

# Supporting Neurodiversity and securing a Neurodevelopmental Assessment

An extract from The Greville Gazette Autumn 2024



Last term we shared with you our focus on identifying those children with SEN to ensure they receive the timely support they require to thrive.

In this Spotlight on SEN, we focus on Neurodiversity (ND), and how we support children at The Greville who display neurodiverse patterns of behaviour, or have a diagnosis of a neurodivergent condition.

'Neurodiversity' refers to the natural diversity in human brains.

Neurodivergence is the term for when someone's brain processes, learns, and/or behaves differently from what is considered "typical". Some neurodivergent conditions include:

- Attention Deficit Hyperactivity Disorder (ADHD)
- Autism Spectrum Condition (ASC).
- Dyslexia
- Dyspraxia
- Dyscalculia

*Royal College of Nursing Website, 2024*

At The Greville, we **meet need as well as diagnosis**, therefore if a pupil were to display patterns of behaviour that are associated with a ND condition, we would aim to support this need, regardless of whether they have a formal diagnosis. Some of the support we provide children may be part of our OAP, Ordinarily Available Provision; adjustments and support that is part of everyday, quality-first teaching (QFT). If a child requires support and intervention that is above and beyond that of QFT, then their class teacher and parents would be invited to discuss this with our SENCo and decide whether it is felt the child needs to be placed on the SEN register and have a SEN Support Plan (SSP) in place. Not all children with diagnosis necessarily need to be added to the SEN register; only if their level of need reaches this threshold.

## Diagnosis of ASC and ADHD

As many of our parents and carers have experienced, diagnosis of ASC and ADHD especially is extremely challenging currently in Surrey. The diagnosis is made by a paediatrician, psychologist or other qualified health care professional.

At present, school can **only** refer children for ND assessment (via Mindworks; Surrey's equivalent to CAMHS) if the child is:

1. Already known to mental health services
2. Experiencing extreme distress caused by the suspected condition
3. Has an attendance of 70% or below.

We have experienced a number of parents relaying to us that they have asked the GP to refer their child for a diagnosis of ASD or ADHD and they have said the referral needs to come from the school.

Unless the child/young person fits into at least one of the 3 categories listed above, we cannot refer them at present.

If you do feel your child is presenting with ASC or ADHD, this is the pathway we recommend:

- Book an appointment with your GP to seek a ND referral
- In the appointment, list the child's behaviours, the impact they have having on you and your family, and what you are seeking out of the consultation (a referral)
- The referral pathway you need to request is "the right to choose" more information can be found about this here: [Right to Choose - ADHD UK](#)
- Using the link below, choose the provider you would like to be referred to (you must check that your child falls into their criteria i.e. some only assess ADHD not ASD, some for children age 7 onwards etc).
- In the unlikely event your GP still tries to refer you back to school, quote points 1-3 above.

## How we support Neurodiversity at The Greville

Below are a selection of strategies we use in school to support pupils with ND:

ASC	ADHD	Dyspraxia	Dyslexia
<b>Lego therapy</b> - to develop social communication skills	<b>Use of therabands, wobble cushions and fidget aids</b> – to promote focus by providing child with sensory feedback	<b>Fine and gross motor exercises</b> - to develop coordination and muscle strength	<b>Coloured overlays and coloured page exercise books</b> – to prevent glare of contrast between ink and page
<b>Movement breaks to support with regulation</b> – these may be to ground, alert or support organisation			<b>Alternative ways of practising spellings and reading</b> e.g. Nessy intervention, Rainbow spellings
<b>Sensory circuits</b> to support regulation especially if the child displays sensory seeking behaviour e.g. wanting to climb			<b>ELSA/pastoral sessions</b> – with a

		<p>focus on understanding their diagnosis; celebrate the benefits of the condition and how their brain works</p>
<p><b>Social skills groups</b> - focusing on the skills of sharing/turn taking</p>		
<p><b>ELSA/pastoral sessions</b> – with a focus on understanding their diagnosis; celebrate the benefits of the condition and how their brain works</p>		