



Autumn Term 2024

This is our fourth issue of the SEND newsletter, and I hope that you will find it useful and informative.

Please let me know if there is anything you would like me to cover in a future newsletter.

Sally East sendco@charsfieldprimary.org.uk

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Special Educational Needs and Disability Information, Advice & Support Service

sendiass

SENDIASS sessions for parents and carers

Helpline: 01473 265210

Email: enquiries@suffolksendiass.co.uk

Text: ADVICE4ME to 87007 Web: www.suffolksendiass.co.uk

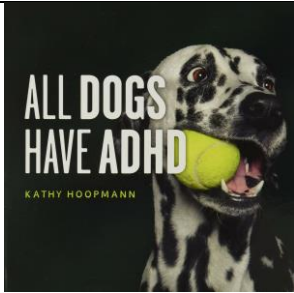
Book recommendation

Kathy Hoopmann

All Dogs Have ADHD

Children's Non-fiction

This revised edition of *All Dogs Have ADHD* takes an inspiring and affectionate look at Attention Deficit Hyperactivity Disorder (ADHD), featuring all-new images from the canine world. These charming photographs bring to life a variety of traits that will be instantly recognisable to individuals with ADHD, including being restless and excitable, easily distracted and acting on impulse. This book reflects the difficulties and joys of raising a child with ADHD with humour and understanding, celebrating what it means to be considered "different."





The rise of ADHD and Autism in young girls

As a psychologist specialising in neurodiversity, **Selina Warlow** has witnessed a profound shift in the landscape of ADHD and autism diagnoses over the course of her career.

Until recently, there was a significant disparity in ADHD and autism diagnoses between boys and girls. I have seen first hand how this gender bias has led to underdiagnosis of girls. Unlike boys, who often exhibit overt symptoms of hyperactivity and impulsivity, girls with ADHD or Autism might display more subtle signs like inattentiveness or daydreaming. This frequently leads to overlooked or misdiagnosed conditions. Similarly, autistic girls can excel at masking social difficulties, contributing to a delay in recognising their unique challenges.

Thankfully, a growing awareness of neurodiversity has catalysed a much-needed shift in recent years. Educational campaigns, media representation, and revised diagnostic criteria have broadened our understanding of ADHD and autism, leading to a more accurate identification of girls on the spectrum. This increased recognition is undoubtedly a positive development, as early intervention is paramount in optimising outcomes for young girls growing into adulthood.

Early diagnosis has a transformative effect. By identifying ADHD or autism at an earlier age, we can implement tailored interventions such as therapy, educational support, and, when appropriate, medication. These strategies empower children to manage their symptoms, enhance their learning experiences, and build self-esteem. However, the surge in diagnoses also highlights the pressing need for adequate resources and support systems. Schools, in particular, must adapt to accommodate the

About the author

Dr Selina Warlow is a child and adolescent psychologist specialising in neurodevelopmental disorders. She is the founder of The Nook Neurodevelopmental Clinic, a private practice with clinics in Farnham and Esher.

 thenookclinic.co.uk



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growing number of neurodivergent students. Increased funding, specialised training for educators, and inclusive classroom environments are essential to ensure these children thrive.

The challenges faced by girls with ADHD and autism extend beyond diagnosis. Many of them experience significant difficulties in social interactions, academic performance, and emotional regulation. These challenges can have a profound impact on their self-esteem and overall well-being. Moreover, the journey to diagnosis is often fraught with frustration and uncertainty for families. Parents may face scepticism, delays in accessing assessments, and a lack of understanding from healthcare providers and educators.

To address these challenges, a multidisciplinary approach is essential. Collaboration between psychologists, educators, paediatricians, and other specialists can provide comprehensive support for girls with ADHD and autism. Early intervention programs that focus on social skills, executive functioning, and emotional regulation can be instrumental in helping these girls develop the skills they need to succeed. While significant progress has been made in raising awareness of ADHD and autism in girls, there is still much work to be done. Continued research, advocacy, and policy changes are essential to ensure that all girls with these conditions receive the support and services they deserve. By understanding the unique challenges faced by girls with ADHD and autism, we can work towards a future where they are empowered to reach their full potential. [SEN](#)

Creative Construction Club

Creative Construction challenges for young people with additional needs, allowing them to show off their skills and enthusiasm for building models in a safe, supportive environment.

Provider: Chapters Activities

Location: Bury St Edmunds

Attendees work together in teams as planners, engineers and builders, with social skills being key to achieving successful projects.

They also run an annual trip to Legoland for club members.

Support level: 2-3

Age Groups: 12-25

Contact: info@chapters-activities.co.uk or 07712 132809

Is your daughter on the autism spectrum?

Key signs and steps

As a psychologist specialising in Autism, I understand the challenges parents face when considering whether their daughter might be on the spectrum. Autism often presents differently in girls, making it harder to identify. Here are ten key points to consider:

- **Trust your instincts:** If you have a gut feeling that something isn't quite right, trust your intuition. Even if professionals initially dismiss your concerns, persist in seeking answers.
- **Observe social interactions:** Pay close attention to your daughter's social interactions. Does she struggle to initiate or maintain friendships? Does she find it difficult to understand social cues or engage in reciprocal play?
- **Communication patterns:** Consider her communication style. Are there delays in speech development or difficulties with expressing needs and wants? Does she rely heavily on routines or become upset when they are disrupted?
- **Sensory sensitivities:** Observe if your daughter has unusual reactions to sensory input. Is she overly sensitive to sounds, lights, or textures? Or perhaps she seeks out sensory experiences, such as spinning or jumping.
- **Restricted interests:** Pay attention to her interests. Does she have intense, obsessive interests that dominate her time and attention?
- **Emotional regulation:** Observe how your daughter manages her emotions. Does she experience frequent meltdowns or shutdowns? Does she struggle to regulate her emotions in social situations?
- **Consider co-occurring conditions:** Many girls with Autism also have co-occurring conditions such as ADHD, anxiety, or sensory processing disorders. Be aware of these possibilities and investigate them with a qualified professional for a comprehensive evaluation.
- **Build a support network:** Connect with other parents of children with Autism. Sharing experiences and support can be invaluable.
- **Focus on strengths:** While acknowledging challenges, celebrate your daughter's unique abilities and strengths. This positive approach can foster self-esteem and resilience.

Remember, every child is different. Some girls with Autism may exhibit all of these signs, while others may only show a few. The most important thing is to seek support and guidance if you have concerns.

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