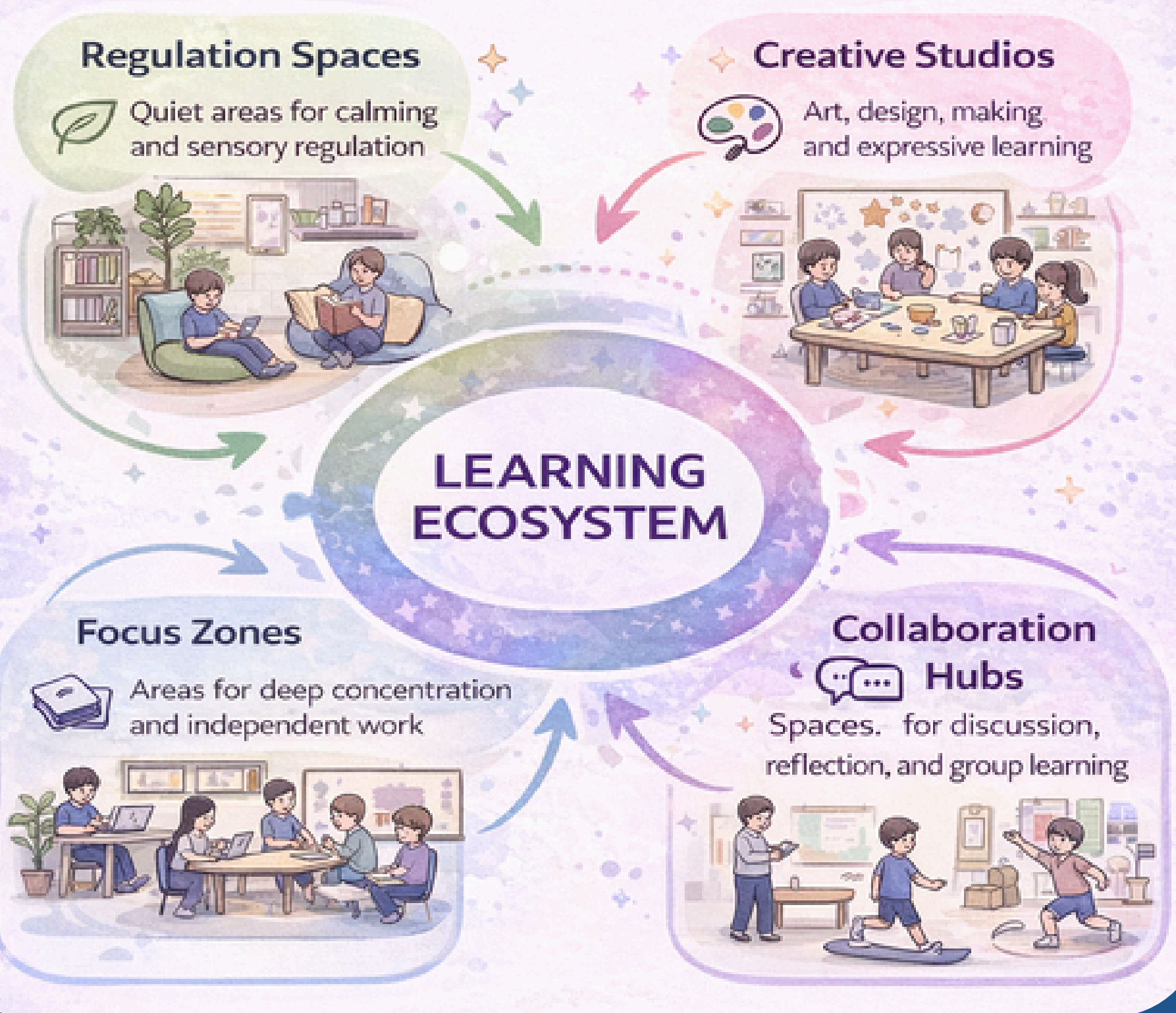
Learning Becomes Harder.



Classroom Zones

Designed for Different Brains

What if **classrooms** were designed around how **different** minds learn?



🌿 Regulation spaces

Quiet environments that allow pupils to calm, reset, and regulate their sensory experiences.

🎨 Creative studios

Spaces designed for experimentation, making, art, and expressive learning.

📖 Focus zones

Areas for deep concentration and independent work.

🤝 Collaboration hubs

Spaces for discussion, teamwork, and shared problem solving.

🏃 Movement areas

Opportunities for physical regulation and active learning.

This approach recognises that learning, regulation, and movement are interconnected processes.

What It Doesn't Do:



It doesn't remove **boundaries**.



It doesn't remove **safety, respect, and manners**.



It doesn't **isolate**.



It doesn't **prescribe**.

Learning Principles

Neurodifferent Schools draw on established research-informed practices, including:

Universal Design for Learning

Providing multiple ways to access, engage with, and demonstrate learning.

Trauma-informed education

Prioritising emotional safety and regulation.

Montessori-inspired autonomy

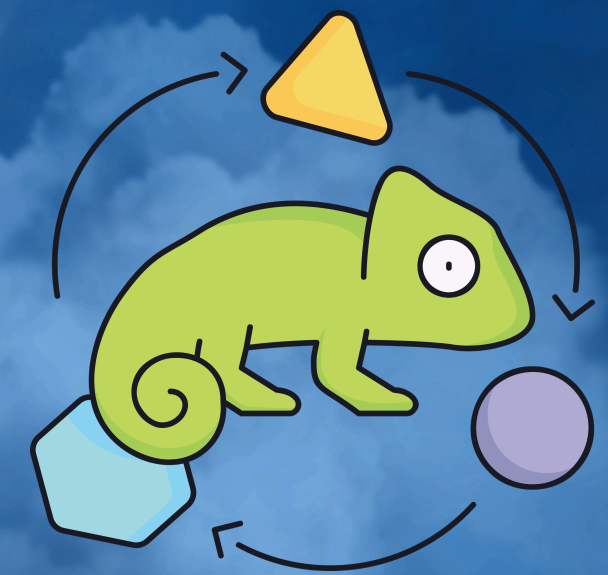
Encouraging independence and curiosity.

Project-based learning

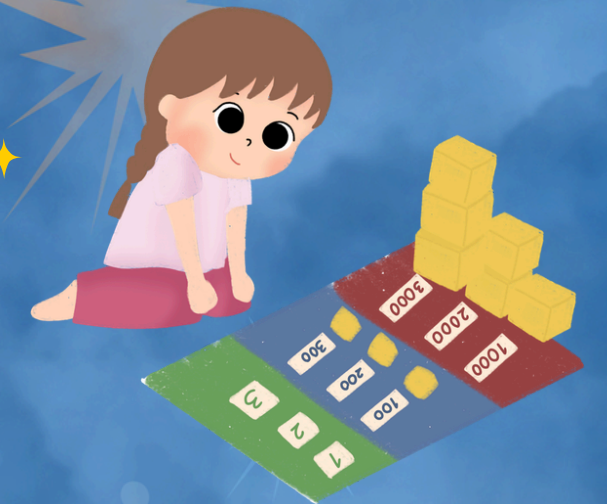
Connecting learning to real-world questions and experiences.

Restorative behaviour systems

Focusing on reflection, repair, and relationships rather than punishment.



MONTESSORI



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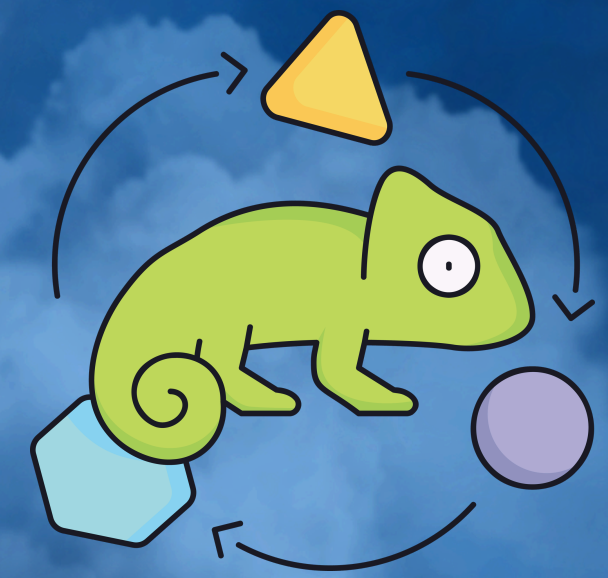
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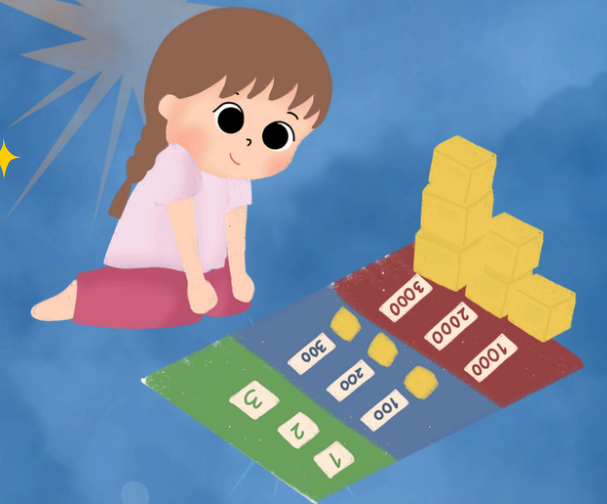
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Why This Matters

Reframing education in this way shifts the central question.

Instead of asking:

'How do we fix children who struggle in school?'

We begin asking:

'How do we design schools that work for the diversity of human minds?'

Designing environments around neurodiversity has the potential to:

- improve student engagement
- support emotional wellbeing
- reduce behavioural conflict
- increase accessibility for diverse learners
- benefit both neurodivergent and neurotypical pupils
- Finally close the disadvantage gap in Education
- Reduce the severe shortage of teachers due to lack of teacher retention





www.neurodifferent.co.uk

**“THE PROBLEM ISN’T NEURODIFFERENT CHILDREN.
THE PROBLEM IS NEUROTYPICAL SCHOOL DESIGN.”**

~ Monica Reis

● Neurodifferent Founder