



PARENT CARERS GUIDE TO THE NDPT (NEURODIVERSITY PROFILING TOOL)

INTRODUCTION

There are 3 parts of the NDPT. Please don't worry about this. Its a discussion to support things being put into place for your young person. We know some parents like to feel prepared so we have written the questions and headings which will be used in the discussions to help you.

Once you have completed all 3 sections, there will be a discussion about what support strategies could be used to support your young person. This could include some for in school or setting and home.

SECTION ONE

The first section is called "I am." This section helps us learn more about your young person. Your child can take part in this in a way that feels best for them. They can do this at home, at school or their setting, or during the meeting. There is no right or wrong way to complete this. The most important thing is that your child feels comfortable.

Spaces: where does the young person like to be or explore?

People and interactions: how does the young person like to spend their time and who do they interact with?

Independence and agency: what does the young person choose to do for themselves?

Objects and interests: what is the young person really interested in and like doing?

Communication and expression: in what ways does the young person express themselves?

Support: what support is helpful to the young person?

Skills and capabilities: what is the young person good at?



SECTION TWO

The second section looks at your young person's strengths and areas of need. It is made up of a few smaller sections, including core skills, self-management, and sensory preferences.

CORE SKILLS

Speech and language: how we understand, process and express thoughts, feelings and information through communication.

Cognitive abilities: refers to the skills used to process information and solve problems. These are separate from academic achievement.

Impulse control: impulse control is the extent to which an individual can pause and think before acting.

Motor skills: the ability to use gross and fine motor skills in daily activities.

SELF MANAGEMENT

Energy levels: energy levels describe how active a child is.

Attention scope: are they easily distracted or highly focused? Do they struggle to maintain focus? Do they struggle to switch tasks?

Emotional regulation: are emotions regulated? How are emotions shown/displayed?

Flexibility and adaptability: different ways to do something if necessary, using coping strategies when things don't go as expected.

SENSORY PREFERENCES

Sight: do they avoid bright lights? Seek out moving objects? Attention to detail?

Hearing: do they avoid certain noises? Seek out particular sounds? Do they have extremely sensitive hearing?

Smell: do they react to certain smells? Do they use smells to identify objects?

Taste: do they react to particular tastes? Are they sensitive to particular tastes?

SECTION TWO CONTINUED

Touch: do they prefer certain textures? Have a particularly high or low pain tolerance? Need to seek out tactile feedback?

Co-ordination: do they tip toe walk? Do they sit in a W? Do they seek out small spaces? Do they use any weighted objects?

Balance: do they move around frequently? Do they fiddle or fidget? Do they avoid any particular movements? Do they get travel sick?

Internal signals: you might see; difficulty measuring hunger or thirst? toileting challenges, High or low pain responses?

SECTION THREE

Empathetic experiences is the final section. There will be a discussion around these sentences to gain a further understanding of your young person. This section is important because it helps us to identify personalised support strategies that are right for your young person.

- Strong emotional awareness of themselves and others
- Prefers tasks that involve logical reasoning and problem solving
- Enjoys solving personal problems for others
- Interested in the mechanics or systems behind processes
- Finds it easy to relate to other's experiences
- Enjoys organising things or creating structured plans for projects
- Important for the individual to make others happy.
- Inclined to engage with topics that involve patterns and rules



FREQUENTLY ASKED QUESTIONS– NDPT

What is the NDPT?

The NDPT stand for the “Neurodiversity Profiling Tool”. This is a non-clinical tool to help identify a child or young person’s strengths and any areas of need. This tool will consider the voice of the young person and highlight their likes, dislikes, strengths and interests.

What support can I access?

The information gathered from the NDPT will help professionals and parent/carers to identify any areas of need and put strategies in place to support the individual, giving a holistic approach.

The Neurodiversity Multidisciplinary Team (ND MDT) collaborate with many agencies and professionals for front door communication in proving the best approach for a needs-led city.

What are the benefits? (Will it support with DLA, access card etc?)

Yes. A reviewed NDPT fits perfectly into a ‘Plan, Do, Review’ cycle and will provide as a source of evidence when seeking out further support. With a DLA claim, the NDPT document can be used as supporting evidence to show an overview of the child alongside other documentation.

Can my child have an NDPT if they attend a special school?

Yes. The NDPT will be used across all types of educational settings.

Can my child have an NDPT if they have an EHCP?

Yes. The NDPT can be used to identify support needed at any time.

Can my child have an NDPT if they have a formal diagnosis?

Yes. The NDPT can be used at any time e.g. post-diagnosis, while awaiting diagnosis or when a diagnosis is not being sought.

When is it reviewed and by who?

The NDPT should be reviewed regularly, we recommend by six months. However, it may be reviewed more frequently or with a longer review date if deemed appropriate. This is to be reviewed by any professional, parent/ carer and when appropriate the young person as well.

FREQUENTLY ASKED QUESTIONS– NDPT

Who can complete an NDPT?

Any professional working with a child or young person, inside or outside of school, is able to complete the NDPT, however this must be completed in conversation with the parent/carer and young person where age appropriate. (The professional must have completed the NDPT training).

What happens if I think my child would benefit from an NDPT but the school does not?

If you face any challenges with having an NDPT completed for your child/young person, please contact the team on scneurodiversityteam@southampton.gov.uk and we can reach out to see how we can support further.

If my child has a Southampton postcode but attends a Hampshire school, can they access the ND MDT (Multi disciplinary team) services?

Currently the NDPT is being rolled out to schools within the SO14, SO15, SO16, SO17, SO18 and SO19 postcodes. If your child had a Southampton postcode, please contact the Neurodiversity team on: scneurodiversityteam@southampton.gov.uk for advice or information.

Additionally you can visit the main webpages for the [SEND local offer](#) which will sign post you to whatever you may need that is based in Southampton City.



WHAT SUPPORT IS THERE FOR FAMILIES

SEND Get togethers

Most weeks, we host at least one SEND Get Together (previously known as a coffee morning). These sessions offer families a safe, welcoming space to share their experiences, discuss challenges, and reach out for support.

Our Get Togethers often include guest professionals from a range of services who share information, answer questions, and listen to family feedback.

Families can also book 1:1 chats with representatives from the SEND Team, Jigsaw, and the Neurodiversity (ND) MDT Team.

Family Events

We run a range of activities for the whole family (including siblings) to come along, share their views, and help reduce the risk of social isolation experienced by many parent carers.

Small Scale events include

High Score
Swimming
Sensory Room

We run a wide variety of events to ensure there is something for each individual family.

Large Scale events include

SEND Family Fun Day
Early Years event (new 2026)
Summer Survival



Workshops

We deliver a variety of workshops designed to help families better understand and respond to their children's or young people's behavioural needs, with a focus on topics such as sleep challenges, masking, and identifying triggers in both home and school environments.



Newsletter

A monthly newsletter is sent out each month with all the dates on. Please sign up to receive it using the QR code..



Digital Support

Family Assist is an innovative way of ensuring that parents and their friends and families have access to a wide range of information and resources.



KEEP IN CONTACT FOR UPDATES



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'Our Strength is our Shared Experience'
www.nnpf.org.uk



info@sotonpcf.org.uk



contact
For families
with disabled children



www.sotonpcf.org.uk

PLACES FOR ADDITIONAL SUPPORT



Southampton Neurodiversity
Multidisciplinary Team



Re: Minds

Re:Minds is a parent-led
support group for
families who have
children/young people
with autism or mental
health issues and is based
in Southampton



SASS provide support,
guidance, training, and
advocacy for anyone
who is Autistic, may be
Autistic, or supports
someone who is.



Southampton Parent
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