Samantha Jensen Samantha currently Level 4 Psychology student University Glasgow UofG passionate delving realm neurodiversity higher education Specifically ensuring marginalized groups receive support truly deserve process writing reflective piece intensified enthusiasm subject area also significantly influenced previous summer research project delved world dyslexic students ability code university setting passion propelled dedicating final year dissertation exploration neurodiversity within UofG keen uncovering extent individuals feel right amount support inclusivity studies absolutely delighted share experiences passion Student Voice within TILE Network opportunity allowed contribute actively ongoing dialogue surrounding importance support inclusivity higher education Note piece originally published TILE Network website link original source first encountered concept neurodiversity began understand meant neurodivergent embarking university journey point awareness mild dyscalculia diagnosis emerged high school years time grappled self-consciousness sense disorientation anxiety particularly starting engage critical reflections world around entering university remember wondering “ manage new chapter diagnoses ” “ support available someone like ” “ others share similar experiences challenges ” understanding neurodiversity deepened became interested exploring neurodivergent students Higher Education Syharat et al 1 investigated neurodivergent graduate STEM student experiences results suggest often feel pressure conform neurotypical norms avoid negative perceptions Furthermore participants also noted may self-silence maintain stability positive relationship advisor research highlights importance attending inclusive environments Moreover also illuminates hurdles neurodivergent students encounter educational journey Another study 2 investigated neurodivergent population specifically autistic students undergraduate graduate students findings suggest experience fluid multi-dimensional multiple factors may affect students ’ sense belonging transitional period support Building upon insights crucial explore present initiatives designed support students