By Samantha Jensen Samantha is currently a Level 4 Psychology student at the University of Glasgow (UofG), and very passionate about delving into the realm of neurodiversity in higher education. Specifically, ensuring that other marginalized groups receive the support they truly deserve. The process of writing this reflective piece has only intensified her enthusiasm for this subject area. It had also significantly influenced her previous summer research project, where she delved into the world of dyslexic students and their ability to code in a university setting. This passion of hers has propelled her into dedicating her final year dissertation to the exploration of neurodiversity within UofG. She is keen on uncovering the extent to which individuals feel the right amount of support and inclusivity in their studies. She is absolutely delighted to share her experiences and passion for the Student Voice within the TILE Network. This opportunity allowed her to contribute actively to the ongoing dialogue surrounding the importance of support and inclusivity in higher education. \* Note: This piece was originally published on the TILE Network website. Here is the link to the original source. When I first encountered the concept of neurodiversity and began to understand what it meant to be neurodivergent, I was embarking on my university journey. At that point, my awareness of my mild dyscalculia diagnosis had only emerged during my high school years. It was a time when I grappled with self-consciousness, a sense of disorientation, and anxiety, particularly as I was just starting to engage in critical reflections about the world around me. As I was entering university, I remember wondering “How do I manage this new chapter with my diagnoses?” “Is there any support available for someone like me?” “Are there others who share similar experiences and challenges?” As my understanding of neurodiversity deepened, I became interested in exploring neurodivergent students in Higher Education (HE). Syharat et al. (1) investigated neurodivergent graduate STEM student experiences. The results suggest that they often feel pressure to conform to neurotypical norms and avoid negative perceptions. Furthermore, participants also noted that they may have to self-silence to maintain stability and a positive relationship with their advisor. This research highlights the importance of attending to inclusive environments in HE. Moreover, it also illuminates the hurdles that neurodivergent students encounter during their educational journey. Another study (2) investigated a neurodivergent population specifically autistic students in both undergraduate and graduate students. The findings suggest that their experience was fluid and multi-dimensional in which multiple factors may affect students’ sense of belonging, transitional period and support. Building upon these insights it is crucial to explore the present initiatives that have been designed to support students in HE.