

Workplace  
Reasonable  
Adjustments  
Passport



EMPLOYEE NAME:

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Employee pronouns:

Latest Review DATE:

Line Manager:

HR Representative:



Aûtentik

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**1) Dissemination permission:**

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**2) Condition(s)/Disability(ies)/Difference(s)**

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**3) Preferred language:**

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**4) SUMMARY TABLE**

It helps me when people	I have difficulty when people
✓	×
✓	×
✓	×
✓	×
✓	×

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**5) Strengths:**

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- 
- 
-

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**6) Challenges:**

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**7) Adjustments**

<b>AGREED WORKPLACE ADJUSTMENTS</b>	
<b>Collaboration and tasking</b>	
<b>Sensory</b>	
<b>Team meetings</b>	
<b>Travelling</b>	
<b>Working arrangements</b>	
<b>Assistive Tech and Equipment</b>	
<b>Wellbeing</b>	

<b>Review date:</b>	
<b>Next planned review date:</b>	
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# W.R.A.P. Guidance

## INTRODUCTION

This guidance has been developed to support individuals to complete the workplace reasonable adjustments passport.

The guide is intended to be used by autistic individuals and/or those that support autistic candidates and employees.

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## GENERAL GUIDANCE NOTES

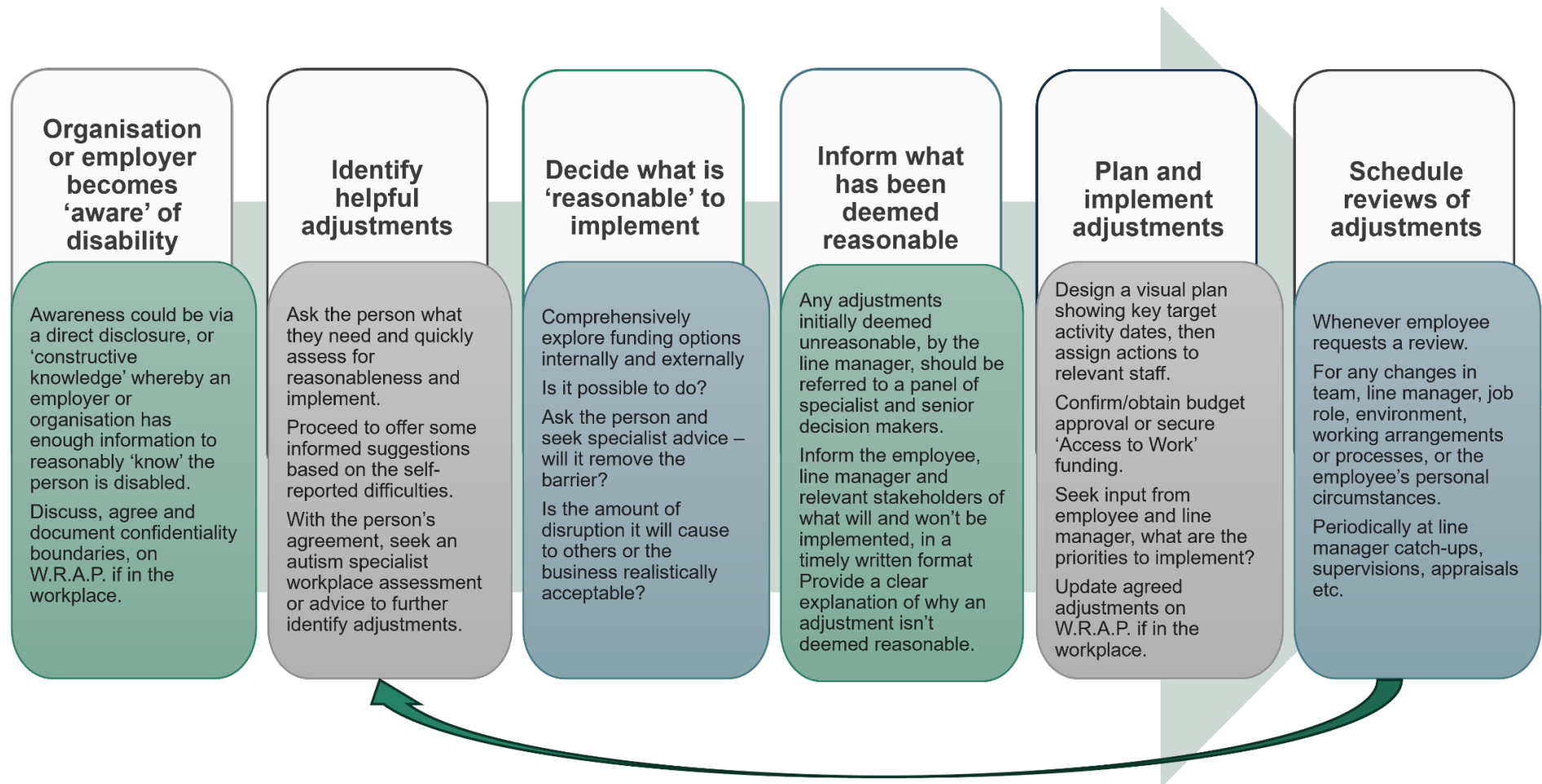
### Passport structure

This passport has been designed in 3 pages

- **The first page is a summary of the key information**, omitting any sensitive details such as mental health difficulties or very personal insights.
- **The second page includes more sensitive and detailed information** about challenges and agreed workplace adjustments.
- **The third page, which may be continued, documents the dates that the passport has been reviewed on** and when future review dates are planned.

## Recommended reasonable adjustments process overview

A basic overview of a recommended process is shown below.



## Discussing and agreeing disclosure boundaries

It is most helpful to talk about reasonable adjustments before the interview, assessment or work start date, and to review any adjustments often after joining an organisation and during the 'settling-in' phase. The discussion environment should be calm and private to encourage an open conversation and the following key points should be discussed;

**what** – will be helpful for most people to know, and what may be helpful only for specific people to know like the line manager, HR or buddy. **who** - will brief colleagues, for example the person/you, a buddy or line manager.

**how** – the disclosure will be made, for example, on a 1:1 basis discretely, by sharing a digital copy of a disclosure profile or workplace adjustments passport or by briefing in a group situation during autism training.

**when** – to check with the person/you before briefing or sharing information with others, for example, for any new colleagues joining the team the person/you may prefer to be asked on a case-by-case basis or it may be ok generally to let all new people know who will be working closely with the person/you.

**whether** - the person/you are comfortable answering any questions from colleagues about how best to help and support.

A copy of this completed W.R.A.P. should be kept with HR, with the line manager and provided for the person/you.

The passport should be regularly reviewed whenever the person/you asks for a review, during formal appraisals and supervisions, and when there are any changes to

- the team
- the role
- the working environment or arrangements
- personal circumstances resulting in higher support needs

The passport should be version controlled to ensure the most up to date version is available for reference.

## GUIDANCE ON FILLING IN THE PASSPORT SECTIONS

### 1) Relevant Individuals: Cover Page

Record the person's/your name and pronouns, the line managers name and the relevant HR contact who will also have access to the person's/your workplace passport and is supporting the line manager and the person/you.

### 2) Dissemination permission

It is important to talk through and agree who will have access to the information and in what form the information will be shared, for example,

- a) **by sharing the passport via email or storing the passport digitally in a shared area with restricted access only to agreed individuals.** This is likely most appropriate for line managers, senior managers, HR, occupational health etc.)
- b) **by digitally sharing just the first page, and the line manager/employee briefing out more sensitive information contained on page 2 on a case-by-case basis** and agreed prior between the person/you and line manager/HR contact. This is likely to be the most effective way of briefing immediate colleagues that regularly collaborate with the person/you. A written version should support verbal meetings between the line manager and person/you to discuss what adjustments may be needed fully support the person/you.
- c) **by verbally briefing out relevant points from the profile to colleagues and clients/customers.** This is likely the most appropriate approach for colleagues in the wider team who may have infrequent contact with the person/you and are not collaborating directly. The person/you may wish to brief out on a case-by-case basis or may prefer the line manager to do this if not confident talking about what is needed in terms of adjustments.

**It is also important to agree what will happen if there are any new colleagues or managers joining the organisation that may benefit from briefings, and what happens if there is new or updated information added to the passport, for example**

- is the person/you comfortable with anyone new being briefed in the same way as agreed for other colleagues and managers during initial discussions?
- would the person/you prefer to be informed by the line manager when a new person has been briefed?
- would the person/you prefer to revisit the conversation with the line manager every time a new person joins or the information in the passport is updated?



### 3) Condition(s)/Disability(ies)/Difference(s)

It is important to note here all conditions for which the person/you needs adjustments for. It is especially important to note whether there are any other cooccurring neurodiverse conditions if the person is autistic, especially PDA or ADD/ADHD which significantly change approaches to supporting and adjustments.

There may also be other health conditions which significantly impact on how adjustments are made for the person/you, and these should be documented here also.

### 4) Preferred language

The person's/your preferred language should be used and respected by others when talking about the person's/your adjustments. The person/you may prefer 'autistic person' or 'on the autistic spectrum' or 'person with autism'. All autistic people will have varied language preferences.

### 5) SUMMARY TABLE

This table should be a 'light touch' approach to conveying key information, quickly, about how to best support the person/you (it helps me when people) and what may potentially cause high levels of anxiety or difficulties (I have difficulties when). This is not a list of formal adjustments (these are on page 2 of the profile), but it should reflect the adjustments a person/you need, communication and interaction differences and needs and also sensory needs. This summary table should be a 'quick reference' guide and serve as a reminder of accommodations that everyone needs to consistently make for the person/you. We recommend that no more than 5 concise points, for each column in the table, are documented here.

If the person/you are finding it difficult to identify what the important points are to include here, you may wish to

- **attend training, courses and webinars** on autism and workplace adjustments, to improve self-understanding and advocacy
- **participate in a specialised workplace assessment** if you are already in work (refer to your employer's HR for recommendations of specialist providers)
- **seek support from the line manager** (if the person/you are already in work), a **trusted friend or another professional that supports** the person/you well, to help you identify what the really important 'everyday' things are for people to know and be mindful of, and not the detailed underlying reasons for why the person/you needs this adjustment.
- **refer to examples of adjustments that commonly work for other autistic people.** Examples of adjustments that commonly work well for autistic employees are listed in the DARE adjustments toolkit which can be downloaded here: <https://dareuk.org/dareadjustments-toolkit> and are also summarised in the Appendix.

We recommend that if the person/you are already in work, that line manager and HR representative should have completed a half day training course to better support the person/you.

## 6) Strengths

It's important that a brief list of the person's/your strengths are included in the passport, for balance and to lend weight to why adjustments are needed (i.e. to ensure that the person/you can demonstrate their strengths to the benefit of the organisation and other colleagues).

## 7) Challenges

This section may contain sensitive and personal information about the underlying reasons why certain accommodations and adjustments are needed, i.e. the consequences for the person/you of not making the adjustments that are outlined in the summary table 5), or the agreed adjustments table 8).

## 8) Agreed Workplace Adjustments

This is where the formally agreed workplace adjustments should be recorded.

The Equality Act 2010 stipulates that the employer “must not treat a disabled person less favourably because of something connected with the person’s disability, unless there is a fair and balanced reason”. The duty to make reasonable adjustments is a “cornerstone of the Act” (*Equality Act 2010 Employment Statutory Code of Practice, para 6.28*) and requires employers to take positive steps to ensure that disabled people can access and progress in employment.

The question of what is reasonable can vary according to the circumstances of the employer. When deciding if the adjustment is reasonable, you should consider:

How effective it will be in helping the person to do their job;

- Whether it is practical to make the adjustment;
- How much disruption, if any, will be caused to your business or other people;
- How much, if anything, the adjustment will cost and how much money you have; and
- Whether you can obtain help with making adjustments and towards their cost

It must be for the employer to decide, in each case, whether an adjustment is reasonable. For the most positive outcome the identification and implementation of adjustments should be carried out in a realistic and open-minded manner by all involved. We recommend that HR professionals and line managers attend a half day training course to fully support their decision making.

**APPENDIX**
**DARE Adjustments checklist**

The checklist below lists common types of best-practice adjustments as detailed in the DARE dataset, reported in the DARE report on Adjustments, January 2020 (v1.0.7) (<https://dareuk.org/dare-adjustments-toolkit>)

<b>Job role and management processes</b>	
Accurate job descriptions (e.g., not emphasising social presentation skills when not necessary, clarifying likelihood of taking on additional responsibilities)	
Advanced notice of changes	
Avoid role-play on training courses	
A culture of asking one question at a time	
Evolving job role based on strengths	
Extra breaks to prevent becoming overwhelmed	
Extra time meeting with managers	
Flexible deadlines	
Flexible work hours to avoid commuting in rush hour	
Frequent feedback	
Longer time to familiarise with new routines when there are changes	
Maintain consistent job roles, patterns and working partners where possible	
Minimise unnecessary away days	
Minimise unnecessary face-to face meetings	

Minimise face-to-face interaction where possible	
More time for tasks	
Online access to further information about sources of support for job role, mental health and wellbeing	
Option to work remotely where possible	
Process for having concerns recorded and taken seriously	
Realistic manager expectations	
Specifying clear action points in emails so that recipients understand what is being asked of them	
Trialling workspace before starting	
Using a mentor (external) to help manage challenges	
Using an internal advocate who can communicate on behalf of the employee	
Weekly plan with manager	
Widespread training on neurodiversity available to all employees	
Written communication preference over verbal communication	
Written questions for job interviews and circulated ahead of time	
Explicit communication (e.g., written instructions rather than verbal)	
<b>Physical environment and equipment</b>	
Ability to adjust temperature where possible (e.g., through air conditioning, desk fan)	
Allocated desk (i.e., in otherwise hot-desking environment)	
Allocated parking space	

Avoid fluorescent strip lighting if possible	
Avoid open plan office if possible	
Blue screen filter for computer screen to see colours more easily	
Clear signage throughout building and designated quiet areas	
Communication devices (e.g., a slider on desk to indicate when working from home).	
Designated quiet space	
Ear defenders	
Ear plugs	
Ergonomic chair	
Ergonomic wrist-rest and keyboard	
Fast response to malfunctioning equipment (e.g., a flickering light above desk)	
Laptop stand (neck and back support)	
Maximise personal space where possible (e.g., spaced out seating in meetings)	
Noise-cancelling headphones	
Online accessible resources about getting up to speed in a new role	
Option to work away from doors (which slam shut) and busy pathways	
Repositioning of desk (e.g., in corner to avoid being startled)	
Secondary glazing (to provide sound protection) where possible	
Site blocker software to avoid internet distractions	
Small desk lamp (if main light too bright or not bright enough)	

Software to improve accessibility (e.g., screen reader)	
Tinted glasses (to minimise overpowering lights)	
Visual partitions of workspace (i.e., to minimise distraction and sound)	
<b>Social and cultural practice</b>	
A team culture that is aware of sensory impacts (e.g., eating lunch away from desks due to potential sensory discomfort from smell)	
A team culture that encourages quieter lunchtime conversations	
Ability to explore other job roles within the organisation	
Access to senior mentoring	
A team culture that educates about negative language in the workplace (e.g., describing autism as a tragedy)	
A team culture that avoids unnecessary metaphorical and idiomatic language (which can be hard to interpret for autistic people)	
A team culture that respects preferences concerning physical contact (e.g., no handshakes)	
Being asked about one's preference for social events (e.g., whether to receive birthday cards, location for social dinner)	
Colleagues conscious about wearing strong perfumes	
Ensuring all team members understand and respect adjustments in absence of manager	
Flexibility regarding clothing choice if possible	
Handouts in advance of training/presentations (to follow what is being discussed verbally)	
A culture that respects keeping promises if they are made	

More patience and flexibility from colleagues regarding misunderstandings	
Offering the option to refuse taking on more work (since some employees find it very difficult to say no)	
Reduced overnight stays where possible	
Relaxed obligations to social commitments	
Specified hours for responding to emails	
Training staff on neurodiversity and specific needs	
Working near familiar and understanding colleagues	