

ADHD & AuDHD Coaching



Ethical Compliance Framework

Contents

TOPIC

PAGE

Introduction

4

This section introduces the Ethical Compliance Framework, including:

- Purpose - p5
- Values - p6

Contracting

8

This section relates to the ethical responsibilities relating to ADHD & AuDHD Coaching, including:

- Understanding of ADHD / AuDHD Coaching - p9
- Establishing Expectations - p10
- Contracts - p11
- Financial Arrangements - p13
- Complaints & Feedback - p14

Confidentiality

15

This section relates to confidentiality within ADHD & AuDHD Coaching, including:

- Disclosure & Third Parties - p16
- Data Protection - p18

Coach Wellbeing

20

This section outlines the importance of coaches prioritising their own wellbeing.

Contents

TOPIC

PAGE

Psychological Safety & Duty of Care

This section emphasises the duties around psychological safety, including:

- Psychological Safety - p24
- Mental Health - p26

23

Intersectionality & Inclusion

This section refers to the ethical responsibilities around intersecting identities of neurodivergence including:

- Psychological Safety - p24
- Inclusive Coaching - p32

29

Children & Young People

This section outlines key guidelines for coaches working with those under age 18.

34

Professional Practice

This section relates to the standards of practice clients should maintain, including:

- Professional Communication & Boundaries - p38
- Accessibility - p39
- Development & Reputation - p40

37

ADHD Works

This section explains who we are, including:

- What we do - p43
- Our Certification Pathways - p44
- Recognition & Impact - p45

42

Introduction

1

This section outlines the purpose and guiding values of the ADHD Works Ethical Compliance Framework.

It sets out the ethical responsibilities ADHD and AuDHD coaches hold when working with neurodivergent clients, including expectations around professionalism, psychological safety, and neuroaffirmative practice.

It introduces the values that underpin ethical coaching, such as empathy, integrity, cultural competence, and accessibility, and highlights the unique role of this Framework in setting publicly accessible standards within the field.



Purpose

1.1 This Ethical Compliance Framework:

- is designed to uphold the **highest possible standards** of professional conduct and quality of coaching for those providing services to neurodivergent clients.
- refers to 'ADHD' and 'AuDHD' (Autism & ADHD) coaches specifically about the training and certification courses provided by ADHD Works.
- aims to foster **trust** within the neurodivergent community, with transparency and understanding around the values and expectations ADHD Works' trained coaches are held to.
- sets a clear **benchmark** for coaches and other professionals supporting neurodivergent people, guiding professional conduct and decision-making processes to ensure the highest standards of integrity, professionalism and excellence within the industry.
- **safeguards** both coaches and clients by outlining essential practices and principles to foster a psychologically safe and neuroaffirmative environment, particularly within the context of working with vulnerable people.
- is, at the time of publication, the only ethical guidance to be **publicly accessible** in relation to ADHD and AuDHD coaching.
- will be reviewed and updated periodically to ensure it remains relevant and reflects evolving best practices.

Values

1.2 This Framework supports ADHD and AuDHD Coaches to uphold the following values within their practice:

Neuroaffirmative approach

Acknowledging and accepting neurodivergence, affirming that differences in cognition are valuable and should be respected, rather than pathologised, treating all clients with **impartiality** and **validation**.

Empathy & Understanding

Embracing, recognising and **validating** the diverse lived experiences of neurodivergent clients, regardless of formal diagnosis status.

Integrity

Maintaining the highest standards of **integrity, confidentiality** and **trust**, ensuring that the coaching relationship is non-exploitative, empowers independence, and meets the needs of clients. The space should be congruent, allowing client and coach to unmask and show up authentically.

Cultural Competence

Being aware of and **responsive** to the complex cultural, social, and personal contexts of neurodivergence, **respecting differences** and recognising their own biases.

Accessibility

Ensuring services are offered and delivered in ways that are appropriate and accessible for the people who will use them, with adaptations made as necessary to support individual needs in a **client-centered** way.

Safeguarding

Committing to a **duty of care** to protect the safety and well-being of clients, ensuring that coaching practices adhere to ethical and legal standards.

This includes recognising and addressing situations that may require **external support** or **referral to additional services**, and only practising within the limits of the coach's professional competence.

Contracting

2

This section outlines the ethical responsibilities ADHD Works coaches hold when creating and maintaining coaching agreements with clients, including within sessions as an ongoing process to ensure mutual understanding and respect.

2.1 As coaching is an unregulated industry involving a power dynamic between coach and client, coaches should prioritise clear and effective contracting, ensuring this is understood by everyone involved in the coaching relationship.

2.2 The coach owes an additional duty of care towards ensuring their client understands the parameters of their relationship, given their vulnerability and neurological differences associated with neurodivergence.



Understanding of ADHD/AuDHD Coaching

This section defines ADHD and AuDHD coaching as a neuroaffirmative, non-clinical practice focused on support, validation, and empowerment - without aiming to fix, diagnose, or pathologise.

2.3 AuDHD and/or ADHD coaching refers to a specialised, neuroaffirmative coaching approach designed to support individuals who are AuDHD (autistic and ADHD), have ADHD alone, or are in relationship with someone who is - such as parents, educators, managers, or colleagues.

2.4 The coaching focuses on building understanding, reducing environmental barriers, and developing practical strategies that honour neurodivergent identities and promote progress in a way that aligns with each person's strengths, values, and goals. It is delivered from a strengths-based perspective, focusing on the client's inherent capabilities.

2.5 Such coaching does not aim to 'fix' individuals, as they are not broken. It is not a replacement for other forms of support, including medical, psychological, legal, or safeguarding interventions.

2.6 Coaches work with the whole individual, respecting each client's right to self-identify and to make sense of their experiences in their own way, regardless of formal diagnosis or condition.

2.7 Coaches do not diagnose. However, they can validate lived experiences and support clients in developing self-acceptance and moving forward. Coaches must refrain from offering opinions beyond their professional scope - this includes speculating on whether a client is neurodivergent or meets the criteria for a specific diagnosis.

Establishing expectations

This section relates to the contracting process and session structure. Clear agreements and predictable frameworks support safety, autonomy, and accessibility for neurodivergent clients.

2.8 The core aims of ADHD or AuDHD coaching are self-acceptance, self-awareness, and self-compassion. While goals and actions can be useful, they are not required outcomes of individual sessions or of the coaching process as a whole.

2.9 Clients are not expected to arrive with a set agenda. The session belongs to them and may unfold flexibly. Coach and client should co-create the focus together, with the coach offering relevant frameworks, reflections or tools as an optional ‘menu’ to support exploration.

2.10 Clients should never be criticised, shamed, or ‘told off’ for not completing actions. Coaches are encouraged to uphold accountability with kindness and curiosity, creating a space of unconditional positive regard that supports unmasking and identifying internal or external barriers.

2.11 Coaching should be personalised and flexible, grounded in compassion, collaboration, and open communication. It should be tailored to the individual according to their needs, processing style, and aims.

2.12 It is the coach’s responsibility to manage time within sessions effectively, ensuring that the client has the opportunity to use the space in a way that aligns with their intentions.

2.13 As part of ethical contracting, coaches should clearly explain the structure and style of coaching sessions in advance. This includes how tools, exercises, and frameworks may be used, and how flexibility will be maintained to suit the client’s needs. Coaches are responsible for clearly communicating what coaching can and cannot offer, managing client expectations.

Contracts

This section outlines the ethical responsibilities ADHD Works coaches hold when creating and agreeing legal contracts with clients. It emphasises transparency, accessibility, and consent - particularly when working with neurodivergent individuals who may process information differently or be more vulnerable to impulsive decisions.

2.14 Coaches must always use clear and accessible contracts when entering into a coaching relationship, outlining the roles and responsibilities of both the coach and the client, including session frequency, duration, fees, and cancellation policies. These should be fully explained, with opportunities for clients to ask questions or request edits before agreeing.

2.15 Coaching is a collaborative process that requires self-responsibility and active engagement from the client. Coaches should avoid making exaggerated claims about outcomes and must ensure that clients understand their own role within the process. As with any growth-focused work, what clients put in will shape what they get out.

2.15 Coaching is a collaborative process that requires self-responsibility and active engagement from the client. Coaches should avoid making exaggerated claims about outcomes and must ensure that clients understand their own role within the process. As with any growth-focused work, what clients put in will shape what they get out.

2.16 All coaching agreements, including contracts, must be presented in a clear, accessible (e.g. Braille, large-print or audio, if required), and jargon-free format. Coaches are responsible for checking that clients understand what they are consenting to and must take reasonable steps to support this, such as reading through key terms together, or allowing extra time to process information before committing.



Contracts

2.17 Coaches should never pressure clients into signing or continuing with coaching. Full respect, autonomy and agency must be maintained throughout the contracting process.

2.18 The contract should reflect the collaborative nature of coaching. Clients must be supported to understand their role in the process, including their right to give feedback, co-create the structure of sessions, and take responsibility for their own engagement and progress.

2.19 Coaches should revisit and re-contract with clients as needed throughout the coaching relationship—particularly when goals, needs, or circumstances change. This helps maintain clarity, mutual understanding, and ongoing consent.

2.20 Coaches must ensure that key policies or terms, including but not limited to rescheduling, cancellations, and refunds, are communicated clearly, agreed upon in writing, and easy to refer back to.

Financial Arrangements

This section outlines the ethical expectations and responsibilities for coaches regarding financial arrangements, ensuring clarity, consent, and fairness—particularly in consideration of neurodivergent clients who may experience challenges around impulsivity, urgency, or decision-making.

2.21 Coaches should be especially mindful of factors such as impulsivity or urgency that may impact financial decision-making for neurodivergent clients, and must always prioritise respect, autonomy, and transparency in these discussions.

2.22 Coaches must clearly communicate their fees, payment schedules, and accepted methods of payment to clients before the commencement of coaching services. This information should be included in the coaching agreement.

2.23 Coaches trained by ADHD Works have a responsibility to ensure that clients fully consent to and understand the costs of coaching services, with clear consent provided.

2.24 Any changes to fees or payment schedules must be communicated to the client in advance, and the client must agree to the changes.

2.25 Coaches should establish a clear policy for handling missed or late payments, such as when the relationship may be terminated in such scenarios, with information provided about refunds and cancellations.

2.26 Coaches should avoid bartering arrangements unless a fair exchange can be established without compromising the coaching relationship.

2.27 Coaches must avoid any financial arrangements that could create a conflict of interest or exploit the client.

Complaints & feedback

This section outlines the responsibilities of ADHD Works certified coaches in relation to transparency, client feedback, and complaints, as well as the mechanisms in place to ensure accountability and uphold ethical standards.

2.28 Coaches trained by ADHD Works must make it clear in their contracting process that they have been trained and certified by ADHD Works. Clients should also be informed that if they have any concerns or complaints about the coach's conduct or professionalism, they can contact ADHD Works directly.

2.29 All concerns will be handled with discretion, and appropriate action will be taken where necessary. Clients may request anonymity during the complaints process where feasible.

2.30 In addition, it is advisable that coaches proactively invite regular feedback throughout the coaching process, and create a psychologically safe environment in which clients feel comfortable raising concerns directly.

2.31 ADHD Works is committed to maintaining high ethical standards by ensuring clear feedback channels, client safety, and accountability measures for all certified coaches.

2.32 ADHD Works reserves the right to investigate complaints and, where ethical or professional standards are not upheld, may take action including the suspension or removal of certification.

Confidentiality

3

This section outlines the ethical responsibilities of ADHD Works' coaches in relation to confidentiality.

It establishes that protecting client privacy is a core part of the coaching relationship, regardless of who funds or facilitates the sessions.

It also clarifies when information may be shared, how third-party involvement should be managed, and what the legal limits of confidentiality are.



Disclosure & Third Parties

This section outlines the coach's responsibility to prioritise client confidentiality, clearly explain the involvement of any third parties, and ensure all parties understand their roles, rights, and legal boundaries within the coaching relationship.

3.1 Any involvement of third parties in the coaching or contracting process must be clearly identified. The nature of their role and their relationship to the coaching process should be explained to, and understood by, the client.

3.2 The coach's duty of care and confidentiality to the client must remain the primary consideration in any coaching relationship, regardless of who is funding the service. Coaches should ensure all parties understand this principle. Confidentiality provisions should also be included in the coaching contract. Confidentiality should be a contractual commitment, as well as a legal, duty of care or best practice commitment.

3.3 Coaches must keep all information from the coaching relationship private and confidential unless explicitly agreed otherwise with the client. Coaches will maintain client confidentiality even when discussing cases with supervisors or consultants, ensuring that client identifying information is appropriately protected.

3.4 Any discussions involving a third party (such as a parent or guardian) about an individual receiving coaching must be in the best interests of that individual. Where possible, the client should be present, and full consent and clarity about the purpose of the conversation should be obtained.

Disclosure & Third Parties

3.5 Coaches must ensure clients understand the legal limitations of confidentiality. This includes mandatory reporting in the case of a disclosed crime or where there are safeguarding concerns or risks of harm. The exceptions and limitations on confidentiality should also be set out in the coaching contract.

3.6 Coaches should understand that certain crimes, particularly those involving harm to children or vulnerable adults, may trigger mandatory reporting requirements depending on jurisdiction, and action accordingly.

3.7 If a client discloses involvement in or knowledge of a criminal offence, the coach should remain calm, and assess whether there is an immediate risk to the client or others.

3.8 In such situations, the coach should seek immediate supervision or legal advice before taking action, unless there is an urgent safeguarding concern.

3.7 Coaches should explain clearly to the client, where possible, that confidentiality may be breached only where legally required to protect safety or comply with the law. This should also be written into the coach contract to ensure such breach of confidentiality does not equate to a breach of contract.

Data Protection

This section sets out coaches' obligations to uphold data protection laws, secure informed consent for sharing client information, and protect client identity and personal data in all forms of communication.

3.6 Coaches must comply with data protection laws, including the UK GDPR, Data Protection Act 2018 and ICO guidelines, if operating in the UK, or the relevant regulations in their jurisdiction. This includes secure storage and handling of personal data, clearly defined retention periods, and offering clients access to their own records upon request.

3.7 UK-based coaches must register with the Information Commissioner's Office (ICO) and pay the appropriate data protection fee unless legally exempt.

3.8 If a confidentiality or data breach occurs, coaches must take immediate action to limit impact, inform affected clients, and report it according to relevant legal obligations (e.g. to the ICO in the UK).

3.9 Clients should be informed of how long records will be retained and support requests for access, correction, or deletion of their data, in line with legal obligations.

3.10 Coaches must obtain informed, written consent before sharing any testimonials or client feedback, including on social media, websites, or in promotional material. Clients must have a clear understanding of how their words will be used, and the right to withdraw consent at any time.

Data Protection

3.11 Coaches must not post, publish, or share any information, content, or images - online or offline - that could directly or indirectly identify a client without their explicit consent. This includes avoiding vague or anonymised descriptions that could still reasonably lead to identification.

3.12 If coaching sessions are recorded or notes are shared, explicit consent must be obtained from all participants in advance. This should be able to be rescinded and deleted upon request at any time.



Coach Wellbeing

4

This section outlines the importance of coaches prioritising their own wellbeing, maintaining healthy boundaries, and seeking supervision and support.

It also emphasises honouring their neurodivergent identities whilst building sustainable practices.



Coach Wellbeing

4.1 Coaches must prioritise their own health and wellbeing to ensure they can provide safe, consistent, and effective support to clients.

4.2 Best practice includes receiving professional supervision, coaching, and/or therapy. The frequency of this may depend on the volume and intensity of their coaching work.

4.3 Coaches should be aware of the risks of compassion fatigue and burnout, and take proactive steps to maintain boundaries, manage workload, and reflect on their own needs.

4.4 Coaches should regularly reflect on their emotional capacity and professional limits, and adjust their caseload, boundaries, or availability as needed to maintain sustainable practice.

4.5 Coaches are not required to work with any individual if doing so would compromise their wellbeing, personal boundaries, or professional values. Coaches have the right to decline or end a coaching relationship respectfully, and without needing to justify their decision beyond what feels safe or appropriate. Autonomy and mutual respect are essential on both sides.

However, it should be clear in the coaching contract on what basis the coach is able to end a coaching relationship. If a coach does wish to end the coaching relationship, it must do so in accordance with the terms of the coaching contract.

Coach Wellbeing

4.6 Coaches are encouraged to build a supportive peer or professional network, which may include other coaches, supervisors, therapists, or mentors to help prevent isolation and promote ongoing growth.

4.7 ADHD Works encourages a culture of self-compassion and non-perfectionism. Coaches are expected to model healthy boundaries and emotional responsibility, rather than over-functioning or self-sacrificing for clients.

4.8 Coaches who are neurodivergent themselves should take care to recognise their own access needs, energy levels, and processing styles, and are encouraged to design their coaching practice in a way that honours these. This may include adapting session frequency, communication methods, or working hours.

4.9 Coaches should be mindful of any personal triggers or patterns that arise when working with clients who share similar lived experiences. Coaches should seek support and supervision if they experience vicarious trauma or compassion fatigue as a result of their work.

4.10 Coaches may choose to share aspects of their own neurodivergent experiences where it serves the coaching relationship and supports the client. However, there is no expectation to disclose personal information, and coaches should only do so consciously, if it feels safe, relevant, and within professional boundaries. The focus of the session should remain on the client.

Psychological Safety & Duty of Care

5

This section emphasises the coach's duty to create safe, respectful spaces for neurodivergent clients.

It highlights the importance of recognising the impacts of trauma, masking, and communication differences, and acting with heightened care and sensitivity.



Psychological Safety

This section outlines the coach's responsibility to create a safe, respectful, and trauma-informed environment for neurodivergent clients, acknowledging their vulnerability and the heightened duty of care involved in this relationship.

5.1 Psychological safety is a fundamental consideration when coaching neurodivergent clients, many of whom may have experienced trauma, chronic masking, or environments where they were not accepted as their authentic selves. Coaching should offer a space where clients feel safe to unmask, explore freely, and be met with compassion and curiosity.

5.3 This includes recognising that clients may not always be able to articulate their needs or advocate for themselves. Coaches should remain aware of signs such as missed sessions, changes in engagement, or emotional distress, and respond to these signs with empathy, curiosity, and clarity.

5.2 Due to differences in processing and communication, neurodivergent individuals may be considered disabled under law and can be more vulnerable in coaching relationships. Coaches must recognise this and uphold a heightened duty of care, ensuring they act in the client's best interests and avoid causing harm.

5.4 Everyone within the coaching relationship, including both coach and client, must be treated with dignity, respect, and compassion at all times. Power dynamics should be acknowledged, and clients should be supported to feel in control of their own coaching journey.

Psychological Safety

5.5 Coaches should remain alert to potential signs of abuse, neglect, exploitation or harm, whether involving children or adults.

5.6 If a coach has reasonable grounds to suspect abuse, they must prioritise the safety of the client or others involved in accordance with legal requirements, and seek immediate supervision or safeguarding advice.

5.7 In group settings, coaches must clearly communicate confidentiality expectations and create a psychologically safe environment by establishing shared agreements and setting respectful boundaries from the outset, ensuring privacy is upheld.

5.6 Coaches should create a safe environment for disclosures and be prepared to manage emotional or sensitive conversations in a way that supports individual or group safety and wellbeing.



Mental Health

This section defines the boundaries between coaching and therapy, highlighting the coach's duty to support client growth without overstepping clinical limits, and outlines when to pause coaching, refer out, or safeguard appropriately in response to mental health needs or emergencies.

5.8 Coaching is not therapy.

Although ADHD and autism are neurodevelopmental conditions, they are not mental illnesses and cannot be 'treated' as such — there is nothing to fix. Coaching should focus on supporting clients to move forward, as opposed to attempting to address clinical issues outside the coach's scope.

5.9 ADHD and AuDHD Coaches must clearly explain the distinction between coaching and therapy to clients, particularly at the start of the relationship. Coaches are not medical or mental health professionals unless separately qualified, and must not attempt to diagnose, treat, or manage trauma, addiction, or mental illness.

5.10 Coaches have a

duty to ensure coaching is progress-focused, meaning the client is moving forward in some way - emotionally, cognitively, or practically - even if specific goals or outcomes are not being set. This may include working through ADHD Works coaching frameworks or deepening self-understanding.

5.11 While therapy is not a requirement alongside coaching, it is recommended where accessible. Coaches should remain sensitive to the fact that therapy may not be affordable, accessible, or available to all clients, especially in underfunded healthcare systems.

Mental Health

5.12 If a client is unable to engage meaningfully in coaching due to mental health challenges, such as unmanaged trauma, addiction, or a mental health crisis, the coach should gently and clearly signpost them to more appropriate support. Coaching may be paused with mutual understanding and clear communication around the reasons for doing so.

5.13 Coaches are not required to find or arrange specialist support for individuals who are not clients. These situations are context-dependent, and it is advisable to seek supervision when in doubt.

5.14 Coaches are encouraged to develop working relationships with trusted therapists, psychiatrists, or other professionals, so they can confidently signpost clients when needed.

5.15 If a coach receives financial benefit (e.g. referral commission) from any services they recommend, this must be disclosed to the client clearly and in advance. In general, it is recommended that coaches avoid blurred boundaries in this area.

5.16 The autonomy of both coach and client must be respected. Coaches should not continue working with a client if they feel uncomfortable or ethically compromised in doing so.

5.17 In emergency situations where a client is at immediate risk, coaches should contact relevant emergency services and/or the client's nominated emergency contact. Coaches should have a basic safeguarding and risk protocol in place for handling such scenarios.

Mental Health

5.18 Coaches may work with individuals who identify as neurodivergent without a formal diagnosis. However, they should be clear about the scope of coaching and avoid implying diagnostic authority or medical validation.

5.19 If a client expresses thoughts of harm to themselves or others, the coach must use discretion and, where necessary, break confidentiality to ensure safety. This should be explained clearly in the contracting process and handled with care and support.

5.20 Coaches should assess a client's readiness to engage in coaching, particularly if emotional overwhelm, dissociation, or crisis states are present. Where coaching is not suitable, referral to therapeutic or stabilising support may be more appropriate.

5.21 Coaches should be mindful of fostering client independence and avoid creating emotionally dependent dynamics.

Coaching should empower clients to make their own decisions, build internal resources, and develop self-trust.

5.22 Coaches have a duty to remain attentive to life transitions or contextual changes - such as starting or leaving a job, moving house, relationship shifts, or changes in medication - that may affect a client's mental health. While not responsible for managing these issues, coaches should name potential areas of stress with care and curiosity, supporting clients to prepare, reflect, or seek additional support as needed.

5.23 Coaches should remain aware of how their own life transitions, stressors, or changes in mental health may impact their capacity to coach effectively. This includes job changes, health issues, or other major events. Coaches are encouraged to pause, adjust, or seek supervision or support where needed.

Intersectionality & Inclusion

6

This section refers to the ethical responsibility of coaches to acknowledge and respond to the intersecting identities that shape a client's experience of neurodivergence.

It emphasises the importance of coaches ensuring that their practice is inclusive and accessible to all.



Intersectionality

This section refers to the importance of recognising how overlapping identities and experiences shape each client's experience of neurodivergence. It emphasises the coach's responsibility to consider systemic barriers, remain aware of their own biases, and avoid assumptions.

6.1 An individual's experience of neurodivergence is shaped by many intersecting factors, including but not limited to race, culture, religion, gender, sexuality, disability, socioeconomic background, and co-occurring conditions. Coaches must be aware of how these intersections impact each client's needs, barriers, and access to support.

6.2 Coaches should consider the structural and systemic barriers clients may face due to intersecting identities - including but not limited to race, disability, class, gender, sexuality, and neurodivergence. These intersections can inform how clients experience coaching, success, safety, and power dynamics.

6.3 Coaches are encouraged to undertake regular CPD (Continuing Professional Development) in areas of equity, diversity, inclusion, and trauma-informed practice, especially as these relate to neurodivergent, marginalised, or underserved communities.

6.4 Supervision or peer support should be used to explore and address any unconscious bias that may arise. Coaches have a responsibility to examine their own assumptions, privileges, and cultural frameworks.

Intersectionality

6.5 Coaches are not required to be experts in every area of identity or lived experience, but they must be open to engaging with these topics when they arise, and create a mutually agreed, safe space for clients to do the same.

6.6 Coaches should be mindful of how intersectionality shapes each client's experience, including the potential for trauma, and must take care not to impose their own beliefs, assumptions, or interpretations.

6.7 Coaches must be vigilant not to replicate harmful societal narratives or systems of oppression within the coaching relationship, and should actively seek to unlearn internalised biases where possible.

6.8 Coaches should avoid assuming shared cultural norms or experiences, and must refrain from making generalisations about identity. Instead, they should invite the client to define what matters most to them in their own words.

6.9 Coaches must be mindful of power dynamics within the coaching relationship, especially where differences in identity, background, or lived experience exist. They should create space for feedback and adjust their approach where needed to maintain equity and collaboration.

Inclusive Coaching

This section refers to the commitment to making coaching genuinely accessible, respectful, and adaptable to each client's unique needs.

6.10 Inclusive coaching means creating spaces where all aspects of a client's identity are respected and validated. Coaches should invite open dialogue about how intersecting identities shape the client's experience of being neurodivergent.

6.11 Inclusive coaching includes respecting all forms of communication, emotional expression, beliefs and processing. Coaches must not pathologise or shame differences, but approach them with curiosity and acceptance.

6.12 Coaching must be tailored to the individual. If a coach is unsure how best to meet a client's needs, they should ask directly, listen with curiosity, and adapt their approach accordingly.

6.13 Coaches are encouraged to offer flexible, accessible approaches to coaching delivery, including options around communication methods (e.g. written vs. verbal), session timing, and platforms used, recognising that accessibility needs may vary widely.

6.14 Where possible, coaches should reflect on the affordability and financial accessibility of their services, understanding that marginalised clients may experience financial inequity. Creative solutions (e.g. sliding scale fees, scholarships, payment plans) may be offered, though this is at the discretion of the coach.

Inclusive Coaching

6.15 Coaches must foster an environment of respect and acceptance, even when clients express values, beliefs, or experiences that differ from their own, avoiding political persuasion or moral judgement.

6.16 Coaches should remain curious and supportive, ensuring the client feels heard, while also being aware of their own values and potential biases.

If a client's views directly compromise the safety, dignity, or rights of others, or if the coach feels ethically conflicted, they must reflect carefully and seek supervision.



Children & Young People

7

This section outlines key guidelines for coaches working with children and young people under the age of 18.

It emphasises the importance of safeguarding, appropriate conduct, and ethical practices when coaching minors.



Children & Young People

7.1 Coaches working with individuals under the age of 18 are strongly encouraged to obtain a Disclosure and Barring Service (DBS) check or equivalent police records check in their jurisdiction. This should be made available to parents, caregivers, schools, or commissioning bodies upon request.

7.2 Coaches should advise parents or caregivers to request references, safeguarding information, and credentials when selecting a coach — and should actively welcome such enquiries.

7.3 Coaching provided to children and young people must be age-appropriate in both content and delivery. Coaches should adapt their methods to suit the developmental stage, learning style, and emotional maturity of the young person.

7.4 Coaches must ensure that appropriate safeguarding arrangements and accountability structures are in place. This may include working within an organisation (e.g. a school) with safeguarding oversight or having regular supervision from a suitable professional.

7.5 Coaches should be clear about confidentiality boundaries when working with minors, including what will and will not be shared with parents or caregivers. These boundaries must be discussed openly with both the young person and their caregivers at the start of the coaching relationship.

7.6 Coaches must establish clear expectations around the purpose and goals of coaching with both the young person and their parents or caregivers. Consent and engagement from the young person are essential for ethical practice.



Children & Young People

7.7 Coaches should be especially mindful of power dynamics when working with children and young people. They must foster a coaching relationship built on trust, autonomy, and psychological safety, ensuring that the young person feels heard and respected.

7.8 Coaches must take extra care when discussing sensitive topics with minors, ensuring the content is appropriate, the child feels safe, and that disclosures are handled according to safeguarding policy.

7.9 Coaches working with children and young people online should follow best practice around digital safeguarding, including using secure platforms, ensuring parent/caregiver awareness, and avoiding unsupervised contact or informal communication outside agreed sessions.

Professional Practice

8

This section includes, but is not limited to, the highest standards of practice that coaches working with neurodivergent clients should maintain.

It encourages ongoing reflection, development, and adaptability to meet the diverse needs of each individual client.



Professional Communication & Boundaries

This section addresses the importance of establishing and maintaining healthy boundaries, and ensuring clear and respectful communication in the coaching relationship.

8.1 Coaches should establish and maintain clear boundaries in the coaching relationship. They must be cautious about coaching relationships (e.g., therapist, family member) which could impair professional judgment or create conflicts of interest.

8.2 Coaches should encourage the client to express their needs and preferences, and support the client in developing self-advocacy skills, remaining sensitive to the potential of masking within sessions and challenges that may arise.

8.3 Coaches should communicate in a clear, concise, and neuroaffirmative manner, avoiding jargon or language that may be confusing or overwhelming to clients with ADHD and/or AuDHD.

8.4 All communication with clients, including written and electronic, should be conducted in a professional, respectful and confidential manner by the coach.

8.5 Coaches must maintain professional boundaries with clients at all times. While acknowledging that personal connections can sometimes arise, coaches should be vigilant about the power dynamics inherent in the coaching relationship, and avoid any forms of exploitation.

8.6 Coaches should maintain professional boundaries in their use of social media. Coaches should not interact with clients on social media in a way that could compromise client confidentiality or the integrity of the coaching relationship.

Accessibility

This section details the need for coaches to provide services in a way that is accessible and inclusive to neurodivergent clients.

8.7 Coaching services should be offered in accessible formats, upholding stability for the coaching relationship to progress, whilst recognising the challenges that neurodivergent clients may experience with executive functioning. Coaches should strive to make their coaching and administrative processes as accessible as possible.

8.8 If using technology platforms, coaches should ensure that these are secure, user-friendly and accessible, with clear guidance provided as needed. Coaches may wish to consider factors such as screen reader compatibility, captioning, and minimising visual clutter.

8.9 Coaches should be willing to make reasonable adjustments to meet the individual needs of clients, including those which may not be apparent at the outset of the relationship.

Development & Reputation

This section emphasises the importance of ongoing learning, professional development, and upholding the reputation of the coaching profession.

8.10 Coaches are encouraged to seek supervision or consultation with appropriate professionals as needed, particularly when handling complex or challenging situations.

8.11 Coaches should maintain adequate professional liability insurance to protect themselves and their clients, in accordance with relevant legal requirements and industry best practices.

8.12 Coaches should conduct themselves in a manner that upholds the reputation of the coaching profession, acting with integrity, respect, and professionalism in all interactions. This includes interactions with clients, colleagues, and the public.

8.13 Coaches should refrain from engaging in any behaviour that could be detrimental to the reputation of the coaching profession, particularly in relation to coaching neurodivergent individuals. This may include, but is not limited to, publicly disparaging other coaches or their practices. Coaches should avoid making false or misleading statements about their own qualifications or the services offered by other coaches.

8.14 Coaches must comply with all applicable laws and regulations within their jurisdiction. This includes, but is not limited to, laws related to data protection, privacy, and business practices.

Development & Reputation

8.15 Coaches should notify ADHD Works (or other relevant body as applicable) if they are charged with a serious crime, or the subject of legal proceedings that could affect their ability to practice coaching. ADHD Works may, at its discretion, temporarily or permanently suspend or revoke a coach's certification or affiliation if such legal issues arise.

8.16 Coaches are encouraged to engage in ongoing professional development to enhance their skills and knowledge within ADHD and/or AuDHD coaching. This includes staying informed about current research, best practices, and ethical considerations.



ADHD Works

9

ADHD Works is a **neurodivergent-led, globally recognised** coaching organisation providing accredited training, ethical standards, and ongoing support for ADHD and AuDHD coaches.

We're proud to lead the way in ethical, neuroaffirmative coaching, empowering neurodivergent people to work **with** their brains - not against them.

We don't fix people - we empower them to thrive as they are.



What we do

At ADHD Works, we're building a world where neurodivergent people **thrive** - not just survive.

We do that through innovative, ethical, and practical tools that **actually** make a difference:

- **Become an ADHD Coach Course:** our flagship training, based on our **Executive Functioning Coaching Framework**, training 500+ coaches worldwide.
- **Become an Advanced AuDHD Coach Course:** the first of its kind, rooted in our AuDHD Paradox Framework.
- **Self-paced courses and toolkits:** accessible, on-demand and neuro-affirmative learning.
- **Bespoke workplace programmes:** delivered to organisations like Disney and Google.
- **1:1 and group coaching:** spaces that support real transformation, not just surface-level change.
- **The first-ever ADHD Retreat:** built for rest, connection, and radical self-trust.
- **Advocacy campaigns:** including global work on improving access to support for ADHD-ers with the World Health Organization.

Our Certification Pathways

Our certified professionals are guided by ethical standards and a deep commitment to neuroaffirmative practice. Look for these credentials:



ADHD Coaches

Trained on our **Executive Functioning** Coaching Framework.

Advanced AuDHD Coaches

Trained on our **AuDHD Paradox** Coaching Framework.



Neuroaffirmative Practitioners

Trained on our **Neuroaffirmative Framework**.

ADHD Champions

Trained on our **ADHD Champions** Programme.



Recognition & Impact

*ADHD Works drives **meaningful action** - not just awareness.*

- Trained over **500 coaches** worldwide to empower neurodivergent communities
- Creator of the world's **first AuDHD Coach Training Programme**
- First and only **CPD-accredited** ADHD coaching course globally with AuDHD certification
- Training Provider member of the **Association of Coaching**
- Winner of Soho Works' Future 50 Award for **Most Diverse & Inclusive Brand**
- Founder **Leanne Maskell** named **National Specialist Coach of the Year** in the National Coaching Awards
- Partnered with **Disney** to create an internal *ADHD Champions* peer support programme

Featured in **major media outlets** including:

The Guardian **Forbes** **The Telegraph**
BBC **WORLD THE TIMES** **FINANCIAL TIMES**

Profit for Good

*ADHD Works is a business with **purpose** - we actively:*

- Offer **scholarship places** for our ADHD & AuDHD Coach Training
- Deliver **free talks for schools and charities**, supporting parents, teachers and children
- Give **free access** to our self-paced online courses to anyone who needs them
- Provide **free online courses** on accessing support
- Share **free resources** such as **template letters** to send to GPs when ADHD medication is withdrawn
- Donate to charities, such as the **Autistic Girls Network**
- Publish a **free Reasonable Adjustments Policy** to support employers and employees alike
- Lead **advocacy efforts**, such as gaining over 11,000 signatures on a petition calling for systemic change
- **Signpost** to trusted neuroaffirmative support & services
- Offer **free AuDHD group coaching & events** to support our community to connect and thrive.

Get Involved

- If you're looking for a coach... visit our Coach Directory
- If you'd like to train as a coach... check www.adhdworks.info for the next cohort dates
- If you'd like to work with ADHD Works in another way... email hello@adhdworks.info

The course was **deeply researched, science backed**, and **highly impactful**, while also offering an authentic **human touch** that should never be undervalued. ADHD Works has genuinely **reshaped my entire life**.

I learned a great deal and was able to do so in a way that really **'walked the walk'** with regards to inclusivity for neurodivergent people. The whole set up at ADHD Works is very slick whilst being very human.

I felt completely listened to. It's like those **'once in a lifetime'** pair of jeans - your absolute 'go-to' favourites that you've been searching for your entire life. That's the level of **perfect fit** ADHD Works will find for you in a coach!

