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The Crystal Building  
Tickhill Road Site  
Weston Road  
Balby, Doncaster  
DN4 8QN

01302 796191

Dear parent/carer,

Following an assessment completed by the Neurodevelopmental Assessment Team at Doncaster CAMHS, your child has received a diagnosis of ADHD (Attention Deficit Hyperactivity Disorder).

### **What does this mean?**

ADHD is a condition that includes difficulties with attention, hyperactivity and impulsivity. It is thought that between 2-5% of school children have ADHD. Despite these difficulties, people with ADHD still have strengths in other areas. Please see your child's assessment report for details on identified areas of strength and needs.

### **What next?**

Having a diagnosis of ADHD may help your child, your family and you receive support that you need. This may include support with areas of difficulty and help in school and it can include medication. Your child will be open to the Rotherham CAMHS ADHD Post-Diagnosis team and you will have your first appointment in the near future.

Now that the assessment is complete, your child will be discharged from the Neurodevelopmental Assessment pathway.

### **What if I have more questions?**

We have provided you and your child with an information pack, alongside the assessment report, which includes lots of information about ADHD, where to look for advice and the support available to you. You can also find out more at your first appointment with the CAMHS ADHD team. Your child's school's SEN co-ordinator (Special Educational Needs) may also be able to answer questions.

Yours sincerely,

Doncaster CAMHS Neurodevelopmental Assessment Pathway

**The Crystal Building is located near the entrance of Tickhill Road Site.**

Thank you for coming to see us at CAMHS. After looking at all the information we have learnt about you, we have agreed that you have ADHD.

## **What is ADHD?**

ADHD stands for Attention Deficit Hyperactivity Disorder. Lots of people have ADHD in the world.

ADHD is not a disease and it does not mean that there is something wrong with you. It is something that people have all their lives, but it can get easier to manage.

Every person who has ADHD is different. Lots of people with ADHD have difficulties with concentrating, listening and staying still, as well as other things. People with ADHD also have lots of things that they're really good at and we call those strengths.

## **What does this mean for me?**

Knowing that you have ADHD means that the people around you can learn more about what you need and what you're brilliant at.

You may also be able to get more help in school or at home.

## **What next?**

You will see Doctors and Nurses in the ADHD team at CAMHS. These people will work with you to find ways to help in any areas you might be finding difficult.

If you need more help with how you're feeling or things that you're finding difficult, you may meet more people in the future. They might be at school or other places.

## **How can I get help?**

It is important that you tell an adult who you can trust if you think you need some help or if you're finding something difficult. It doesn't matter if the problem seems too big to manage or too small to talk about. You could tell someone in your family, or a teacher. They can then make sure you get the right help.

Doncaster CAMHS Neurodevelopmental Assessment Pathway 2020.

## Some people you may recognise with a diagnosis of ADHD

### **Simone Biles – Olympic Gymnast**

*'Having ADHD and taking medicine for it is nothing to be ashamed of. It's nothing that I'm afraid to let people know.'*

### **Mel B – Singer and tv personality**

*'Working out for me is for my mind, because I do have ADHD. I find working out helps me meditate; it helps me get rid of a bit of my anxiety and helps me focus for that 45 minutes to an hour.'*

### **Channing Tatum - Actor**

*'Everyone's on a spectrum. Some people really need (medications) to help them and others maybe go on a different route. So it's really tough. Whatever you do, hopefully you can use it to your benefit.'*

## Neurodiversity

Neurodiversity means variations of the brain.

This means that there may be some differences with learning and thinking.

But brain differences are normal.

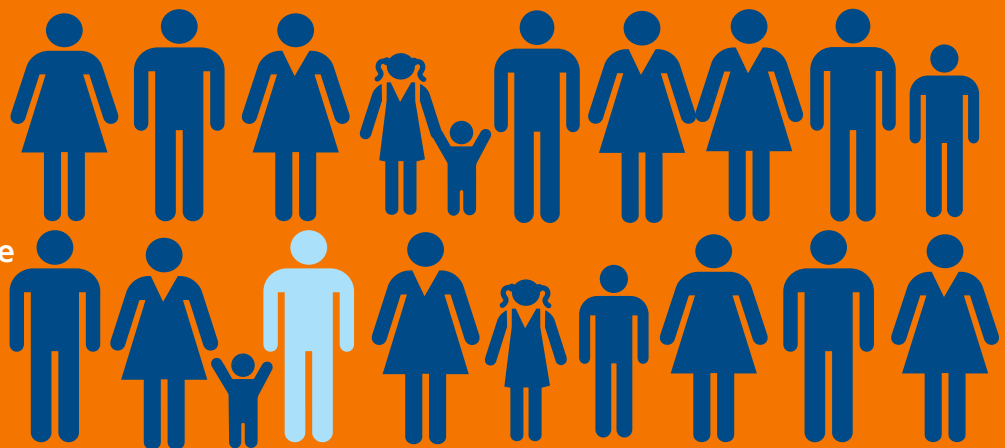
Diversity and difference means strength and resilience.

Celebrate difference, encourage strength, support weaknesses.

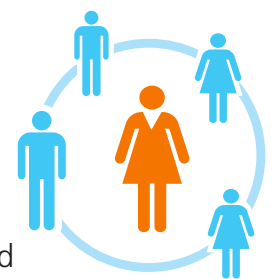


Neurodiversity is used to describe the 1 in 20 people who have any of the following:

- Dyslexia
- Dyscalculia
- ADHD
- Autism
- Tourette's syndrome
- Dyspraxia
- Dysgraphia



1 in 5 humans are Neurodiverse, therefore this must be part of the natural diversity in human evolution. This argues that Neurodiversity is not an error in genetics but it is part of our growing understanding of the diversity of minds, intelligences, abilities, and differences that are part of humanity.

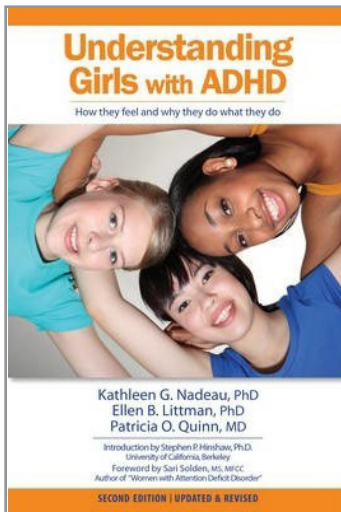


Celebrate neurological differences – celebrate successful individuals and help spread Neurodiversity awareness.

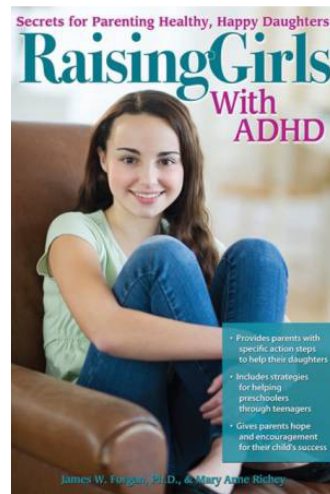
Boost self-esteem – embrace the special interests and successes of young people with neurological differences, this can help to boost feelings of self-worth and avoid feelings of not fitting in.

Recognise mental health issues – be vigilant of any signs of emotional or mental distress, it could be that specialist support is required or they may just need a friendly, safe space.

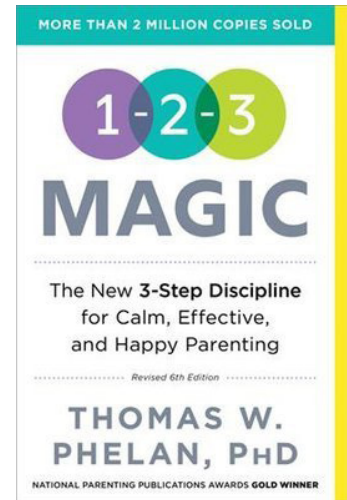
## Books about ADHD for parents



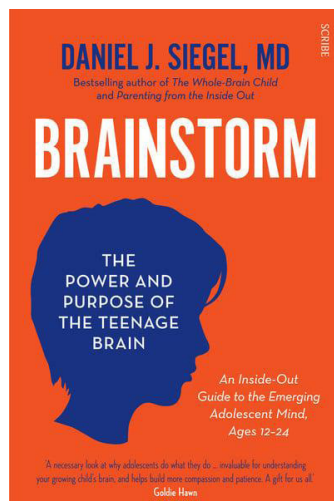
**Understanding Girls with AD/HD** – *Written by Kathleen G. Nadeau, Ellen B. Littman and Patricia O. Quin.*



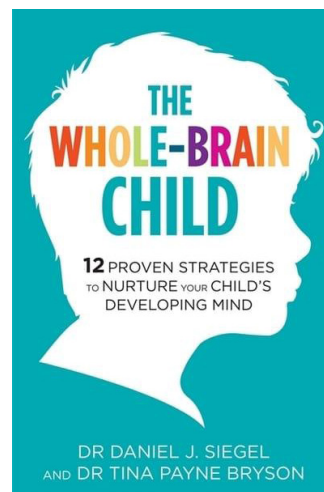
**Raising Girls with ADHD: Secrets for Parenting Healthy, Happy Daughters** – *Written by James Forgan and Mary Anne Richey.*



**1-2-3 Magic: 3-Step Discipline for Calm, Effective, and Happy Parenting** – *Written by Thomas Phelan.*



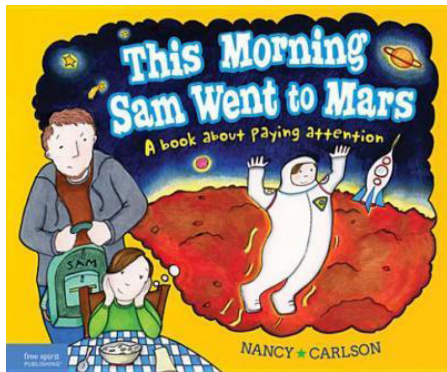
**Brainstorm: The Power and Purpose of the Teenage Brain** – *Written by Dan Siegel.*



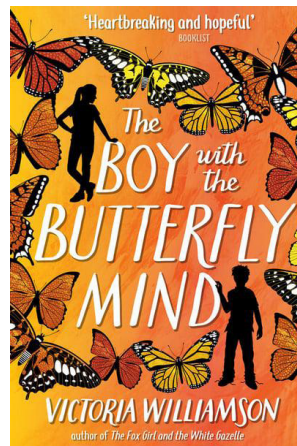
**The Whole-Brain Child** – *Written by Dan Siegel and Tina Payne Bryson.*



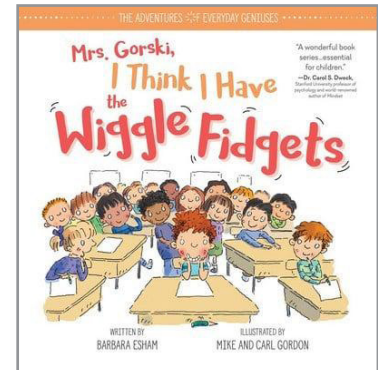
## Books about ADHD for children and teens



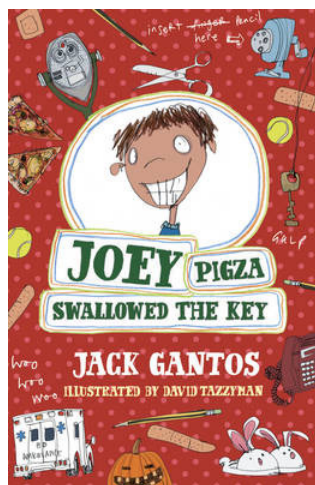
**This Morning Sam Went to Mars: A book about paying attention** – Written by Nancy Carlson.



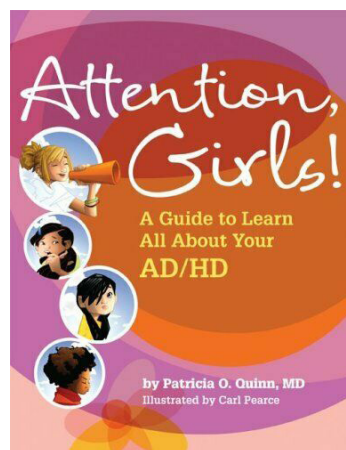
**The Boy with the Butterfly Mind (Kelpies)** – Written by Victoria Williamson.



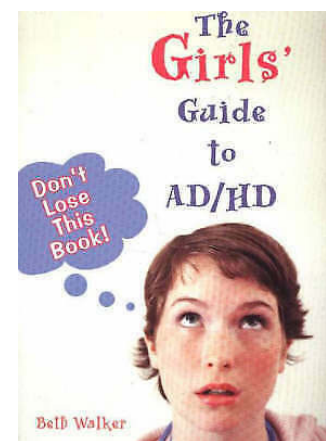
**Mrs. Gorski I Think I Have the Wiggle Fidgets (The Adventures of Everyday Geniuses)** – Written by Barbara Esham and illustrated by Mike Gordon.



**Joey Pigza Swallowed The Key** – Written by Jack Gantos and illustrated by David Tazzyman.

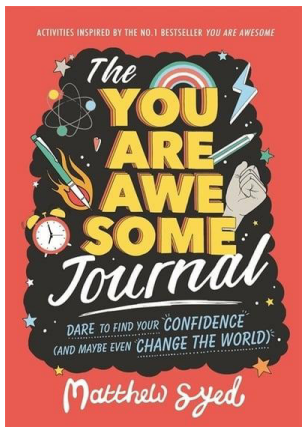


**Attention, Girls! A Guide to Learn All about Your AD/HD** – Written by Patricia O Quinn MD and illustrated by Carl Pearce.



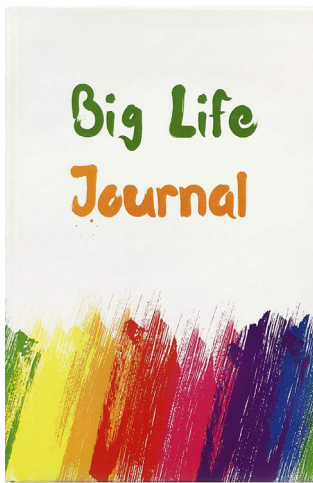
**The Girls' Guide To AD/HD: Don't Lose This Book!** – Written by Beth Walker.

## Activity books and journals for children and teens



### The You Are Awesome Journal

An interactive journal full of life hacks, challenges and activities to give kids the confidence to come up with their own plan of action to be the best they can be. Whether setting out their goals, planning the best practice ever, keeping calm with breathing exercises or making paper aeroplanes to understand marginal gains, readers will love the brilliant activities in The You Are Awesome Journal. This is the perfect toolkit for anyone who dreams big - and who wants to make those dreams come true.

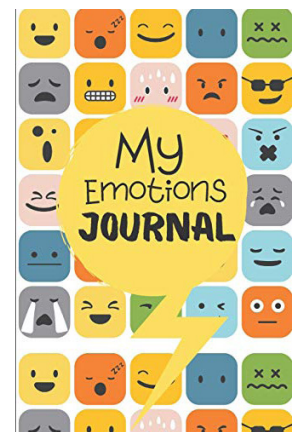


### The Big Life Journal

Packed with stories, poems, quotes, illustrations and writing prompts, this guided journal is the world's first growth mind-set book created specifically for children. Growth mind-set activities help children to recognize their ability to learn and motivates them to harness the power of their own mind. It helps children learn to embrace challenges, to persevere, and how to grow from feedback.

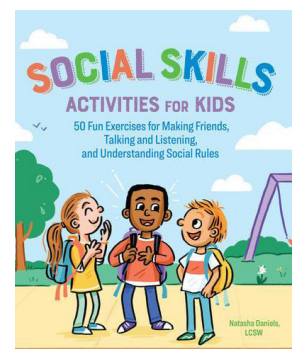
### My Emotions Journal: Feelings Journal for Kids and Teens - Help Children and Tweens Express Their Emotions - Through Drawing and Writing

Everyone feels better when they can recognise and express their feelings and this can sometimes be difficult for kids to do - and even more so for those children coping with conditions such as Autism or ADHD. This fun journal will give your child an outlet for their emotions, in a creative way through both writing and drawing.



### Social Skills Activities for Kids: 50 Fun Exercises for Making Friends, Talking and Listening, and Understanding Social Rules

Social Skills Activities for Kids gives children the confidence to successfully navigate social situations at home, school, and the world in between. These engaging activities help kids develop and use their social skills super powers.



## Support services for you and your child

Following your child's diagnosis of a neurodevelopmental disorder (autism/ADHD) you do not have to feel alone. There is a breadth of support in the community and online that you and your child can access.

### Doncaster Parent's Voice

Doncaster Parents Voice ( DPVoice ) is run by parents of children with a variety of additional needs, we exist to support families with disabled children whenever they need us.

Parents often come to us at their most vulnerable and with no one to turn to, DPVoice offers support, information, advocacy, advice and peer support for families with similar issues.

We have two fully trained volunteer independent supporters who help families going through the EHP process.

Our aim is to ensure the needs of all children and young people (aged 0-25) who are disabled or have additional needs in Doncaster are met.

Our vision is that all children, young people and their families living with disabilities/additional needs in our town enjoy the same opportunities, hopes and aspirations as other families in Education, Health, Social Care and leisure.

We bring together parents/carers from across the borough to provide mutual support, share experience, exchange information, and influence policy.

To achieve this we work with services and other groups in Doncaster.

### Family Lives website

Provides advice and information on every stage of a child's development. There is a section for SEND which provides information on special educational needs/disabilities, sleep advice and fun activities.

There is a confidential helpline for emotional support, information, advice and guidance.

**0808 800 2222**

### Parent to Parent Service

A service run by trained parent volunteers that provides confidential emotional support for parents of autistic children over the phone. The volunteers can:

- provide an impartial listening ear
- support to identify key issues and strategies
- direct to appropriate services and information.

## **ADHD Foundation**

Provides useful resources and tips to help parents, carers and young people understand and cope with and ADHD diagnosis. Families can find links to training courses and other events across the country.  
[www.adhdfoundation.org.uk](http://www.adhdfoundation.org.uk)

## **National Autistic Society website**

Provides useful information and tips for various factors such as communication, behaviours, education, transition and adult life. There is information about their services for example their specialist schools. support in mainstream schools, community support, and home and work life support.

## **Other useful websites:**

- [www.doncasterparentsvoice.co.uk/](http://www.doncasterparentsvoice.co.uk/)
- Autism Initiatives
- Mind.org
- Mental Health Foundation
- NHS website
- [Relate.org.uk](http://Relate.org.uk)
- [YoungMinds.org.uk](http://YoungMinds.org.uk)
- [MindED.org.uk](http://MindED.org.uk)
- Autism Society