ADHD news

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The voice of ADDISS - The National ADHD Information and Support Service

ADHD GOES INTO

CORB

for ADHD Awareness Week 2015

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ADDISS is the National Attention Deficit Disorder Information & Support Service.

We provide people-friendly information and resources about Attention Deficit Hyperactivity Disorder (ADHD) to anyone who needs assistance - parents, sufferers, teachers or health professionals. All our activities are supported by our Professional Board of expert advisers.

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of ADDISS you receive this newsletter four times a year, notification of talks across the UK and abroad, notification of new publications as well as special offers including discounted entrance to conferences and training events.

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B LEGISLATION ADHD and the new

SEN Code of Practice

SINCE 2010, there has been a move towards reforming the special educational needs (sen) system and the support offered to parents, children and young people.

In Autumn 2010, the report "A Statement is not enough" from OFSTED (the English schools inspectorate) noted that far too many children and young people were being labelled by schools as having an SEN when in fact, with adaptations in the school, it was felt that this would not be the case. This then led on to a Green Paper which examined the needs of children and young people and broadly made the conclusion that the (then current) system was not fit for purpose. On the back of that, the government drew up the Children and Families Act (2014), which came into force last summer (2014) for children living in England.

In Wales, there is a review of legislation being undertaken that will hopefully result in similar reforms. Already the term Special Educational Need is set to be replaced with the term Additional Learning Need. In Scotland, Additional Support for Learning is the term used for the frameworks that surround what in England is termed SEN, and in Northern Ireland support remains the responsibility of the regional Educational and Library Boards. It is also worth noting that in Northern Ireland, there is currently a review into the training needs of those teachers working in Special Schools, something that may well have an impact on those parents who have a child attending a Special School in NI. This article however will focus on the impact of the reforms in England.





As part of the Act, there is now a new Code of Practice. The previous code was designed purely for Special Educational Needs Co-Ordinators (SENCos) in schools, but the new code is designed for education, health and social care professionals. This move exemplifies what the major shift is in the new Act.

Before, parents were often frustrated as they had to explain 'their story' several times to several different professionals. This became wearing and unnecessary. This in itself led to the Common Assessment Framework (CAF). It is the underpinning principles of the CAF that are echoed in the new arrangements.

KEY DEVELOPMENTS IN THE NEW ACT

THE AGES COVERED ARE 0-25 YEARS
This only applies at the upper age when
the young person is in continuous education.
Once that stops, so does the support under
this Act. Under nursery age, children can be
referred for an assessment if it is unlikely that
they will be able to achieve the same as their
peers of the same age without support.

SCHOOL ACTION AND SCHOOL ACTION PLUS ARE NOW ONE UNIVERSAL CATEGORY OF SEN There is still to be a graduated response to support. Support is designed to start at lowest level and increase steadily until it meets the needs of the child or young person.

STATEMENTS OF SPECIAL EDUCATIONAL NEED ARE TO BE REPLACED WITH EDUCATION, HEALTH AND CARE PLANS (EHC PLANS OR EHCPS)

- ▶ This move will take place gradually over the next 2 years, so that anyone still on a statement will be required to move over to an EHCP by the summer of 2017.
- All new assessments, as of 1st September 2014, must be for EHCPs.

AS THE NEW NAME SUGGESTS, EHCPS WILL DRAW TOGETHER PROVISION FROM EDUCATION, HEALTH AND SOCIAL CARE. This will enable closer working. Agencies will have full sight and understanding of what other agencies are providing in terms of

support and treatment.

PARENTS AND YOUNG PEOPLE CAN NOW CHOOSE FROM A RANGE OF SERVICES AVAILABLE THROUGH THE 'LOCAL OFFER'.

Whereas before the services were predominantly provided by the Local Authority, now services can be provided from a range of providers, including local charities, voluntary organisations, private companies and anyone who feels they can support those living with an SEN.

PARENTS, CHILDREN AND YOUNG PEOPLE ARE TO BE AT THE HEART OF THE SYSTEM.

Genuine consultation was always best practice. Now it is enshrined in law. Also,



Andy Bloor is a Senior Lecturer in Primary Education (SEN Inclusion & Diversity) and the Primary Lead in SEN at Canterbury Christ Church University. He is the author of the resource "Supporting Pupils with ADHD: Whole-school training materials and resources for SENCos" and has written articles for the professional journal 'ADHD in Practice' on which he sits on the editorial board. Andy is a fellow of the HE Academy.

SO WHAT DOES THIS MEAN FOR FAMILIES LIVING WITH ADHD?

FIRSTLY

Just as there was before, there is no need for a formal diagnosis of anything to get support for it.

If your child has difficulties with attention there is no need to wait for a medical diagnosis before putting in appropriate measures. Indeed, it is the duty of the class teacher to effectively support the needs of the children in their class.

SECONDLY

You need to be aware of the Local Offer and what is available to support you and your family. There is a lot out there and it is the duty of the Local Offer to highlight this. You can get support from professionals to help you navigate all this and the Local Authority must again highlight this to you.

There are new categories of need and ADHD falls into Social, Emotional and Mental Health difficulties. Far from needing a formal diagnosis, this change means that the label 'behaviour' has now been moved away from in favour of looking at what underlies a behaviour. I believe this can only be good news for parents, children and young people living with the day to day realities of ADHD.

Local Authorities are expected to consult with parents, children and young people when they create new services or change existing ones. By keeping parents, children and young people at the heart of the service, Local Authorities make sure that what they are providing is really of use.

IN THE SAME WAY SOCIAL CARE WILL GIVE DIRECT FUNDING FOR SHORT TERM OR IMMEDIATE PROJECTS (SUCH AS ADAPTATIONS TO A HOME), THE EHCPS CAN NOW DO THIS. The end result is that for the first time parents will have direct say over how the funding for their child is spent.

CLASS TEACHERS WILL NOW HAVE OVERSIGHT AND RESPONSIBILITY FOR A PLAN OR PROVISION whereas before this lay with the SENCo. (What this will look like in Secondary is unclear, but will probably be Form Tutor/Head of Year/Year Learning Co-ordinator). This is a massive shift that will see the role of the SENCo altering.

IN TERMS OF 'WHAT TO LOOK FOR' THERE ARE A NUMBER OF QUESTIONS YOU SHOULD ASK:

If you don't understand ANYTHING that is being told to you, you must question it. All professionals use names and letters to stand for things. There is no uniform use of these letters across the country, so what means one thing in one Local Authority may mean something else altogether in another locality. You need to have a full understanding of what is going on to ensure that you can effectively make decisions about your child's support

Make sure that you are given the opportunity to express what you and your child want. It is vitally important that you are at the heart of the process and in a meaningful way. If the school knows you work Monday – Friday with little

support from your boss, a meeting at 11am on a Thursday is meaningless. Make sure that you can realistically attend meetings and don't be afraid of telling the school you can't and asking for a meeting at another more suitable time

Are you getting the very best from the other services? It would be all too easy to see EHCPs as the new Statements: they are not. What they are is a completely new way of working that spans all three agencies equally

4 Keep your eyes on the horizon – the new code stretches from o-25 and whilst it doesn't include higher education, it will mean guaranteed appropriate support in further education colleges and schools with 6th forms

IN CONCLUSION

Of course the biggest risk here is what it always has been – regional variation in service. Some areas are good for parent, children and young people living with ADHD; other less so. Sadly this doesn't seem about to change in the near future, so we must get used to the new order and think carefully about what adaptations are necessary to make the system work as we want it to

🖰 BOOK REVIEW 😑

The ADHD Explosion by Professor Stephen Hinshaw

During the last few years we have frequently seen books about attention deficit/ hyperactive disorder (ADHD) receiving a high level of media exposure. Unfortunately, not all the information in such books is rigorous and scientifically based. But Professor Stephen Hinshaw's new book is absolutely different. His expertise on ADHD is evident in this book - "The ADHD explosion. Myths, Medication, Money, and today's push for performance".

It is an excellent update on ADHD. Professor Hinshaw's collaborator on this book is Richard Scheffler, a reputed health economist. Perhaps, the academic profile of the co-authors, explains their perspective of ADHD as a biopsychosocial disorder.

The authors carried out a deconstruction of the frequent myths around ADHD based on scientific evidence. This point is absolutely essential, because ADHD is one of the well researched medical disorders. But public opinion shows that it is still an unknown or misunderstood disorder. Hinshaw and Scheffler address in this book all the current controversies about ADHD, with clear answers. For that, the book could be useful not only for parents or patients, but also for professionals.

ADHD is a serious disorder that can result in a dramatic personal cost with a high social economic burden. Nevertheless, this book explores the perspective that some ADHD traits can be useful in social terms. For example, creativity or energy. It is important to point out that a correct and rigorous treatment of ADHD is absolutely needed for patients and their families. After that, society can benefit from the positive aspects of ADHD traits.

We should take into account that this book is mainly focused on the USA. The authors provide an excellent contextualisation of the disorder in American society. However, the book is partially valid for European reality too. The burden of ADHD is not specific to a country and the same negative impact that the authors describe in the USA is also evident in Europe. Having said that, the misdiagnosis of ADHD and overtreatment that are addressed in the book aren't a European problem. In Europe the rate of children and adults on treatment is lower than the prevalence of ADHD. The real problem is that a significant number of patients with ADHD do not receive specific treatment for ADHD, such as antipsychotics instead of stimulants/ non-stimulants or cognitive-behavioural psychological treatments. I'm convinced that if some European governments read this book, it would improve the care for people with ADHD. Teacher accountability laws also are very different in USA than in Europe. A lot of families in Europe with children diagnosed with ADHD, need to start again each new academic year - explaining what ADHD is and the impact this has in school, without appropriate support.

Finally, the book is easy to read, enjoyable and is an opportunity to update your knowledge on ADHD.

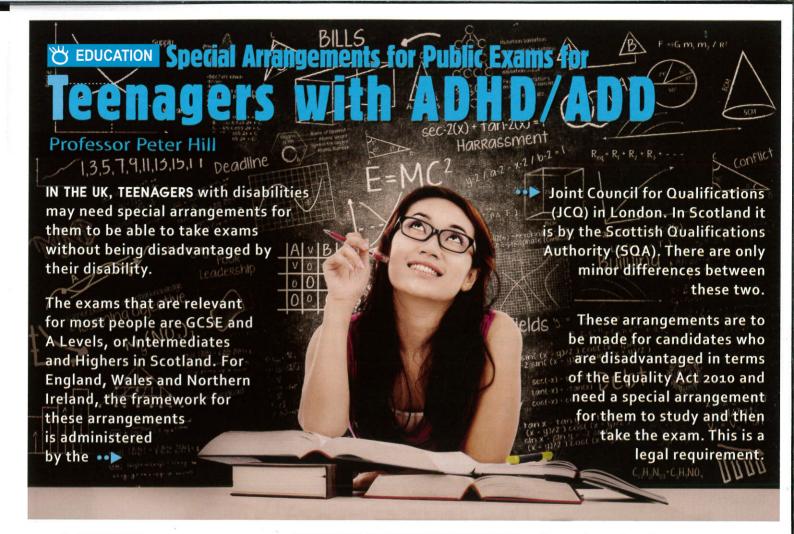
REVIEW BY

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• Universitat Autònoma de Barcelona



ADHD for simplicity but the JCQ recognises both terms) would usually be regarded as a disability for such purposes. Indeed the most recent (2014) JCQ guidance* specifically refers to it at several points.

THERE ARE A NUMBER OF ARRANGEMENTS

that might be considered for a candidate with ADHD who is taking an exam.

These include:

- · Supervised rest breaks
- A prompter
- Separate invigilation in another room
- Extra time

And, if they have a co-existing condition such as dyslexia or dyspraxia

- A reader
- A word processor
- A scribe
- Coloured overlays (for those who find this makes print easier to read)

* JCQ GUIDANCE (2014)

www.jcq.org.uk/exams-office/ access-arrangements-and-special-consideration

SORTING OUT APPROPRIATE ARRANGEMENTS

is a matter for the school in the first place. They need to be satisfied that the teenager in question has:

- 1. A disability. A professional diagnosis/ diagnoses is nearly always needed. It would be wise to have this as a letter or written report from a doctor or psychologist in the case of ADHD.
- **2. Substantial and long-term impairment** of learning or academic functioning associated with this.
- **3.** A normal way of working in school and internal or mock exams which includes whatever is going to be provided (extra time, rest breaks etc) in the exam.

This will amount to a 'picture of need' drawn up by the school.

The terms in italics have special significance and it would be wise to make sure that, if possible, they are referred to in a letter about the diagnosis. The letter needs to include all conditions co-existing with ADHD.

IN ENGLAND, WALES AND NORTHERN IRELAND the JCQ has

delegated some arrangements to schools, although they will have to document the need. From the perspective of ADHD

Those relevant include:

- · A separate room and invigilation
- · Supervised rest breaks
- The ability to read aloud to oneself
- A prompter (to bring the candidate back on task or warn of time left to complete)
- A word processor

OTHERWISE, THE SCHOOL makes an application to the JCQ online for

- Extra time (usually up to 25% though can exceed this, normally no more than 50%).
- A scribe (if the candidate cannot use a word processor)
- A reader or computer reader.

IN ORDER TO MAKE AN APPLICATION

for one of these arrangements it needs to be shown that this is how the candidate is supported in his or her normal way of working in school.

ADDITIONALLY, AN ASSESSMENT

should be carried out by a specialist assessor using standardised tests. These are formal assessments that relate ••

Professor Peter Hill is a child and adolescent psychiatrist who has been treating ADHD for 40 years. He is a member of the Professional Panel of ADDISS and a committee member of UKAN. He has headed departments at St George's London and Great Ormond Street Hospital for Children though he now works in independent practice.



•• statistically to population norms.

They have scores that can be compared with a population average. Technically they will have a so-called standard deviation of 15. This is why, in the section below, the number 84 becomes important as it is one standard deviation below average.

The specialist assessor is trained in test administration and interpretation, and will preferably be an educational psychologist or trained SENCo already associated with the school. Independent assessments are regarded as less desirable but must be considered by the school and if not adopted, the reasons for this must be noted.

In Scotland all special assessment arrangements are granted by the SQA following a detailed application by the school. The principles are the same but there is no specific insistence upon test scores.

Pure ADHD is unusual, of course, and it is vital that parents ensure that the specialist assessor considers all co-existing conditions, not just ADHD.

More complex measures such as word processors, readers, scribes, and so forth, will not follow just because of an ADHD diagnosis and will need central approval. They essentially hinge upon the existence of disabling conditions that are commonly associated with ADHD.

THERE ARE TWO TOPICS which frequently arise when students with ADHD sit public exams: **extra time**, and the importance of multiple **co-existing**

conditions.

This needs an online application to the JCQ or SQA for approval. The school must assess need using either a Statement of Special Educational Needs relating to secondary education, or an assessment using standardised testing carried out since

For the JCQ to approve extra time the key issue is that the candidate has a low speed of processing.

the beginning of year 9.

This means that the results of assessment carried out by the specialist assessor must show a score of 84 or less in any of:

- · Speed of reading
- Speed of reading comprehension
- Speed of writing
- Speed of cognitive processing which affects speed of working (e.g. working memory, sequencing, organisation, visuomotor co-ordination, phonological or visual processing).

It is occasionally possible to argue for extra time for candidates who have scores on more than one aspect of assessment that are not quite as low as 84. Usually this means showing how extra time in ordinary working, or mock exams, was beneficial.

There must also be evidence that extra time allowance is part of the candidates normal way of working at school.

The application must argue that supervised rest breaks have already been considered. It must also be accompanied by a letter from the SENCo documenting the candidates disability, how this slows access and processing information, the impact on teaching and learning, and how this is normally compensated for by teachers. It must confirm that the candidate normally has time extensions of up to, say, 25% in ordinary work, that this arises because of their disability, and that they would be substantially disadvantaged without extra time.

The SENCo's letter should be supported by a letter from a specialist doctor, educational psychologist, speech and language therapist or a Statement of Special Educational Needs or Education, Health and Care Plan confirming the candidate's disability.

Extra time of more than 25% can be granted but only in exceptional circumstances.

Co-existent problems

Students with ADHD very commonly have other problems as well as their ADHD that may require special access arrangements.

Those that are particularly relevant are:

- Dyslexia
- Dyspraxia
- Working memory difficulties
- (Mild) autism spectrum disorder

These can sometimes go unrecognised at school, and parents or specialists from outside the school may need to prompt the school to consider these, especially if the assessment is done within the school.

NORMAL WAY OF WORKING

Special arrangements for exams are expected to reflect the normal way of working in the terms leading up to the exam. It clearly makes sense to raise with the school whether the special measures for exams (rest breaks, extra prompting, separate room for work or extra time) should be applied during classwork and special assignments in the terms leading up to the exam. Not only do the JCQ and SQA require this to have been in place but it makes excellent educational sense.

With this in mind, parents may want to raise the question of special arrangement many months before any exam in order to optimise the education of their offspring, as well as smoothing the path for an application for special measures during the exam

POINTS FOR PARENTS

- Make sure the school knows about the diagnosis of ADHD and raise the question of exam arrangements at the beginning of the school year in which there will be an exam.
- Make sure that other problems commonly associated with ADHD, such as reading and handwriting difficulties or short-term memory problems, are considered and assessed by the SENCo or equivalent.

POINTS FOR CLINICIANS

- Provide parents with a letter or report for the school documenting the diagnosis of ADHD and other diagnoses or defined clinical problems early in the teenager's course, well before the exam.
- Think broadly and identify co-existing problems that have educational implications.

Adult ADHD Support Not Just a Childhood Disorder, Gro

NOT JUST A CHILDHOOD DISORDER, Group (Surrey)

fter running monthly meetings in Surrey for 2 years, Unique Adult ADHD Support Group relaunched with an official opening at the Greeno Spelthorne Wellbeing Centre in Shepperton.

Guest speakers included Dr Sanjay Jain, Dr Perera from Epsom Hospital Adult ADHD Service, Dr Wariyer from St Peters Hospital, Andrea Bilbow OBE, PCSO Colin Gibbons from Surrey police and art therapist Lillian Vasillo.





™ COMMUNITY



COLIN GIBBONS (SHEPPERTON AND LALEHAM SAFER NEIGHBOURHOOD TEAM) WRITES:

IT WAS GREAT to see so many people at the launch of Unique. It was a positive example of the impact the group has made in the community. A large number of professions were represented. This demonstrated the importance and need for such a group, and the role it plays within the community supporting adults with ADHD. Donna and Jo, who run Unique, took part in one of the police training days and gave us all an insight into the ways and thinking of people with ADHD.

The advice they gave us was useful and has aided our understanding. The group

has been a support to us as a Police Force and we have been able to refer people to them. They have been able to step in before situations became entrenched and the criminal justice system takes over.

There are many successful examples of the ways that the group has supported individuals brought to our notice. The group has given them hope and turned their lives around. This has also helped to keep these people from further involvement with the law. As a local officer I regularly call in to see Unique in operation and have gained a better

understanding of those on the autistic spectrum.

As a force we are looking forward to continuing to work with this group. We have seen positive results from the referral arrangements and we hope this will continue to be a help to people in the community. Unique also offers many different services and drop in sessions. I am looking forward to seeing how this group develops. It was a pleasure to have an opportunity to talk and be part of the launch of this new initiative. I am sure Unique will be received in a positive way in the community and the work they do will be valued more widely

NIQUE is currently the only group providing Adult ADHD Support in Surrey – and we do it all free of charge.

We provide a range of services which help adults who either have ADHD or support someone who has the condition.

Our weekly and monthly meetings provide talks, workshops, and discussions which help members to understand their ADHD and explore strategies for getting the most out

This year we have a wide range of professionals providing workshops on • Medication • Nutrition • Emotional well-being • The importance of strategies and how best to use them . Techniques for

emotional freedom (EFT).

For patients of NHS Adult ADHD Services, we have fortnightly visits from a nurse prescriber, and we have a 'Unique' relationship with Dr Perera who values the support patient organisations like ours provide.

We also have a good relationship with the police, whom we have trained to understand the impact ADHD has on many of the young people who come to their attention. We work with them to identify

young people who may have ADHD, who can then be referred for assessment, and prevent them becoming criminalised.

FOR MORE INFORMATION ABOUT UNIQUE:

- www.adhdsurrey.org.uk
- 07542 787 090
- **f** unique adult adhd surrey

We look forward to hearing from you, regards Donna & Team







ADDISS CONFERENCES **JUNE 2015**

22nd & 23rd June

Wellington Park, Leyland, Lancashire

• 22nd June

a conference for parents, teachers and professionals with special guest speakers, Kevin Roberts, Jerry Mills, Marko Ferek and Andrea Bilbow OBE focusing on early intervention, ADHD in the classroom and managing difficult behaviour

23rd June

Phil Anderton will present a day on adult ADHD for professionals, commissioners and adults. Special guest Gary Sendall

26th June

Truro, Cornwall

For the first time ADDISS will be holding a one day event in Truro in Cornwall for parents, teachers and professionals

- Difficulties faced by adults with adult ADHD
- Strategies for keeping adults with ADHD out of trouble with the police
- Working with commissioning bodies to improve the levels of service
- What a 'good' adult ADHD service looks like
- How to manage ADHD in the elassroom
- Improving children's behaviour using the 1,2,3 Magic Programme at home and in school
- Unlocking the Power of ADHD

For further information: www.adhdconference.org.uk

CONFIRMED SPEAKERS



Andrea Bilbow OBE Founder of ADDISS UK and President of ADHD Europe.



Kevin Roberts Author of Movers. Dreamers, and Risk-Takers: Unlocking the Power of ADHD



Jerry Mills a talented teacher, singer/songwriter and ADHD adult from the U.S.



Marko Ferek Author of Hyperactive Dreamers - speaks passionately about growing up with ADHD



Phil Anderton Author of Tipping Points - what every professional should know about ADHD



Join our team of
Support groups, parents,
teachers, doctors and
people with ADHD as we gather
together to raise awareness,
reduce stigma and raise much
needed funds for ADHD Charities.

ADHD AWARENESS WEEK

Charity Absell

SUNDAY 18th OCTOBER 2015

Queen Elizabeth Olympic Park

www.arcelormittalorbit.com/abseiling

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AND FOR INFORMATION ON HOW TO TAKE PART:

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