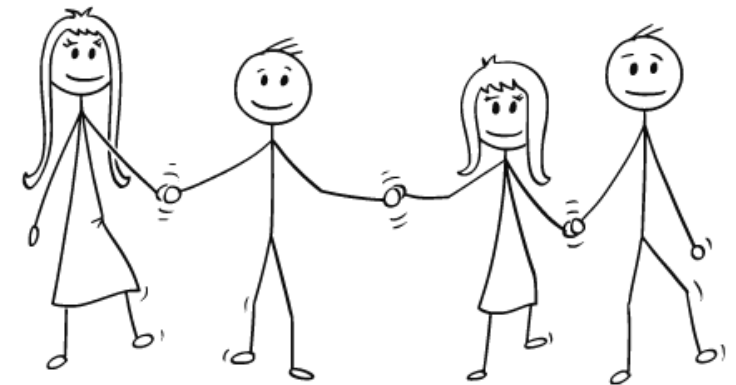
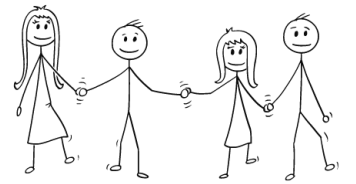


A guide to supporting children, young people and their families in Liverpool living with neurodevelopmental needs

November 2022



How to use this guide



This document outlines the statutory commissioned offer from Health and Local Authority of services and support available for children, young people and their families in Liverpool at different stages of their journey:

- **early help/pre-diagnosis**
- **during the assessment and diagnosis stage; and**
- **post-diagnosis.**

Page 4. Overview and links to services providing information, advice and support.

Page 5. Looks at what's happening and what to look out for in a child/young person in relation to the levels of need for neurodevelopmental conditions*.

Page 6. Outlines the specific support available corresponding to the child/young person's levels of need.

**When considering 'Neurodevelopmental' needs, education settings should consider the broad area of need within the SEND Code of Practice 0-25 years. This would include children and young people 'Communication and Interaction' including Autism Spectrum Disorder (ASD), 'Cognition and Learning' including Dyslexia and Dyscalculia and 'Social, Emotional and Mental Health' including ADHD. These needs may impact on the child and young person's ability to access learning.*

For more information, see the [Liverpool SEND Graduated Approach Handbook](#) on Liverpool's Local Offer (SEND Support & EHCP | Liverpool Family Information & SEND Directory).

Glossary of terms

ACEs – Adverse Childhood Experiences

AET – Autism Education Trust

ASCN – ADDvanced Solutions Community Network

ASD – Autism Spectrum Disorder

CAMHS – Child and Adolescent Mental Health Services

CETR – Care, Education and Treatment Review

CPA – Care Programme Approach

CYP – Children and Young People

DCD – Developmental Co-ordination Disorder

EHAT – Early Help Assessment Tool

EHCP – Education, Health and Care Plan

EMHTS – Education Mental Health Team Support

EPS – Educational Psychology Support

OT – Occupational Therapy

SaLT – Speech and Language Therapy

SEN - Special Educational Needs

SENCO – Special Education Needs Coordinator

SENIS – Specialist Educational Needs Inclusion

Support Service

SPD – Sensory Processing Difficulties

Services providing information, advice and support

Children and young people's mental health support

- 24/7 Crisis Care Support Tel: 0151 293 3577 or freephone 0808 196 3550
- Under 18-year-olds text GREEN to 85258, over 18's text HEAL to 85258
- [Make a referral](#) to Liverpool CAMHS to access child & young person's mental health services

Information & Advice

ADDvanced Solutions Community Network (ASCN):

- [Website](#)
- Tel: 0151 486 1788

ADHD Foundation

- [Website](#)
- Tel: 0151 541 9020

Other ways of getting information, advice & help:

- [General Practice](#)
- School/SENCO
- [Children's Centres](#)
- [CAMHS Website](#)
- [ASD Training Team](#)
- [Local Offer Website](#)

[ASCN](#) is available for families and CYP for open access advice, learning and support pre, during and post-diagnosis and can be accessed by anyone.

[LivPaC](#) is an independent body that encourages parents to share with them the services they would like available in Liverpool for their CYP. LivPaC will share suggestions with the [local authority and health services](#).

Early Help/Pre-Diagnosis

ASCN Offer (open access):

- Range of [support for families](#) and closed Facebook group.
- [Training](#) for professionals.
- Open access SPD [awareness sessions](#).

Consultation clinics.

ASD Training Team

- Social Communication and Behaviour Workshops.
- Question and Answer Group Sessions.
- 1:1 drop in (face to face or virtual option).

Assessment & Diagnosis

Referral to Alder Hey through GP, school or other professional:

- [ADHD Service](#)
- [ASD Service](#)
- [Developmental Paediatrics Service](#)
- [Community SaLT Service](#)

Referral to [OT support](#) for sensory interventions through:

- GPs.
- School.

[SENISS](#) | Liverpool Family Information & SEND Directory.

Post Diagnostic Support

ASCN Offer

- [Autism Post Diagnosis](#) family learning and YP coaching offer.
- [Open access learning and support](#) for families.
- Transition support.

Alder Hey Offer:

- ADHD follow up clinics/medication [reviews/training workshop](#).
- Open access to YP [ASD feedback workshop](#).
- Riding the Rapids Training for Parents.

ADHD Foundation Offer:

- Information Advice & Guidance.
- Skill Building for CYP & parents/carers.
- Free downloadable [resources and webinars](#).

ASD Training Team

- Courses inc. age & specific related needs.
- Question and Answer Group Sessions.
- 1:1 drop in (face to face or virtual option).

Levels of need for neurodevelopmental conditions



What's happening, and what to look out for in a child/young person

No needs identified

They may be:

- Working toward all expected levels and making good academic progress in school.
- Developing and functioning appropriately for their age and current circumstances.
- Showing good levels of resilience and are generally able to cope when things change or go wrong.
- Enjoying getting involved with social activities and can make and maintain healthy relationships.
- Consistently attending school and have positive self-esteem.
- Happy, talkative/able to communicate their needs.
- Physically well and cared for.
- Able to cope with changes and challenges with preparation.
- Developing skills normally, can tolerate and are learning to self-regulate their emotions.

Some needs identified

They may be:

- Struggling with academic attainment
- Potentially at risk of school exclusion.
- Experiencing low level behavioural difficulties/ anxiety/low-mood/attention difficulties or problems in relationships which may be having an impact on their learning, attendance, appearance, relationships and academic progress. Self-esteem may be impacted.
- Not as happy as usual and not wanting to take part as much. Tired or on edge
- Displaying attention seeking behaviours or begin to withdraw from activities.
- Having recurrent tummy ache or seem tense if anxious or worried.
- Struggling to regulate emotions - especially at home.

Increased needs identified

They may be:

- Struggling significantly with their difficulties; self-esteem is likely to be impacted.
- Excluded from school two or more times.
- Isolated in school and withdrawing from social activities.
- Struggling to regulate emotions.
- Having learning /attention or social difficulties that are having a noticeable impact on their learning, attendance, appearance, relationships and academic progress.
- Contributing to class and playtime activities less frequently.
- Regularly anxious, tired, low, angry or withdrawn. Their difficulties are likely to be having a negative impact on their physical health and wellbeing.
- Unable to cope with everyday tasks in the classroom.
- Experiencing complexities, ACEs and other risk factors impacting on their difficulties.
- Showing signs of low risk/intensity self-harm such as scratching/biting themselves or hitting out at others when they are distressed.
- Displaying increased sensory seeking behaviours.

Additional support:

May be required at periods of transition or significant life change i.e. school change/house move/family situation changes etc. is available pre, during and post-diagnosis.

What support is available for children and young people living with neurodevelopmental conditions?

Information & Advice:

- Child/young person will benefit support to maintain self-care, resilience building, psycho-education and a Whole School Approach that promotes positive relationships and inclusion.
- Training is available for school staff to support identification of:
 - ND conditions to ensure early identification of needs.
 - SEN needs and equip them to identify the signs that a child/young person needs support.

Early Help:

- Pre-EHAT checks to look for unmet needs such as SEN, ND conditions, young carers, recent life events and ACEs.
- Contact school Mental Health Lead/s to access school-based graduated approach for any mental health concerns. This includes EMHST.
- School SEN graduated approach, AET school training, enhanced teaching, one page profiles.

ASCN:

- Community drop-ins, ND Family Learning Programmes, CYP groups, professional and parent/carer awareness sessions, Community Networks Groups.
- Sensory Processing Awareness sessions, Consultation clinics.

ASD Team

- Social Communication and Behaviour Workshops.
- Question and Answer Group Sessions.
- 1:1 drop in (face to face or virtual option).

Assessment, Diagnosis & Post Diagnosis:

- EHAT may be needed to support systemic issues.
- Referral to Alder Hey for assessment of: ADHD/ASD/DCD/GDD
- ASCN's Post-Autism Diagnostic learning and coaching offer.
- Referral to SaLT for speech and language assessment/intervention.
- Referral to OT support for OT DCD assessment/support.
- School to consult with EPS for support/advice.
- Ongoing learning and support from ASCN/ADHDF.
- Ongoing mental health support can be access via the Liverpool CAMHS website.

All Information, advice and early help support is available across all levels.

Crisis support: may be required and is available pre, during & post-diagnosis

- Specialist assessment and intervention by CAMHS.
- Risk assessment and risk management planning.
- Child supported via CPA or CETR processes.
- Social care assessment and support be in place.
- EHCP to be completed to ensure specialist support is available.
- Specialist school placement to be considered.

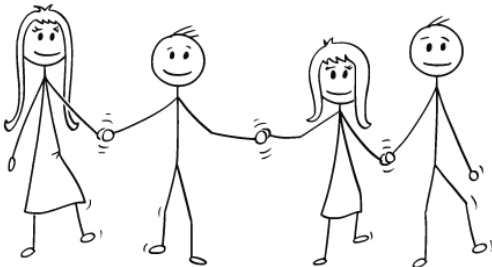
Thanks to the following organisations for contributing to the development of this guide



For more information and details of wider local support,
please visit Liverpool's SEND Local Offer Website



<https://fisd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?localofferchannel=0>



Current Liverpool Adult ADHD Pathway

As discussed at ADHD workshop 29/11/22

