



Winchburgh
Academy



Additional Support Needs and Neurodiversity SUPPORT & SIGNPOSTING

PUPILS | FAMILIES | STAFF

What is neurodiversity?

Neurodiversity refers to the natural diversity we can see in human brains. Neurodivergence is the term for when someone's brain processes, learns or behaves differently from what is considered typical. There are many different types of neurodivergent conditions which include autism, attention deficit hyperactivity disorder (ADHD), dyslexia, dyscalculia and dyspraxia (not an exhaustive list).

What is Autism?

- Autism is a brain difference resulting in differences to do with communication, social interaction, processing information and a need for routine and predictability.
- Autism is a spectrum condition. This does not mean that some people are "more autistic" or "less autistic." Rather, everyone is impacted in a different way by aspects of being autistic (sensory profile, communication needs, etc). You will see more or less need for support depending on the individual.
- Many individuals who are autistic also have more complicated sensory profiles – meaning that their brain needs more or less input in order to feel regulated.
- Many people who are autistic also have intense or special interests which can be a great way to motivate them to learn.
- Many people who are autistic can experience anxiety during periods of high change (school transitions, for example), or when they feel a loss of autonomy.
- When a person who is autistic feels overwhelmed, they may engage in a meltdown response (an outward display of emotion, usually as a last resort) and/or a shutdown response (inward facing, often difficulty speaking, needing less input for a period of time).

What is ADHD?

- ADHD is the difference in the brains executive functioning capabilities. These can include difficulty maintaining attention, focusing on things they are not interested in, difficulties in time management, difficulties with impulse control and hyperactivity (this may not always be visible hyperactivity and may be thought of as a 'busy brain')
- There are three recognised types of ADHD – hyperactive type, inattentive type and combined type.
- Those with hyperactive ADHD may be described as being "driven by a motor" with outward signs of ADHD such as poor outward impulse control, moving constantly, squirming etc.
- Those with inattentive ADHD may have a less obvious presentation of ADHD – they may be more easily distracted and forgetful, be more prone to daydreaming and appearing not to listen. They may forget information and lose track of items.
- Those with ADHD may struggle to follow instructions or follow through on tasks, they may fidget often and need a lot of movement breaks to feel regulated.
- Some ADHD symptoms can be controlled or dampened by medication, but this can come with side effects impacting sleep and appetite.

What is Dyslexia?

- Dyslexia is a common learning difficulty that primarily affects reading and writing skills. It's a neurological difference, not a lack of intelligence, that impacts how the brain processes language-based information. This can lead to challenges with reading fluency, spelling, and writing.
- Dyslexia is characterised by difficulties with phonological awareness (identifying and manipulating the sounds of language), which is crucial for reading and spelling.
- While reading and writing are the most commonly affected areas, dyslexia can also impact other skills like memory, organisation, and processing speed.
- Dyslexia is typically a lifelong condition, but with appropriate support and strategies, individuals can learn to manage their challenges and thrive.

What is Dyspraxia?

- Developmental co-ordination disorder (DCD), also known as dyspraxia, is a condition affecting physical co-ordination. It causes a learner to perform less well than expected in daily activities for their age, and appear to move clumsily.
- Early developmental milestones of crawling, walking, self-feeding and dressing may be delays. Drawing, writing and performance in sports are also usually behind what is expected for their age.
- There's no cure for DCD, but a number of strategies and therapies can help children to manage their challenges.
- Adapting tasks to make them easier and inclusive can make things easier as well as using specialist equipment.

What is Dyscalculia?

- Dyscalculia affects a person's ability to understand number-based information.
- There may be age related difficulties with naming, ordering and comparing physical quantities and numbers, estimating and place value.
- An estimated 25% of people have maths learning difficulties but only about 6% of people will have dyscalculia. It differs from other maths learning difficulties due to the severity of understanding and working with numbers and quantities.
- Dyscalculia can present differently through an individual's life, depending on age, experience and opportunities.

Referral Process:

To diagnose a neurodevelopmental difference such as autism or ADHD, a child or young person will usually need to be referred to CAMHS (Child and Adolescent Mental Health Service). This can be done via your child's GP, social worker or via family support.

If CAMHS accepts your referral, you will be sent a letter asking you to contact the CAMHS outpatient team in your area to arrange an initial choice appointment. These typically take place in a clinic setting but may be over the telephone, via Video Conferencing or in person at one of the outpatient clinics. It's worth understanding that there is a waiting list for both assessment and then any relevant treatment.

When completing the referral it will be important to provide information such as:

- the difficulties your child is having and when they started
- their impact on your child's daily life and on your family
- your child's mood
- any patterns in their emotions or behaviour
- your child's developmental history
- medical history and any previous mental health issues
- family life and friendships
- school
- traumatic experiences such as bereavement, separation, abuse or other difficulties
- involvement with other agencies, such as social services or Early Help
- what your child and you think might help

CAMHS

For further information please visit the CAMHS website:

www.services.nhslothian.scot/chmhs/

There is a list of Community West Lothian services at:

www.services.nhslothian.scot/cahms/west-lothian/

What to expect at a CAMHS appointment:

Preparing for a CAMHS appointment can feel like a stressful time. Your first appointment at CAMHS is known as a "choice appointment." You may be asked to attend in person or virtually, with your child or without. If your child has to attend, you would usually stay with them for this appointment. Generally, this appointment will take about an hour to an hour and a half. You will have a discussion with a clinician which may include what your child's current difficulties are, what is going well currently, what you think needs to change and who might be best to help in terms of services. It may be best to have a record of information, what you are dealing with at home, any information from school and any questions you may have.

At the end of the appointment, you should have a good idea what the problems are, a set of goals and an idea of what support will look like going forward. Once you have agreed a plan with CAMHS, any follow up appointments are known as choice appointments, including whether your child will be referred for any assessments. You should likely be prepared for what your appointment will look like if you have requested a neurodevelopmental assessment via your school or GP.

There may be a waiting time between your choice and partnership appointments and between appointments and assessments.

Following your child's assessment, you will normally find out on the day of the assessment whether your child will receive a diagnosis, or within the next couple of weeks following an assessment.

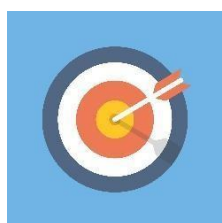
You may receive further appointments or signposting information depending on the outcome of your assessment and appointments. If your child has been diagnosed with ADHD, you may be asked whether you want your child to trial any medication.

Support available in school

Below is information about the support that is available for young people in Winchburgh Academy.

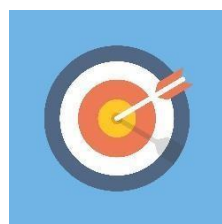
Winchburgh staff are trained in Trauma Informed Practice, De-escalation Principles and Nurture Principles.

If you would like further information about any of the support or groups, please speak to your child's PSR teacher or a member of Pupil Support.



Breakfast Club

The breakfast club is run by Pupil Support Workers every day in the atrium. Breakfast is provided and there are opportunities to chat with staff before school starts.



Lunchtime and After School Clubs

Many of the staff run various lunchtime and after school clubs throughout the year. Pupils can sign up for these clubs and attend on their own or with friends. These include sports based and classroom based activities.



Nurture/Life Skills Group

These groups run on a Friday during the school day. Children attend with others in their year group and are identified through the Pupil Support Team. Children work on developing their life skills.



Smile Counseling

We have a member of Smile Counseling based in the school who works with identified children. Children can attend drop in sessions or work with the counselor for a longer block. Pupils can self-refer to Pupil Support who then review and refer to Smile if required.



Study Skills Course

Primarily to support children who are identified as Dyslexic, this 6 week course identifies ways for children to maximise their study time. Aimed at children who are at the end of S3/S4, children will be invited to attend. This course is run by West Lothian Language and Literacy Services and Winchburgh Academy Support for Learning staff.



Let's Introduce Anxiety Management (LIAM) Programme

This is a cognitive behavior therapy (CBT) informed intervention, for anxiety in young people. LIAM is delivered one to one by a trained member of staff over a period of 8 x 1 hour sessions. Children are identified through Pupil Support and invited to join the programme.



Literacy and Numeracy Support Groups.

Working with Support for Learning staff, identified children work in a small group for one session per week per subject, throughout S1, S2 and S3. Group support takes place during English or Maths classes.

Children are identified through a variety of methods and groups are flexible and ever changing depending on the needs of the children. Children work on improving core reading, writing, spelling or numeracy skills using a variety of approaches including digital platforms.



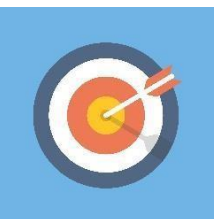
Mentors Against Violence Prevention

A group of seniors are trained in programme delivery and support children in S1 – S3 by delivering content and being peer mentors.



Community Learning and Development (CLD)

A shared resource between Winchburgh Academy and Linlithgow Academy, staff from CLD are based between the two schools supporting and promoting positive pathways for all children.



Skills Development Scotland (SDS)/Developing the Young Workforce (DYW)

We have strong links with SDS and DYW to promote career pathways for all young people and support in their further education choices. We have a school referral process for alternative curriculum and bespoke timetables. The school also works with the Interrupted Learners service and West Lothian Inclusion and Support Service as required.

Continuum of Support - Staged Intervention

West Lothian's Continuum of Support is a framework for supporting all learners to engage in education. It is a four-stage model:

- Stage 1: Universal support
- Stage 2: Targeted support
- Stage 3: Enhanced support
- Stage 4: Intensive support.

The aim is to identify and meet needs at the earliest opportunity to promote, support or safeguard wellbeing and improve outcomes. Pupil will often be identified as being on the continuum of support during Primary Transition. Pupil can also be placed on/removed from the continuum of support during their time at Secondary school.

Stage 1 – Universal Support

- Pupils whose needs are met by the class staff team.
- All learners' needs are regularly reviewed through the school's monitoring and tracking processes.
- Strategies or adaptations to the curriculum are delivered within the young person's classroom.
- School Based planning documents are used to support learners through planning, monitoring and tracking, profiling and reporting.

Stage 3 - Enhanced

- Young people are assessed as having significant support needs, meaning barriers are likely to last for a year or more.
- The nature of the intervention is such that an enhanced level of support is required from two or more agencies.
- Child Planning Meetings assess a young person's ongoing need and can enable young people to move back to stage 2 or onto stage 4.
- Stage 2 documentation is used as well as an Assessment of Wellbeing.

Stage 2 - Targeted

- Pupil's whose needs are met by the class team and also through targeted additional school-based interventions and support.
- Interventions can include working with Support for Learning staff, attending Nurture groups or in-school counselling.
- School based planning documents are used AND consideration is also given to using additional assessments and West Lothian planning documents including Assessment of Wellbeing, Pupil Passports and holding a Child Planning Meeting.

Stage 4 - Intensive

- Young people's needs are met through intensive support, accessing an alternative appropriate educational setting or base (which may be part- or full-time) and may be out with West Lothian.
- Supports from stage 1 – 3 will be in place and further support from West Lothian specialist provisions to consider appropriate learner pathways.
- There should be continual, robust assessment in line with GIRFEC (Getting it Right for Every Child) guidance.

The following pages provide information and contact details for local and national organisations and support groups.



Scottish Autism

Provides information provided on diagnosis, managing behaviour, supporting communication, health and educational issues and transition to adult services. Includes links to other services and resources – Scottish based so greater locally based services.

<http://www.scottishautism.org/>



West Lothian Council

Education Support Services in West Lothian work together under one service area to ensure continuity of delivery and service planning to react to changing cohorts of pupils coming through their educational pathway.

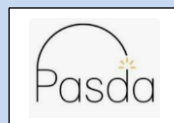
<https://www.westlothian.gov.uk/article/78929/Education-Support-Services>

ENQUIRE

Enquire

Enquire is the Scottish advice service for additional support for learning. Providing easy to understand advice and information about additional support for learning legislation and guidance for families and professionals.

<https://enquire.org.uk/>



PASDA

PASDA offers support to parents, partners, siblings and carers of adults (over 16) on the autism spectrum who live in Edinburgh and the Lothians.

<http://pasda.org.uk>



SIGN

A booklet for parents, carers and families of children and young people with autism. These booklets explain what people should expect from the NHS.

https://www.sign.ac.uk/assets/pat145_parents_and_carers_large_print.pdf



National Autistic Society

Includes links to reading materials, help-lines, services and supports. Information provided on diagnosis, managing behaviour, supporting communication, health and educational issues and transition to adult services. Information about social groups.

<https://www.autism.org.uk/>



West Lothian Inclusion and Wellbeing Service

The Inclusion and Wellbeing Service (IWS) works collaboratively with multi-agency partners with the aim to provide long term and quality education for all children and young people.

<https://westlothian.gov.uk/article/47856/inclusion-and-wellbeing-service>



SWAN

SWAN is an autistic-led Charity delivering services, information and support for and by autistic women, girls and non-binary people across Scotland. SWAN runs a range of events and activities, both in person and online, including local meet-up groups, online peer support, pre- and post-diagnosis groups, and wellbeing webinars.

<https://swanscotland.org/>

YOUNGMINDS

Young Minds

A well-respected mental health charity for young people. It provides information, resources and signposts to other recommended services.

<https://www.youngminds.org.uk/>



Young Scot

Reliable, unbiased information on a variety of topics that has been created for young people from across Scotland. Advice on finance, education, LGBTQI+, health and more.

<https://young.scot/>



Dyslexia Scotland

An online hub for young people with dyslexia. Provides support, ideas, inspiration and tips. Information about support groups and events.

<https://dyslexiascotland.org.uk/>



Contact, Scotland

Advice and information about any concerns a family might have about raising a child with additional needs. Aside from providing local advice, our regional teams organise coffee mornings, outings, bringing families together for friendship and support.

<https://contact.org.uk/>