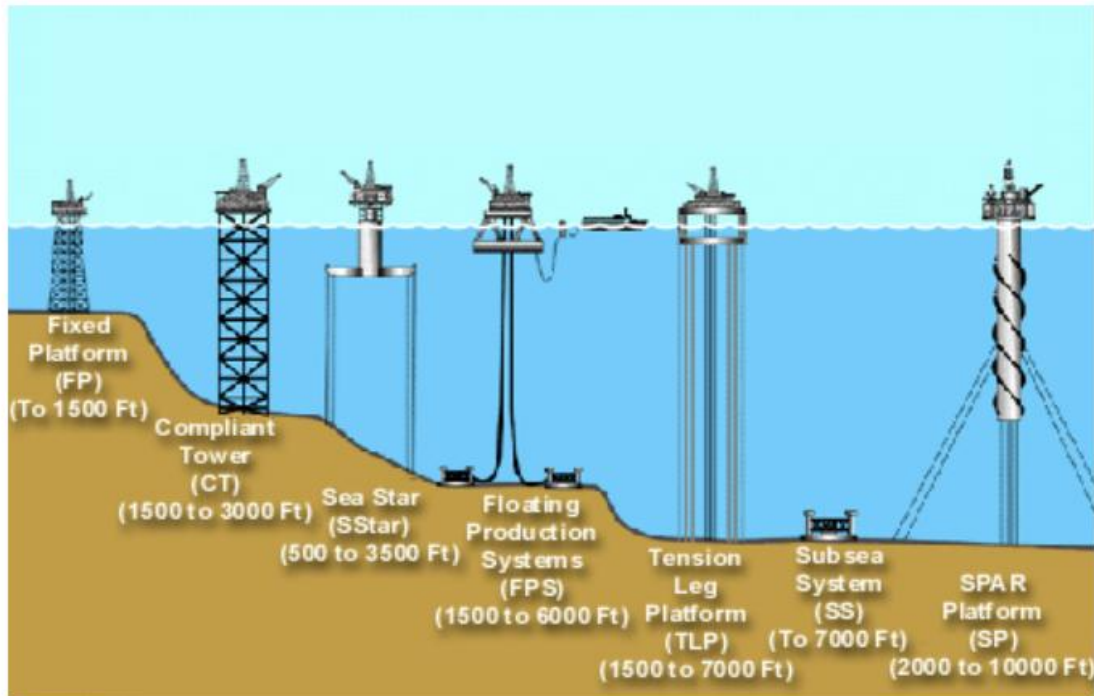


NDnomics 15 - Why the number of people with a neurodivergent diagnosis in schools is growing, and why providing additional support to ND people in schools is good for the economy.

The key to mining hard to reach, ND and SEND talent, is to Drill baby Drill



(Indelac Controls Inc , 2025)

1) Introduction

Press articles suggest that the increased rates of diagnosis of ND conditions is a problem. Some commentators suggest ND conditions are made up (Burchill, 2023). Others draw attention to the pressure diagnosis places on the health service (Duncan Cook, 2024), or school budgets (The Guardian, 2024). The Leader of the opposition is reported as arguing that a neurodiverse diagnosis was a quick route to "economic advantages and protections" (Harris, 2024).

This blog argues the reverse is true. The incidence of neurodivergence in the population is a constant through time, although awareness levels and understanding have changed. Leading to an increased number of people gaining a diagnosis. The number of young people receiving special education needs support (SEN) over the last 20 years is also unchanged.

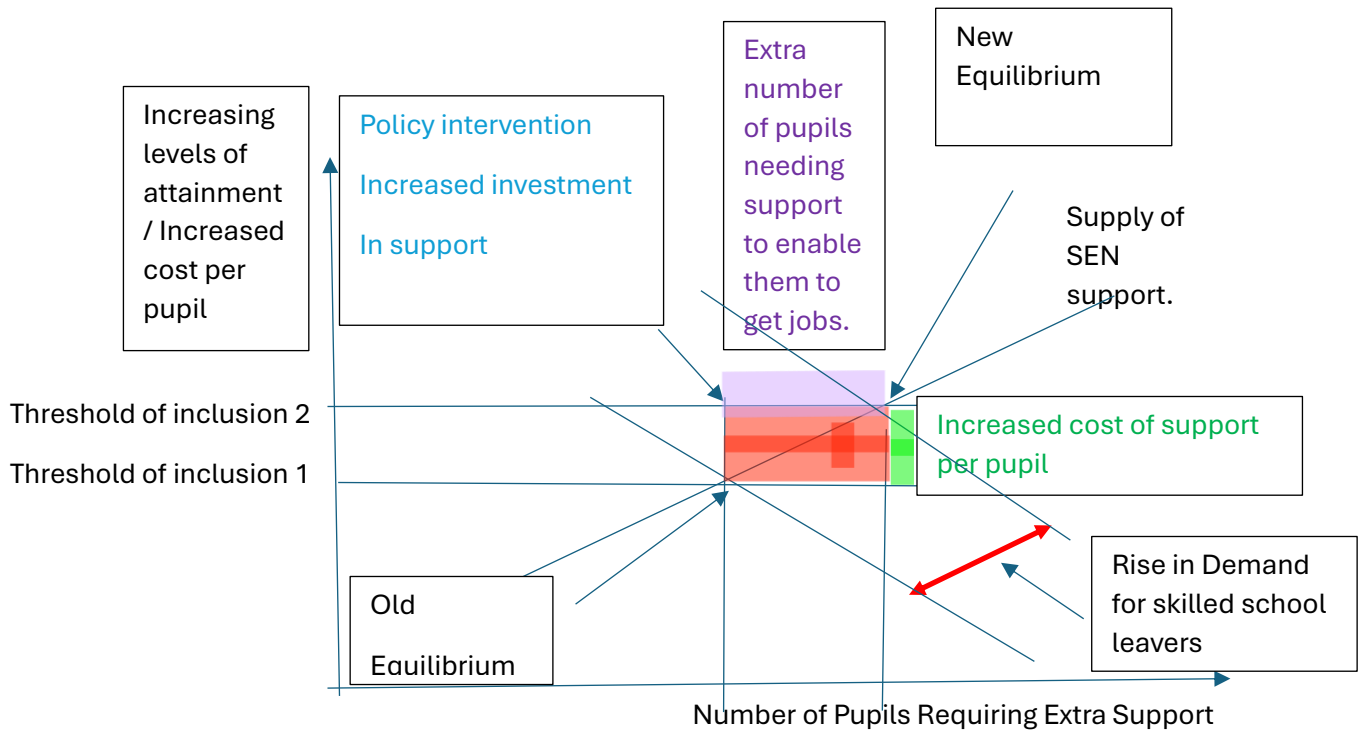
What has changed is the nature of work and the level of educational attainment expected to enable full participation in the labour market. It has become harder to get and retain a job unless you have reached a threshold of inclusion. This threshold for inclusion was crystallized by the education reforms between 2010 and 2015. GCSEs in English and Maths are now the baseline level of attainment required to obtain a secure job (Thomson, 2019).

The correct policy response to this rise in the threshold for inclusion should have been greater investment in support. To use a phrase drill baby drill. Releasing deep-mined ND talent, is the key to raising productivity and promoting economic growth. This investment will pay for itself, by increasing tax revenue and reducing the cost of out-of-work long-term sickness and disability benefits.

2) Theoretical Framework

Economic theory suggests that an optimum level of provision is reached when the demand for a service, represented by the amount users are prepared to pay, matches the price at which suppliers are prepared to sell the service.

Diagram - The Equilibrium point is when supply equals demand



The majority of SEN provision is largely delivered in the public sector. The government, controls both the quantity of SEN provision delivered and the price it pays for SEN provision. Government is a monopoly customer, which buys education provision by proxy on behalf of taxpayers, parents, and pupils. The laws of supply and demand still apply.

The supply curve charts the cost of supporting each additional pupil to reach a particular level of attainment. Some pupils achieve the threshold with very little help. Others need more help to reach a target level of attainment. More educational input is needed to help a pupil achieve a degree than is needed to help them achieve a GCSE. Helping a SEN student to achieve a GCSE is likely to cost more than helping a non-SEN student to get the same exam results.

The supply curve for talent (pupils) is similar to the supply curve for oil. Some oil is very cheap to extract, while other oil fields are deep under the ocean and very expensive to develop. If demand is sufficient, it is still worth extracting oil from these high-cost locations.

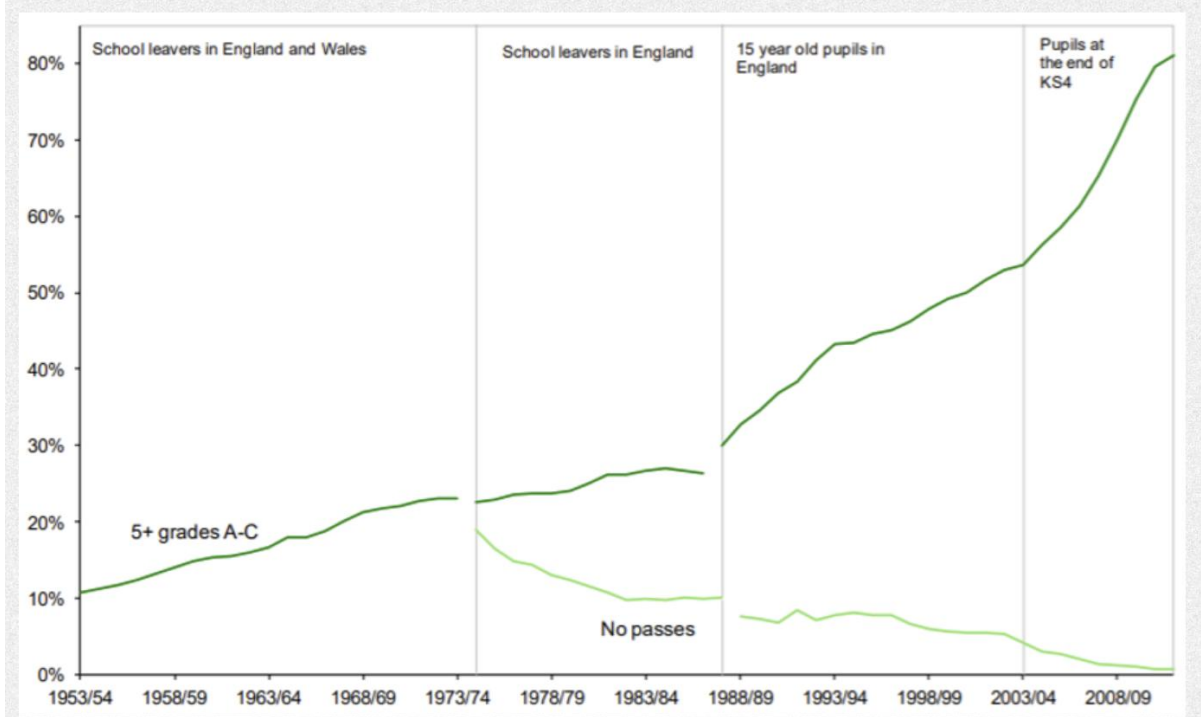
Schools rightly receive additional funding for all SEN students. SEN students who have greater needs identified in education and healthcare plans can access higher levels of funding, which is additional to the school budget. (Education and Skills Funding Agency, 2024).

If due to external changes in society and education policy, the threshold for inclusion rises, extra support needs to be provided. If this does not occur, an increased number of pupils will face exclusion. This will lead to fewer pupils being enabled to join the labour force, and more being at risk of exclusion from the jobs market. Those who become excluded may need to rely on out-of-work benefits.

3) Evidence the inclusion threshold of inclusion has risen.

Education attainment has risen – Over the past 50 years, levels of educational attainment have increased significantly. By 2010, around 80% of students achieved five GCSE grade C passes, with over 50% achieving five passes including English and Maths. By 2024, this latter figure had risen to 65% (Education Skills and Training, 2024). It has also become increasingly difficult for young people to secure jobs if they do not have GCSEs in English and Maths (BBC, 2011). The relationship between changes in the economy and rising levels of attainment is discussed in NDnomics 6 – What 4 Industrial Revolutions teach us about Equality, Diversity and Inclusion (Freeman, 2024).

Table 2 – Achievement of O Levels / GCSEs, House of Commons Library



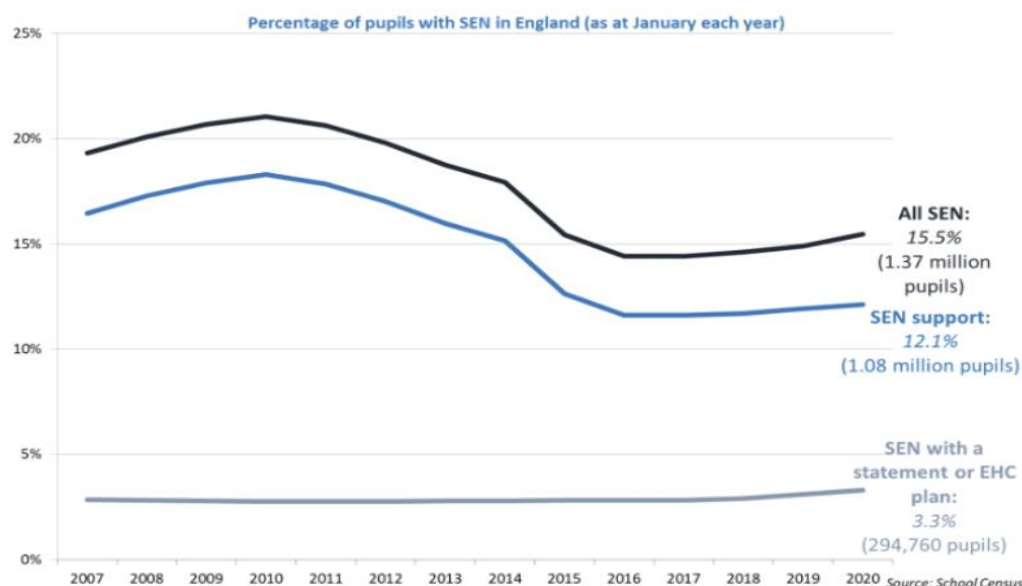
(Bolton P. , 2012)

Education reforms introduced between 2010 and 2015 crystallized a new inclusion threshold. The Coalition Government (2010-2015) was concerned that the education system was not meeting the requirements of employers. Students who did not pass GCSE English and Maths were required to re-sit these subjects until they were 18 (BBC, 2012). Furthermore, GCSE English and Maths became a condition of entry for further education and training (Nuffield Foundation, 2021) or work-based learning programs such as apprenticeships.

The focus on GCSEs which use traditional exams to prove attainment is problematic. SEN pupils and other disadvantaged students tend to perform significantly less well in GCSEs than in qualifications that measure the same attainment level in other ways (Christine Farquharson, 2022). The use of GCSEs as the only acceptable measure of attainment creates a very narrow pathway to success, increasing risks of exclusion and raising pressure on the education system.

4) Evidence the supply curve has not moved – (The number of Pupils with Special Needs at each attainment level has not changed, and the incidence of ND conditions in the population has remained constant.)

Figure 1 Percentage of children with SEN per year



(Gov.UK, 2024)

The total number of pupils receiving SEN support has fallen since 2010 – During the first decade of the century, the number of students requiring SEN support increased. This is an anticipated result of rising expectations of educational attainment. The higher the target level of attainment, the more people are likely to need help in reaching the target. Between 2010 and 2015, the number of SEN students fell. This appears to have occurred in response to policy changes (2010 OFSTED report and 2014 SEND reforms) rather than any change in the number of students displaying traits or needing support.

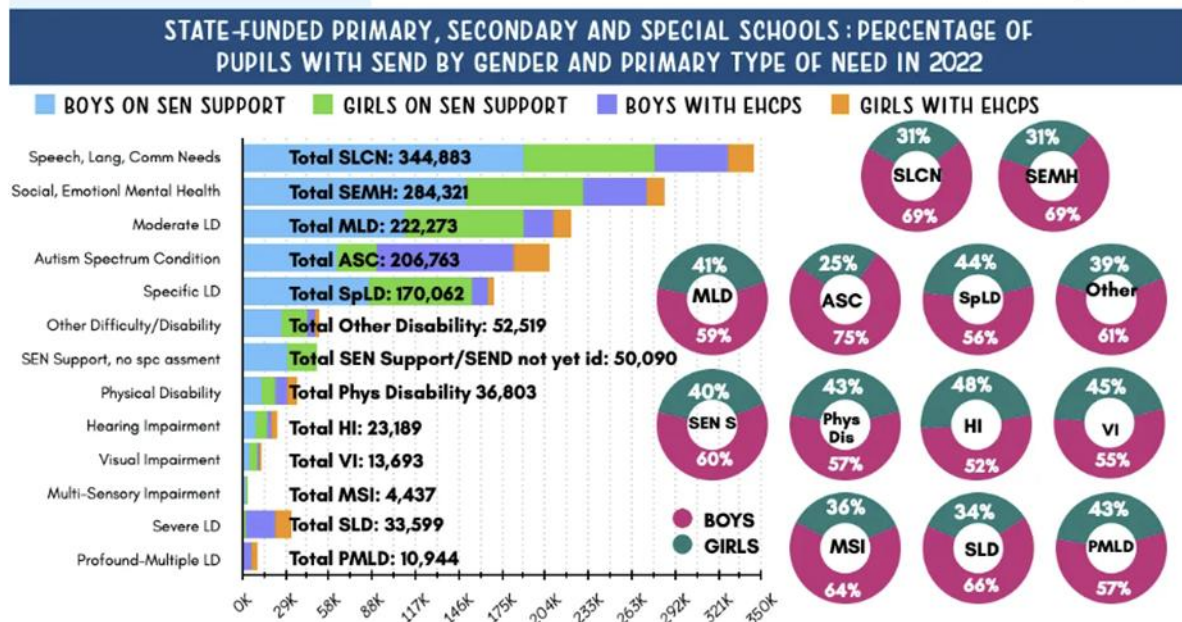
The number of pupils with statements or EHCPs was constant from 2007 to 2015 it has since risen to 4.8% (Explore Education Statistics , 2024) It is often claimed that this rise is a result of increasing numbers of pupils being diagnosed with autism spectrum condition ASC. The number of pupils receiving support for ASC rose from 50 000 in 2010 to 180 000 in 2022 (Ambitious about Autism , 2023) However many of these pupils will already have had identified needs and may have felt compelled to seek an ASC diagnosis, as they were unable to thrive with lesser levels of support offered in the absence of a EHCP. Increasingly an ASC diagnosis is regarded as necessary condition for an ND pupil to obtain an EHCP, by itself it will however often not be sufficient to secure an EHCP.

Within the ND population under-diagnosis rather than over-diagnosis is the norm. The joint pressures of reduced resources per pupil and rising school expectations, (relating to both behaviour and attainment) have meant an increasing number of ND pupils who would at one time have been able to cope without support are now seeking support.

Appendix 1 – Discusses the incidence of neurodivergence in the population in more detail.

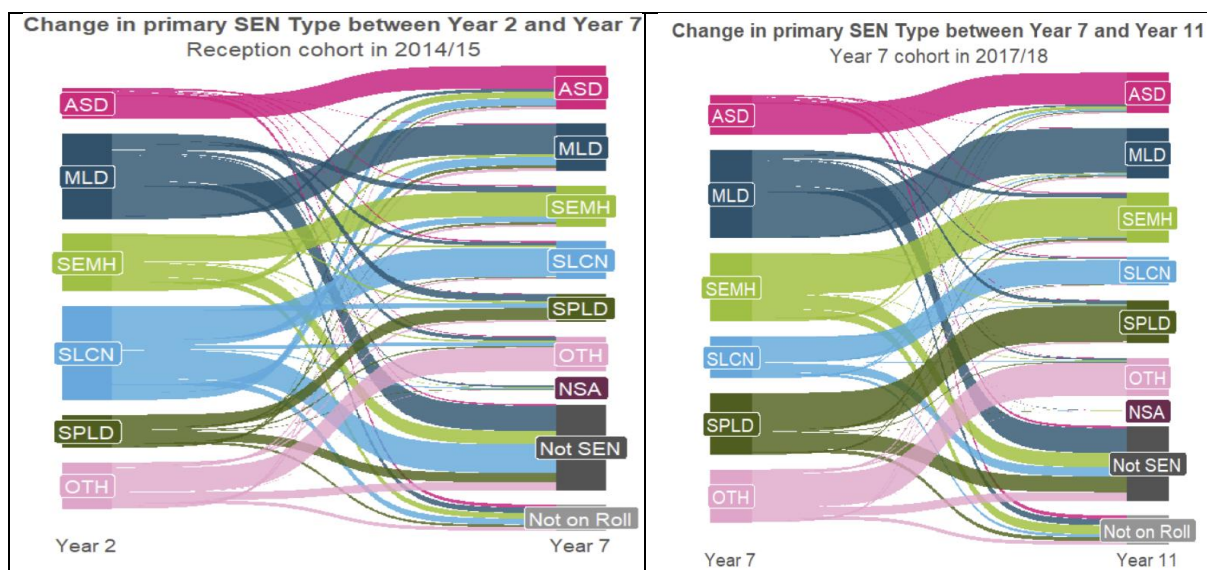
5) The relationship between Neurodivergence and Special Education Needs.

Neurodivergent pupils make up a significant proportion of the total number of SEN students receiving support in schools. They are mostly labeled as having Specific Learning Difficulties or ASC



(Tirraoro, 2023)

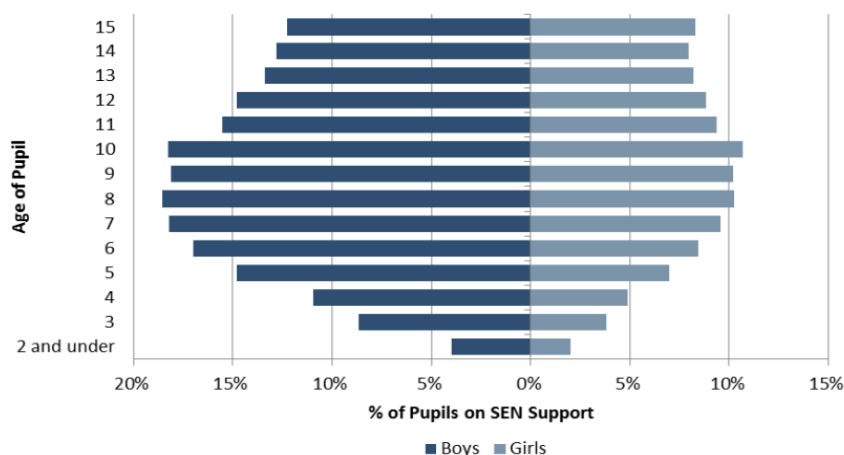
The identification of Special Education Needs is not a fixed medical diagnosis. It is intended that extra support is provided in response to need. This means that a flow of pupils requiring support at different stages of their school careers occurs. Some pupils will have needs identified before they start school and will require support throughout their school careers. Others will have needs when they start but after receiving support will be able to continue mainstream schooling without support. A further group will have needs identified while they are at school; some of these will, after a period of support, be able to progress without extra support, while others will require continuing support.



(Thomson, 2022)

A consequence of these flows is that the number of students requiring SEN support grows during the primary school years and then falls in secondary education.

Figure E: Percentage of pupils on SEN support by age and gender in state-funded primary, secondary and special schools
England, January 2018



Source: School Census 2018

(Gov.UK, 2024)

Neurodivergent students make up one of the largest marginal groups which flow into the SEN system. (Freeman, 2024)). Some dyslexic pupils will be given a Specific Learning Difficulties label and receive standard SEN support. However, if this is not sufficient, they may seek or be encouraged to obtain an EHCP. To secure an EHCP it will frequently be necessary for these pupils to obtain an ASC diagnosis. It is estimated roughly 12% of pupils with dyslexia have ASC (1.2% of all pupils) 50% of Autistic pupils have dyslexia. (Katarzyna Brimo, 2021)

Due to the education system having limited resources support is rationed. Those on the margins who may or may not need either standard SEN support funded by the school or ECHP support which comes with additional funding from the Education Authority are at the cutting edge of this rationing. Schools have for 50 years resisted acknowledging that pupils have dyslexia and require extra support. (Kirby P. , 2018) A disproportionate number of appeals against refusals of ECHP relate to pupils with ASC (Children's Commisioner, 2024)

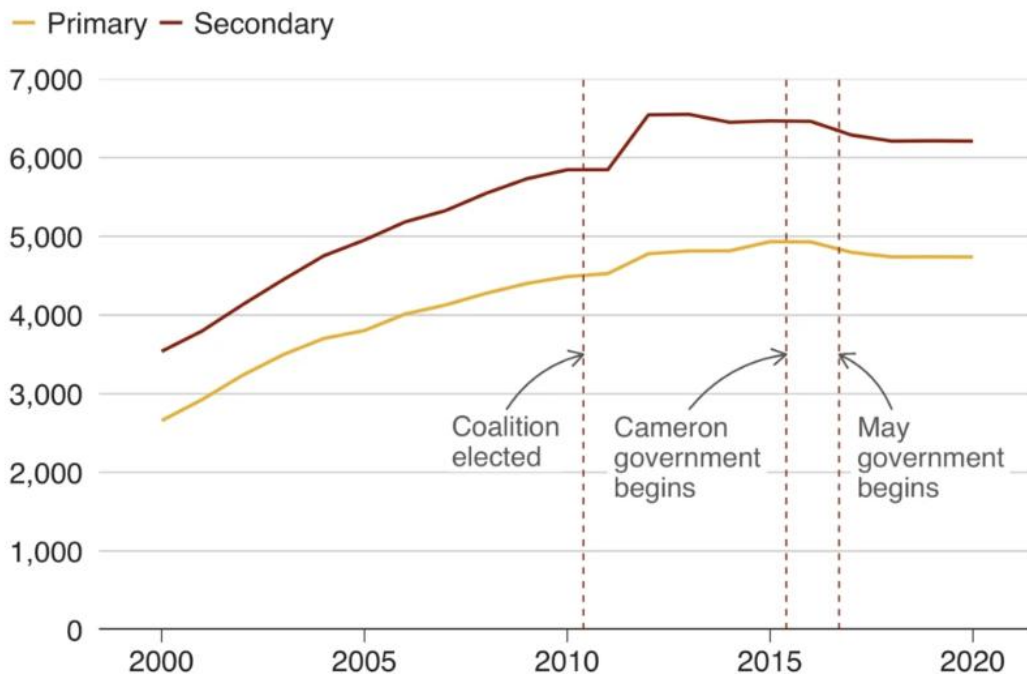
The reluctance of Schools and Education Authorities to provide support is both damaging and probably counterproductive. Pupils denied early support are less likely to achieve attainment targets. Struggling at school causes trauma which can exacerbate behavioural issues, which in turn could make the need for an EHCP more likely. It may also lead to long term mental health challenges, adding pressure to health and benefits budgets.

The desire of schools and education authorities to force families to appeal decisions has a major impact on equity. Those with the ability to fight get support, 90% of appeals are at least partially successful. (Children's Commisioner, 2024) Those without the confidence or resources to appeal lose out, causing the attainment gap to widen. The Education Policy Institute argue that children from disadvantaged backgrounds or areas of high deprivation are at particular risk of missing out on SEN support. (Jo Hutchinson, 2025)

6) How the government responded to the rise in the inclusion threshold

Change in spending per pupil (£)

Primary and secondary schools in England



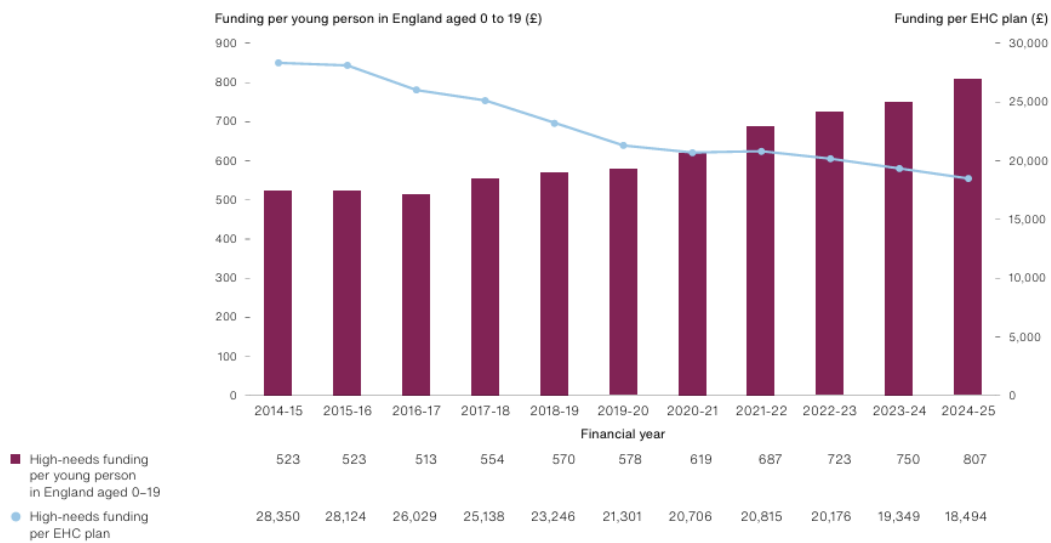
(BBC, 2018)

Government funding of schools per pupil rose until 2012. It then levelled and started to fall. This fall occurred while schools were implementing the education reforms which crystallised the rise in the inclusion threshold.

Between 2015 and 2024 the high needs SEN budget rose by 59 % (£4 billion) to £10 billion. (Institute of Fiscal Studies , 2024) however, funding per EHCP pupil fell. Furthermore, funding allocated to support SEN students with lower needs did not increase by the same amount. The general SEN budget is also not ring-fenced to the needs of individual pupils, given the increased pressure on overall school budgets, its impact has therefore become stretched.

Figure 4
High-needs funding 2014-15 to 2024-25, in 2023-24 terms

In real terms, high-needs funding per education, health and care (EHC) plan fell between 2014-15 and 2024-25



Notes

- 1 Figures are in 2023-24 terms, based on HM Treasury's GDP deflator published in June 2024.
- 2 EHC plans set out legally enforceable entitlements to specific support.
- 3 Population figures and EHC plan figures apply to calendar years; we have mapped these onto financial year data with, for example, 2023-24 mapped to 2023.
- 4 High-needs funding includes formula allocations within the high-needs block of the dedicated schools grant and, for special schools, teachers' pay additional grant (and separate historic teachers' pay grant), teachers' pension employer contribution grant and core schools budget grant. They do not include some funding that DfE allocates for high needs beyond this, or Safety Valve payments.

Source: National Audit Office analysis of published Department for Education data on high-needs funding allocations, Office for National Statistics population statistics, and the Department for Education's special educational needs survey

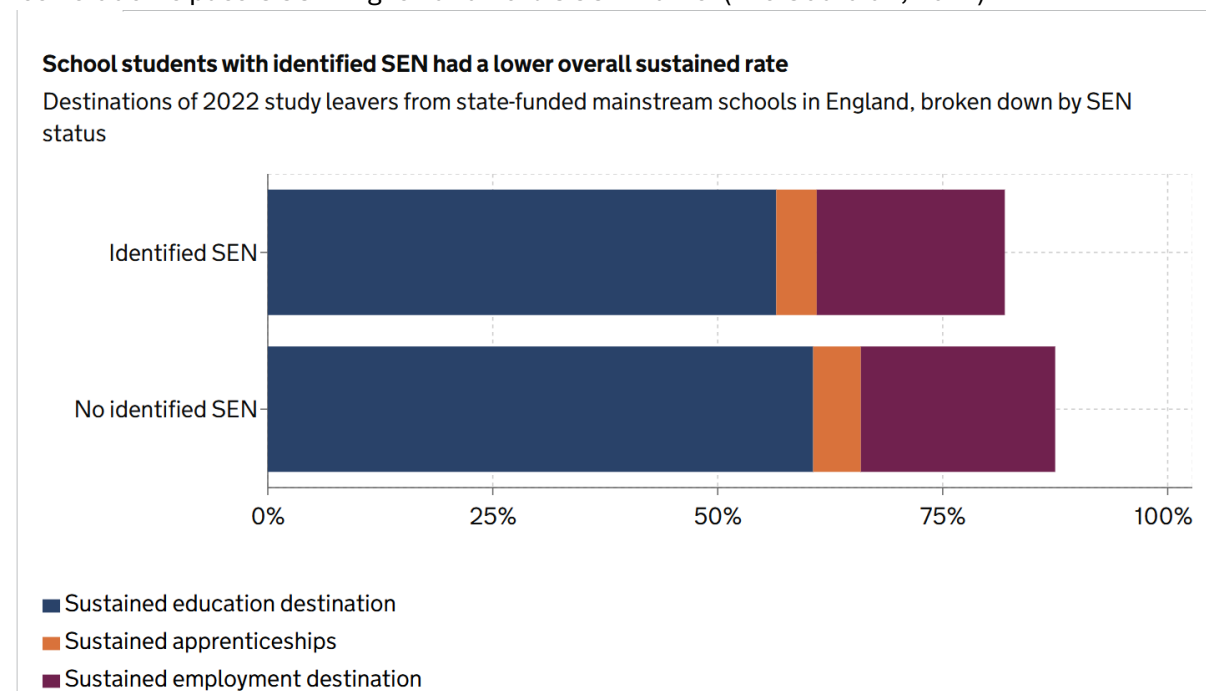
It is worth noting that the boundaries between mainstream pupils, SEN pupils, and pupils with EHCP plans are not rigid. A marginal group of pupils exist, who thrive as mainstream pupils when the school environment is right. However, when the school is more stretched and the pressure to achieve a higher level of attainment increases find they require extra support. Similarly, some lower needs SEN pupils will find that as resources in the school are stretched, they need to apply to get an EHCP so as to obtain the support they require. Some schools will also encourage pupils to apply for an EHCP as this can release extra resources. ND pupils make up a large proportion of both marginal groups. (see section 5)

Families are frequently very resistant to asking for extra help. Often being identified for SEN support or applying for an ECHP comes with a significant stigma. Quite the reverse of pushy parents gaming the system, in the majority of cases too few people are getting the support they need to enable them to fully participate in the labour force. (see Amanda kirby, A Salutory Tale Of Two Neuro-Diverse, and Socially Diverse, Boys (Kirby A. , 2021)

7) What are the outcomes for SEN pupils

Special Education needs students experience significantly worse GCSE results than other pupils. In 2024, 45.9% of all pupils achieved a grade 5 pass or above in English and Maths. 21.6% of SEN students achieved these grades and only 7% of pupils with EHCPs achieved these results. (Gov.UK, 2024)

After School the Majority of SEN students go to a further education college. This is partly because other options for students who have not passed GCSEs are limited. Most will be encouraged to resit, although this is not compulsory for SEN students. However only 23% of resit students pass GCSE English and 16% pass GCSE maths. (The Guardian, 2024)



-Special Education Needs students experience significantly worse GCSE results than other pupils. In 2024, 45.9% of all pupils achieved a grade 5 pass or above in English and Maths. However, only 21.6% of SEN students and a mere 7% of pupils with EHCPs achieved these grades. (Gov.UK, 2024)

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Post School outcomes for SEN students are also less secure than for students without special education needs. (Gov.uk, 2023) By this time approximately 20% of pupils have already left the system.

A high level of risk therefore exists that former SEN pupils will become increasingly distant from the labour market and never be able to work. Project DFN search reports that 75% of SEN pupils who have not experienced employment by the age of 25 will not work during their lives. The special internship programme project DFN deliver can change lives but is not sufficient to secure long term employment. DFN Search report 90% of supported interns being in

employment six months after completion. However, FE Week reports only 25% are still in work after a year. FE week notes former interns need continuing support once the formal program ends. An equal concern is how few placements are offered, in 2023 only 4500 places were offered per year. (FE WEEK, 2025)

Table 6: Labour market outcomes of individuals from different sub-groups 15 years after GCSEs for the 2001/02 KS4 cohort

Tax year: 2017-18

Sub-group (characteristic)	Proportion in employment	Proportion claiming out of work benefits	Average earnings
FSM eligibility			
Eligible	48%	20%	£19,000
Not eligible	62%	7%	£24,000
SEN status			
With Statement	39%	33%	£17,000
Without a statement	50%	15%	£20,000
Not identified with SEN	63%	6%	£24,000
Minor ethnic group			
Bangladeshi	54%	11%	£22,000
Pakistani	49%	10%	£20,000
Black Caribbean	51%	16%	£21,000
White British	61%	8%	£23,000
School type			
State-funded (non-selective)	60%	8%	£23,000
Independent	60%	2%	£35,000
Selective	67%	2%	£33,000

Source: Longitudinal Education Outcomes dataset

(Nelson, 2021)

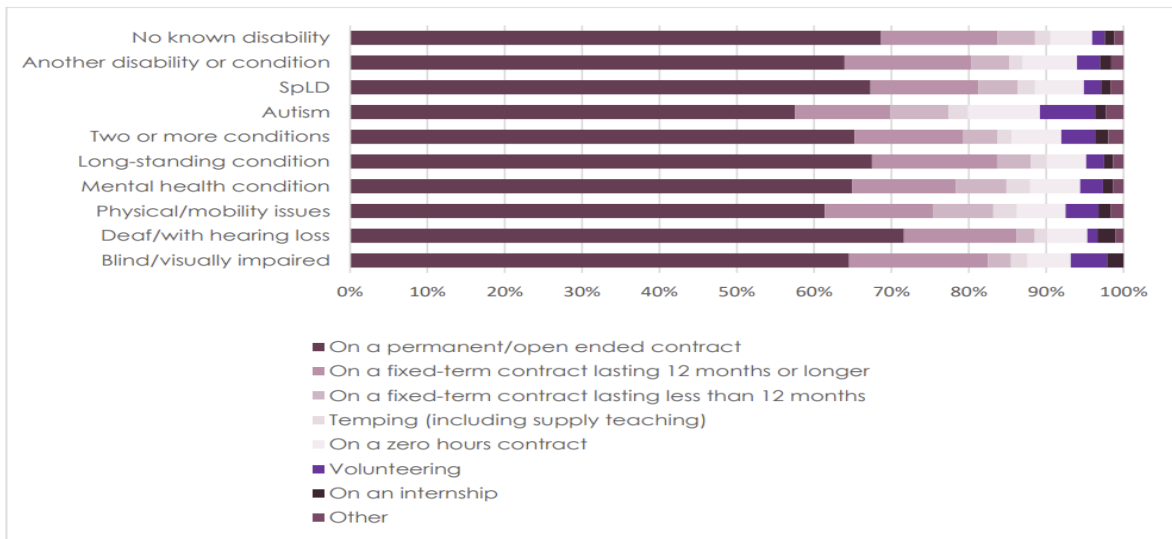
Long-term outcomes also appear bleak. Former SEN students have the worst outcomes among all disadvantaged groups. They have the lowest average earnings (barely equivalent to the minimum wage), are least likely to be in work, and are most likely to be claiming out-of-work benefits. (it should be noted this data predates the 2010-2015 reforms)

These outcomes contrast with the achievements of graduates with disabilities. Higher education seems to significantly close the employment gap experienced by all people with disabilities, including ND individuals. The ONS notes that only 21% of Autistic People are in paid work (National Autistic Society, 2021). However, for autistic pupils who progress to university, the employment gap significantly narrows. For other ND students, the employment gap almost disappears. Nonetheless, their earnings remain lower than those of other graduates, though they are substantially higher than those of ND non-graduates.

It is worth noting that relatively few ND students in higher education will have received support from the start of their educational journey. Most who are diagnosed in primary school will not progress beyond key stage 4. Many who progress to university will be first diagnosed in sixth form or FE College, while many others receive their first diagnosis at university.

My interpretation contrasts with views expressed in the Buckland review, which sees the glass held by autistic graduates as half-empty. Drawing on the same data, Buckland notes that autistic graduates are twice as likely to be unemployed as their fellow graduates, will be less well paid than their contemporaries, and will be in less secure employment (Department for Work and Pensions, 2024).

Figure 7: Employment basis by disability type – first degree



(Drakeley, 2022)

8) Conclusions

- **The system isn't working** - The government's objective for special educational needs (SEN) is to help children and young people reach their full potential and lead fulfilling lives. (The Education Hub , 2022) . This is not being achieved.

The number of pupils who will need support to reach different levels of attainment has not changed. However, the necessary attainment target has been altered by government. Sufficient extra resources were not provided to enable schools to help young people with additional needs fulfil their potential.

This lack of resource has led to the current crisis. Which is likely to create a pipeline, taking people who under the right circumstances might have been able to work, away from the labour market and into the benefit system

- **Narrowing rather than widening the pathway to success drives exclusion.** - Widening access to higher education has been a focus for Government since 1945. This agenda has greatly benefited ND people. Roughly 30% of Autistic People and 40% Dyslexic People go to university. The employment gap for ND graduates is substantially lower than the gap for non-graduates.

The success of this policy has in part been due to the way it has increased the range of pathways to success. ND Students benefit both from the wide choice of courses offered by HE institutions and the more flexible measures for assessing success used by universities. The wide range of courses allows students to choose a subject in which they are likely to succeed. The more flexible approaches to assessment, including course work and team projects offer opportunities to demonstrate ability rather than absence of knowledge.

The reforms of 2010-2015 by contrast narrowed the criteria for success. They put a high emphasis on a very traditional methodology for assessing proficiency in English and Maths. (Time limited exams) This was alien to many disadvantaged and SEN learners. The problem has been compounded by insisting those who don't pass at first attempt, re sit before progressing to employment or further study. Only 16% pass maths on re sit and 23% English (The Guardian, 2024). The experience of failure heightens the risk pupils may become distanced from the labour market.

- **All pupils including ND pupils represent the future talent pool required to drive the economy** – The economy is increasingly reliant on knowledge workers. An expanded labour force is needed to drive future growth. It is therefore essential to mine deeper so that schools produce more talent, which has the knowledge needed by employers. This includes ND and SEN talent. Releasing this talent requires investment, rather than the rationing of support. When mining for hard to reach, ND , or SEN talent , the education system needs to adopt a drill baby drill philosophy. This is key if we want to promote economic growth and reduce DWP expenditure.

Furthermore, all available tools need to be used to help pupils achieve their potential and evidence their successes. Education is not a zero-sum game. Someone achieving

a competence in a subject does not mean someone else has to fail. We all win the more people we equip to get good jobs. Early Screening for ND conditions, extra support for those who need help, access to assistive technology, extra time or scribes in exams are not ways of gaming the system. They are some of the tools needed to allow deep buried talent to flourish, so that it can contribute to the economy.

Appendix 1- How has the number of people diagnosed with Neurodivergent Conditions changed in recent years?

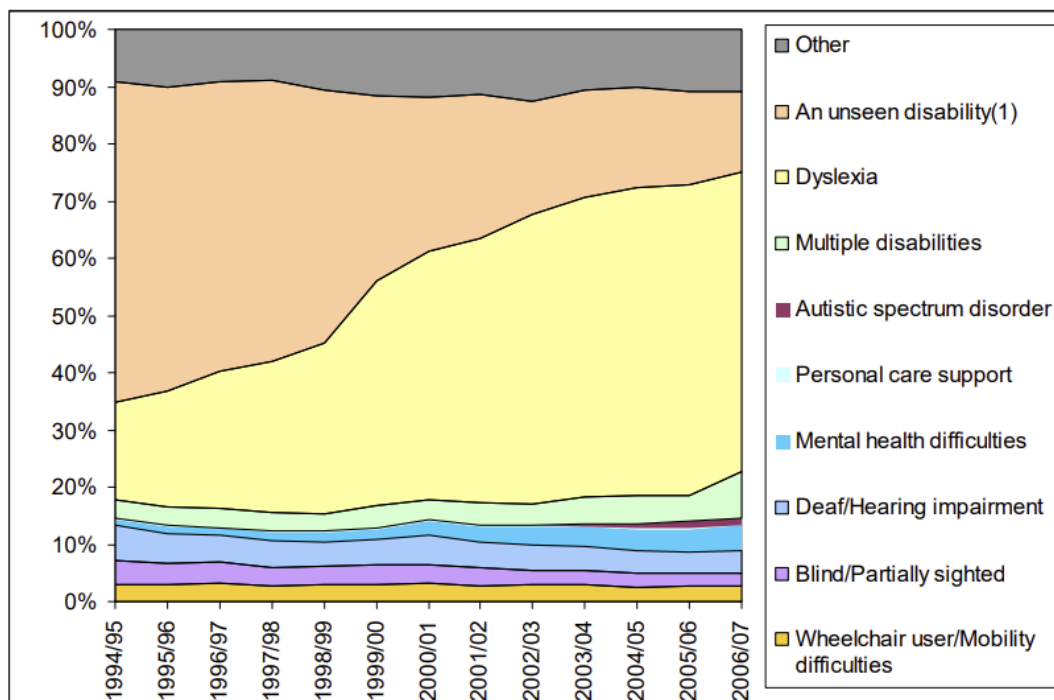
Diagnosis for individual neurodivergent conditions including Dyslexia, Dyspraxia, Dyscalculia, ADHD and Autism Spectrum Conditions are widely reported to have increased in recent years. This is unlikely to have been caused by an actual change in incidence in the population which has probably been constant for many centuries. It is more likely to be the result of a combination of increased awareness and growing need for ND people to ask for help in meeting the requirements of life at school college and in the workplace.

Dyslexia – Dyslexia started to be widely diagnosed in the 1960s and 70s. (The History of Dyslexia Project Oxford University , 2018) The Statistics relating to the incidence of Dyslexia appear to have been remarkably stable since the 1980s . The British Dyslexia Association estimate 10% of the population are Dyslexic and that 4% are severely affected. (Houalla, 2023). However, the BDA contests that only 20% of the Dyslexic population (2% of the overall population are diagnosed at school. (BBC, 2019)

Martin Bloomfield draws attention to wide differences in the estimated incidence of dyslexia internationally. Varying from 0.5% in Turkey to 20% in the USA. (Bloomfield, 2019). Differences in assessment criteria often explain these differences (Dyslexia Compass, 2023)

Although the diagnosis of dyslexia in school has been relatively stable in the past decade, the level of diagnosis in Higher Education increased steeply between the mid-nineteen nineties and mid-2000s before levelling off.

Figure 5.3: Type of disability declared by first year UK domiciled full-time undergraduates



(1) An unseen disability means, for example, diabetes, epilepsy or asthma.
Source: HESA online statistics

(Department for Innovation , Universities and Skills , 2009)

Dyspraxia – A similar pattern exists in relation to Dyspraxia – Dyspraxia was first recognised in the early 1900s but it was not until the 1980’s that it was more widely recognised (Dyspraxia: A History, 2021). In the UK the estimated incidence of Dyspraxia is widely quoted as being around 6% with 2% being severely impacted (Foundation for People with Learning Disabilities, 2025). Internationally the incidence is estimated to be between 2% and 10% (Medicine, 2007) A small minority of the estimated 6% have a formal diagnosis.

Dyscalculia – The term Dyscalculia was first used in the 1940s , with more attention being given to the condition in 1990s . (Singh, 2018). The estimated incidence of Dyscalculia in the UK is around 6% (Singh, 2020) Again only a small proportion of the estimated population has a formal diagnosis

ADHD – Attention Deficit Hyper Disorder was first recognised by the National Institute of Clinical Excellence as a valid condition in Children in 2000 and in Adults in 2008. (ADHD over the years , 2025) It is estimated that 5% of Children and 3-4% of Adults have ADHD. (ADHD UK , 2025). In recent years the number of people receiving actual diagnoses has increased. Research by UCL suggests that between 2000 and 2018, diagnosis of ADHD had increased 20-fold and the proscribing of medication for men aged 18 to 29 increased 50 fold. However, the proportion of boys aged 10-16 receiving an actual diagnosis was 3.5%, well below the projected incidence in the population (5%).

Autism Spectrum Condition– Understanding of ASC has developed over the past 70 years (National Autistic Society, 2025). In the 1960s and 70s, ASC was considered to be a rare condition, with around 2 to 4 children per 10,000 being diagnosed (Prevalence of Autism Spectrum Disorder, 2015). In the 1990s the definition of ASC was expanded to include Asperger's syndrome. The prevalence in the population was then estimated to be about 1%. (National Autistic Society , 2021) Currently 1.7% of all pupils in education have been assessed to be autistic (Gov.UK, 2024). Other estimates put this figure above 2%

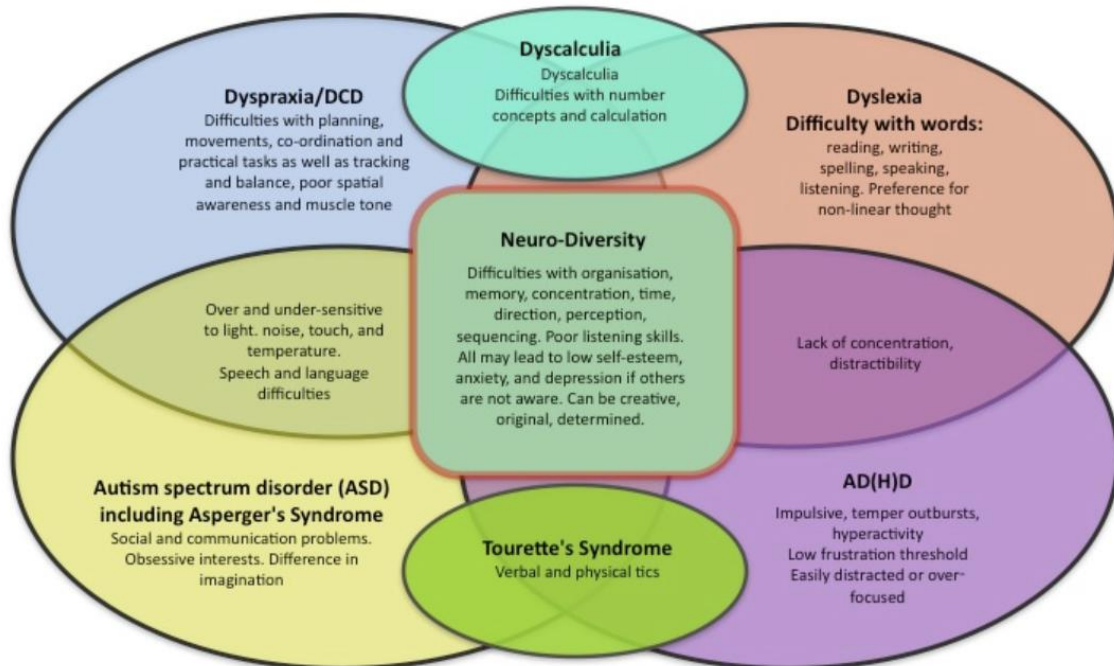
Neurodiversity – The term Neurodiversity was first coined by Judy Singer and Harvey Blume amongst others in the late 1990s. Blume wrote, “Neurodiversity may be every bit as crucial for the human race as biodiversity is for life in general.” (Express Medicines, 2024) . The key argument was that all thinking styles contribute to the richness of human society.

Some people have sufficiently different thinking styles to meet the criteria for diagnosis for conditions such as Dyslexia, Dyspraxia, Dyscalculia, ADHD, Autism, and Tourette’s Syndrome. People in this category may consider themselves to be neurodivergent. Neurodivergence is not a medical term. It is not possible to be medically diagnosed as neurodivergent.

Mary Colley and Joseph Aquilina’s diagram popularised what I am labelling the classic understanding of neurodivergence (Neuroknowhow, 2025). A family of cooccurring conditions relating to thinking styles that significantly differ from the statistical norm.

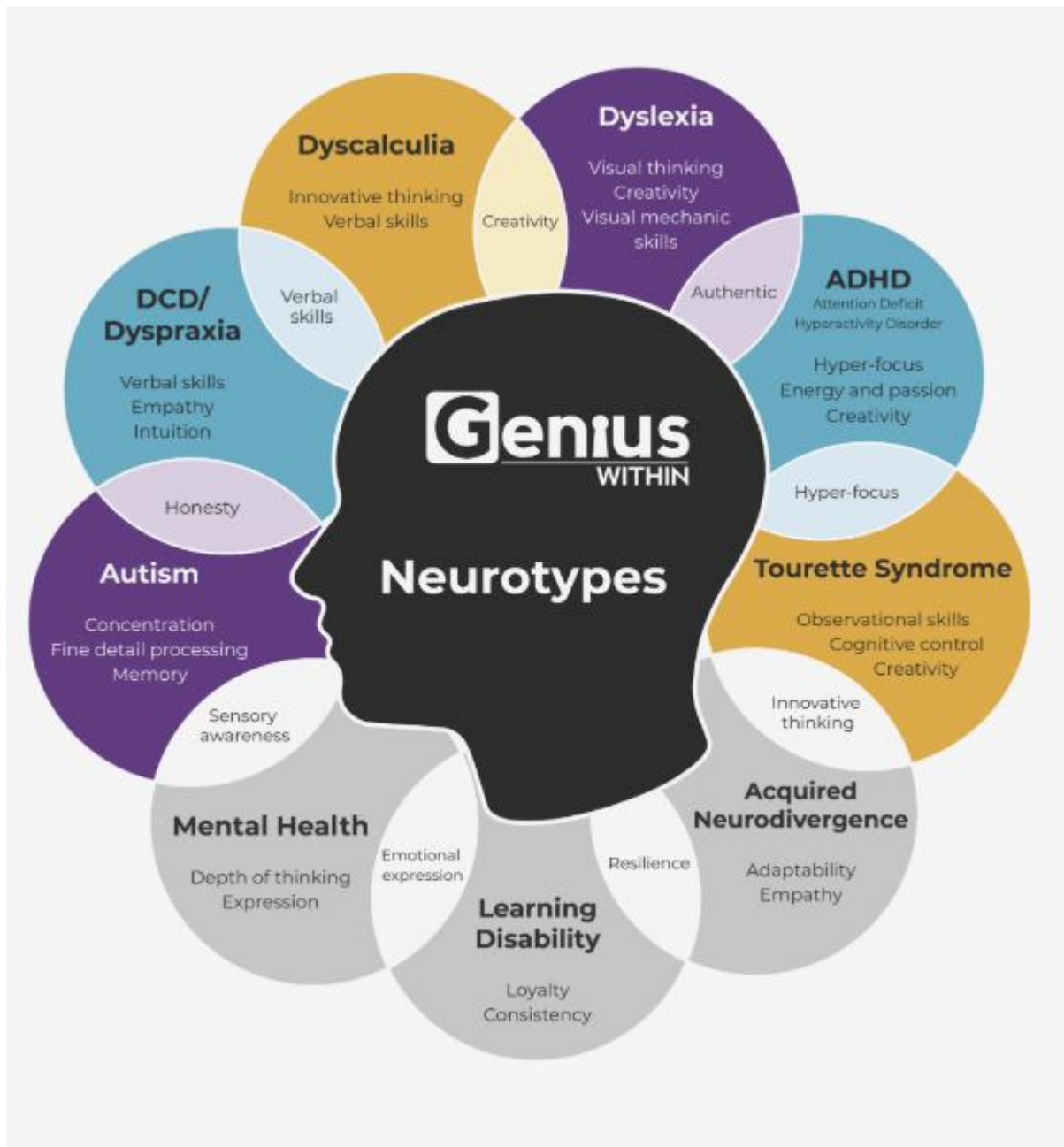
The Make-up of Neuro-Diversity

This is a document for discussion, concentrating mainly on the difficulties of those with neuro-diversity. It must however be pointed out that many such people are excellent at maths, co-ordination, reading etc . We are people of extremes.



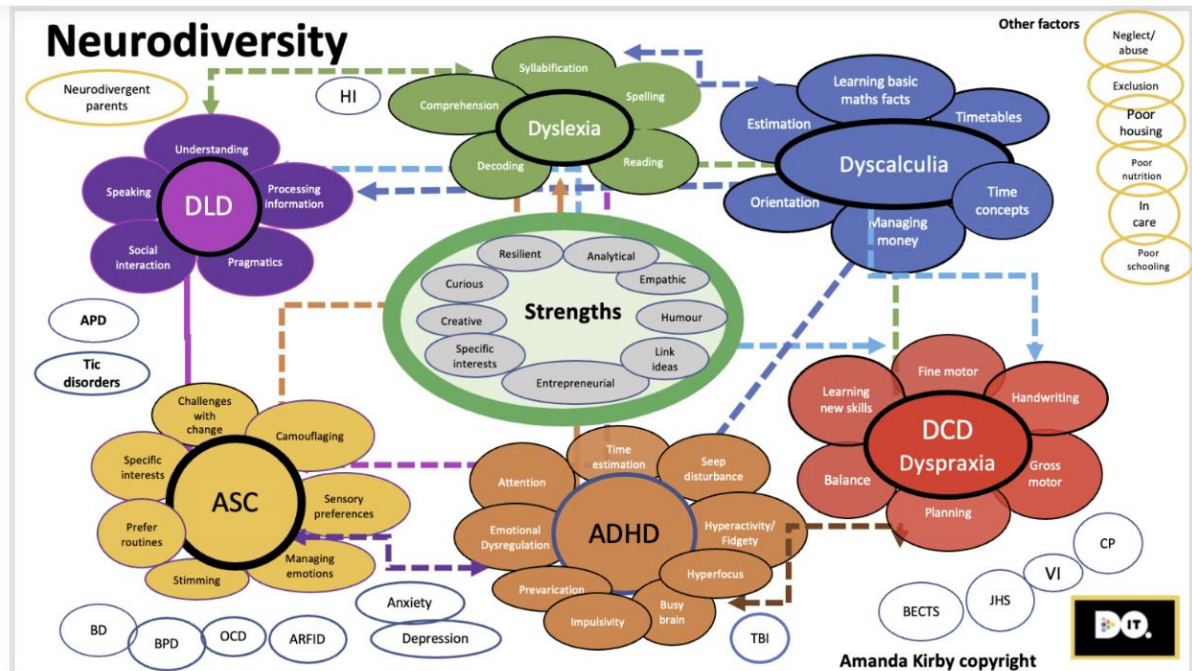
Created by Mary Colley

However, the classic understanding contains a logical flaw. Many people who do not have traits associated with the listed conditions have thinking styles which differ significantly from the norm. The Genius Within diagram developed by Dr Nancy Doyle (Geniuswithin , 2025) captures this understanding.



(Geniuswithin , 2025)

Professor Amanda Kirby further argues many people do quite meet the arbitrary criteria for diagnosis, if you score 89% on a test you have much the same traits as if you meet the threshold of 90%. Likewise, as cooccurrence is the norm you may have traits associated with many conditions but not meet the criteria for any one condition (Doitprofler, 2021) Amanda produced a diagram in 2024 that depicts this wider understanding. (Kirby, Map, 2024)



- ✓ **ADHD** – Attention Deficit Hyperactivity Disorder
- ✓ **APD** – Auditory Processing Disorder
- ✓ **ASC** – Autism Spectrum Conditions/ Disorders
- ✓ **ARFID** – Avoidant Restrictive Food Intake Disorder
- ✓ **ASD** – Autism Spectrum Disorder
- ✓ **BD** – Bipolar Disorder
- ✓ **BECTS** – Benign Epilepsy with Centrotemporal Spikes
- ✓ **BPD** – Borderline Personality Disorder
- ✓ **CP** – Cerebral Palsy
- ✓ **DCD** – Developmental Coordination Disorder
- ✓ **DLD** – Developmental Language Disorder
- ✓ **HI** – Hearing Impairment
- ✓ **JHS** – Joint Hypermobility Syndrome
- ✓ **OCD** – Obsessive-Compulsive Disorder
- ✓ **TBI** – Traumatic Brain Injury
- ✓ **VI** – Visual Impairment

A key consequence of the overlap (Kirby, Co-Occurance, 2024) between neurodivergent conditions is that the neurodivergent population is dynamic. (Kirby, Which Lens do you look through, 2022). The increase in people with ADHD and Autistic Diagnosis is more likely to be drawn from the population, with other ND conditions than from the population without ND traits. These increases therefore only have a very small impact on estimates of the total ND population

However the widening of the understanding of neurodiversity from the classic understanding depicted in Mary Colley's diagram (which led to the estimate the estimate that 15% -20% of the population are ND (ADHD Aware , 2025)) to the broader understanding illustrated in Nancy Doyles and Amanda Kirby's diagram significantly increases the population. I do not however believe a consensus has been reached as to what the prevalence of neurodiversity in the population would be if this broader definition is used.

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