



Additional Learning Needs Procedure

Document Status:	Final
Version:	V2.0

DOCUMENT CHANGE HISTORY		
Initiated by	Date	Author
Emma Mynott	April 2013	Emma Mynott
Version	Date	Comments
Draft v0.1	30 th April 2013	Jill Page
Draft v0.2	25 June 2013	Mike Magowan
Draft v0.3	08 August 2013	SPF recommendations actioned by Mike Magowan
Draft v0.3	12 th August 2013	Changes approved by Policy Group
V1.0	6 December 2013	Approved by SPF
V2.0	10 th December 2015	Approved extension to review date by SPF to December 2016

Document Reference	
Recommended at Date	SPF 6 December 2013
Approved at Date	ELT N/A
Review date of approved document	December 2016
Equality Impact Assessment	
Linked procedural documents	Learning and Development Policy Recruitment and Selection Policy
Dissemination requirements	
Checklist completed?	Yes / No?
Part of Trust's publication scheme	Yes / No?

All Trust procedures can be provided in alternative format.

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1. Introduction

This procedure document aims to facilitate access to learning for you as an employee or volunteer at the Trust if you have identified that you have additional learning needs.

The term Additional Learning Needs refers to people with a wide range of disabilities and learning difficulties, which can arise from many conditions.

There are other procedure documents that may also be relevant for you if you want to use this procedure. They are:

- the Equality, Diversity and Human Rights Procedure
- the Learning and Development Procedure and
- the Occupational Health and Wellbeing Procedure

All of these procedure documents can be found in the documents library on the East24 intranet site.

The Trust is committed to the promotion of equality of opportunity and including everyone an integral part of the core business. To achieve this we have developed a process to help support people with additional learning needs. This procedure document sets out that process.

The procedure outlines relevant legislation and the responsibilities that people in the Trust have under that legislation. This legislation is:

- The Equality Act 2010
- this act supersedes and includes all that was in the Disability Discrimination Act (DDA) 1995
- The Equality Act (2010) – this Act ‘prohibits discrimination against disabled people in a range of circumstances covering employment and occupation and education.

2. The Definition of ‘disability’ Under the Equality Act, 2010

The Act defines disability as ‘a physical or mental impairment which can have a substantial or long term adverse effect on ability to carry out normal day to day activities.’

A disability can arise as a result of a wide range of conditions. For this procedure about additional learning needs there are some frequently recognized conditions that may need some support. Some of these are listed below:

- Autistic spectrum disorders¹ (ASD) and dyspraxia².
- Learning difficulties and disabilities³ such as dyslexia⁴ and dyscalculia.
- Long-term health conditions

A person with a disability may have additional learning needs. This could be:

- Sensory (such as sight or hearing impairment).
- Specific learning disabilities (such as dyscalculia or dyslexia).
- Physical (such as cerebral palsy, diabetes, cancer, mobility impairment).
- Cognitive (such as attention deficient- hyperactivity- disorder or an autism spectrum disorder).

Disability does not cover employees who have a preferred way of learning or wish to benefit from different ways of learning. This is called differentiation and is not an additional learning need.

The Trust is committed to making reasonable adjustments to support any employee who has a disability, or an additional learning need associated with their disability; enabling them to undertake their role and duties.

3. Alternative Formats

If you would prefer this procedure in any other format please contact the communications department on 01603 422729.

4. What Is Discrimination Within The Learning Environment?

It is against the law to treat a person with a disability less favorably in a learning environment because of their disability, or to fail to make reasonable adjustments which results in a person with a disability suffering a substantial disadvantage. This can be either in formal education and development environments, such as classroom based education, or in learning at the workplace.

In either circumstance the Trust as an employer has a duty to consider what, if any, reasonable adjustments can be made to facilitate the employment of a disabled person who is suitable for the position.

5. Assessing Additional Learning Needs

- If you, your manager, or an educator has identified that you may have a potential additional learning need, related to your disability, then the managers and educators will need to follow the process in Appendix 3. This has been drawn up to enable trainers and tutors to carefully consider the appropriate support for each individual.
- If you have received an additional learning need statement or have a diagnosis of a disability, managers and educators will provide you with support you by following the process set out in Appendix 4. All statements must be specific to the course of study to be undertaken and must be carried out and signed by an HPC registered Educational Psychologist.

1 <http://www.autism.org.uk/working-with/employment.aspx>

2 http://dyspraxiafoundation.org.uk/services/ad_employers.php

3 [Types of Learning Disabilities?](#)

4 <http://www.bdaelearning.org.uk/course/category.php?id=3>

- You may already have an additional learning needs statement which has been given to you for a previously identified learning need. You can use an existing additional learning needs statement as evidence of a disability/ additional learning need (Appendix 2). However the report you have must be specific to the course of study you want to do and must be completed and signed by an Educational Psychologist.
- If you do not have a statement or diagnosis you will need to refer to the Trusts Occupational Health Provider for guidance on how to get this arranged. . The report you get must be specific to the course of study you want to do and must be completed and signed by an Educational Psychologist. It is your responsibility to obtain a statement or diagnosis. The information set out in Appendix 1 can help you do this.
- You can also contact the Employee Assistance Programme (EAP) which provides a 24-hour counseling service; information and family support service and is free to all employees and their families.
- EAP can also help you to access other services and organisations by directing you to advice centres e.g. British Dyslexia Associations. EAP can discuss with you a concern about a learning disability that you may have. The information in Appendix 5⁵ can help explain how the EAP can assist you.

6. What is Reasonable Adjustment in the Learning Environment?

These are examples of reasonable adjustments within a learning environment. (Other adjustments may be appropriate, depending on your identified learning need):

- Arranging specific education.
- Acquiring or modifying teaching/learning equipment.
- Modifying instructions or manuals.
- Providing interpretation for British Sign Language and lip speaking.
- Providing supervision or support.
- Modified hours or more regular breaks.

You should give any relevant report/ assessment of your additional learning needs to your educator or course leader. This must indicate that adjustments are required, specific to the course of study you are about to undertake.

Adjustments in the learning environment:

- Are dependent on the evidence /report / assessment you have submitted, or advice from an Occupational Health report.
- Can be identified during recruitment or at any stage during your employment with the Trust.
- Should be resolved in discussion between you and your educators/ education manager/ line manager.

Many adjustments in the learning environment have little or no costs. An example could be ensuring that you have an un-obscured view of the tutor.

Where adjustments are more complex they must be detailed in any relevant report/ assessment of your additional learning need.

⁵ <http://east24/employee-assistance-programme.htm>

7. Roles and Responsibilities

The Trust Board is responsible for ensuring:

- There are the resources to make reasonable adjustments to support this procedure, where these have been identified as being the most appropriate reasonable adjustments to support you as an employee.
- The Procedure meets the legal and statutory legislation and maintains equal opportunities for all employees.

People Development and Education is responsible for:

- Quality assuring the processes within this procedure to provide Trust assurance.

The Occupational Health provider is responsible for:

- Offering advice and appropriate sign posting to you as the employee and your managers
- Providing advice to your managers and educators about workplace assessments /reasonable adjustments

Line Managers and Education Managers are responsible for:

- Following the appropriate process as identified within this procedure to ensure that reasonable adjustments are implemented for you if you have a diagnosis learning disability, based on the detailed report you have provided.
- Ensuring that your PDR includes a discussion about your identified additional learning needs.

Educators are responsible for:

- Supporting you with your identified learning needs.
- Referring to the education manager to ensure that appropriate reasonable adjustments are implemented.
- Raising any concerns with the education managers.

Your responsibilities:

If you are aware that you have difficulty in learning and working within educational environments you must:

- Ask for help with your disability or additional learning needs so that you are not disadvantaged.
- Ask for help with your disability or additional learning needs so that you and others are safe within the working and/or educational environment.

If you do not have a diagnosis of a learning disability/ additional learning needs, but are concerned that may have learning needs, see Appendix 1 for information about what you can do.

If you do have a diagnosis of a learning disability/ additional learning needs you should

see Appendix 2 for information about what you should do.

8. Confidentiality

- If you wish your additional learning need to remain confidential this wish will be respected. It will not be discussed with your colleagues or fellow learners. However, please be aware that professionals in the team and managers may need to be advised to enable continuity of your needs being met.
- Where there is a physical adjustment in place and it will be apparent to your fellow learners that there is something in place, we will endeavor to support you in managing the classroom curiosity.

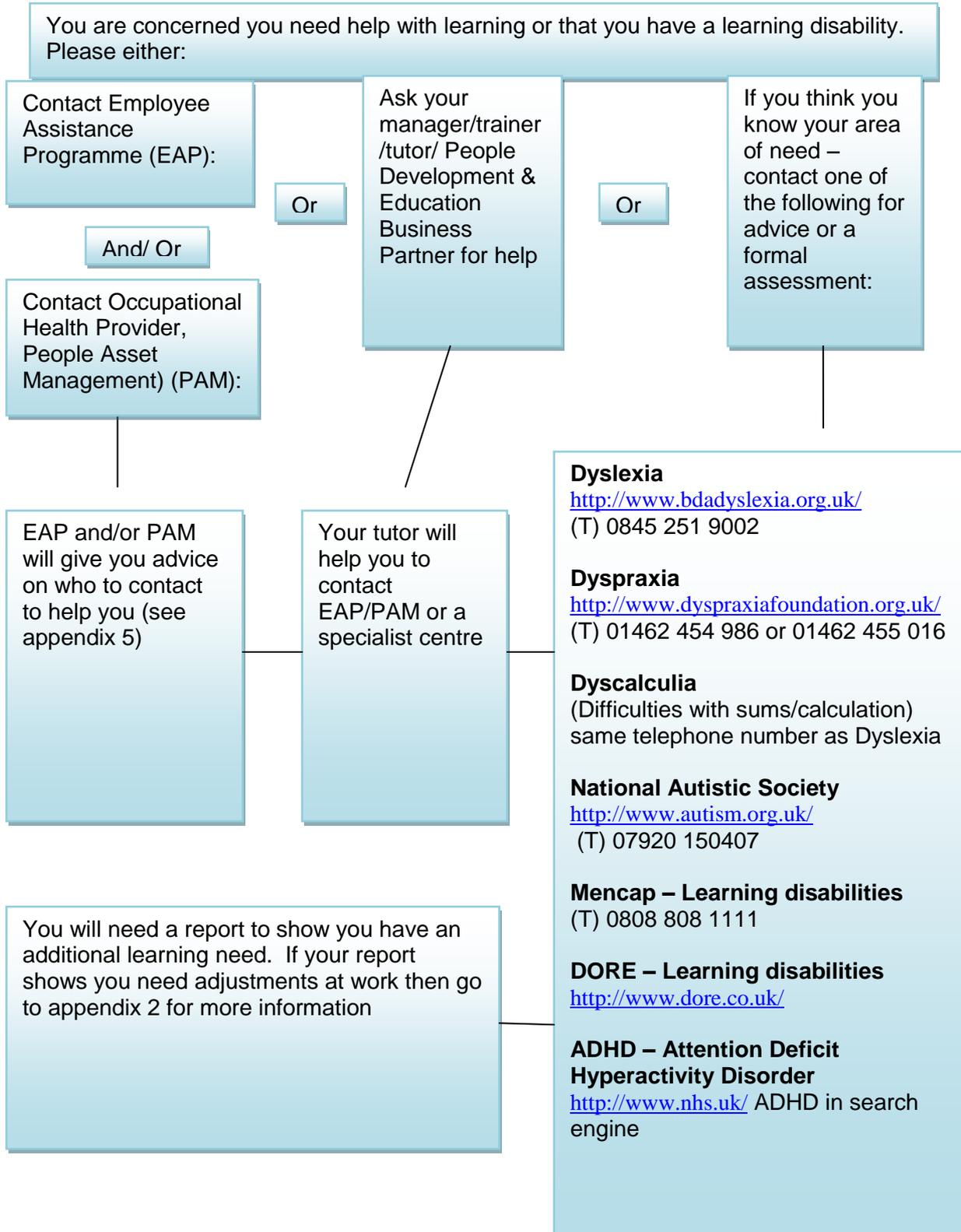
9. Monitoring and Audit of the Procedure

- The Additional Learning Needs Procedure will be monitored through the Education and Training Group.
- The Procedure will be audited annually.
- The Procedure will be reviewed every 3 years.

Appendix 1

Should be completed within 7 days of the start of the planned learning activity

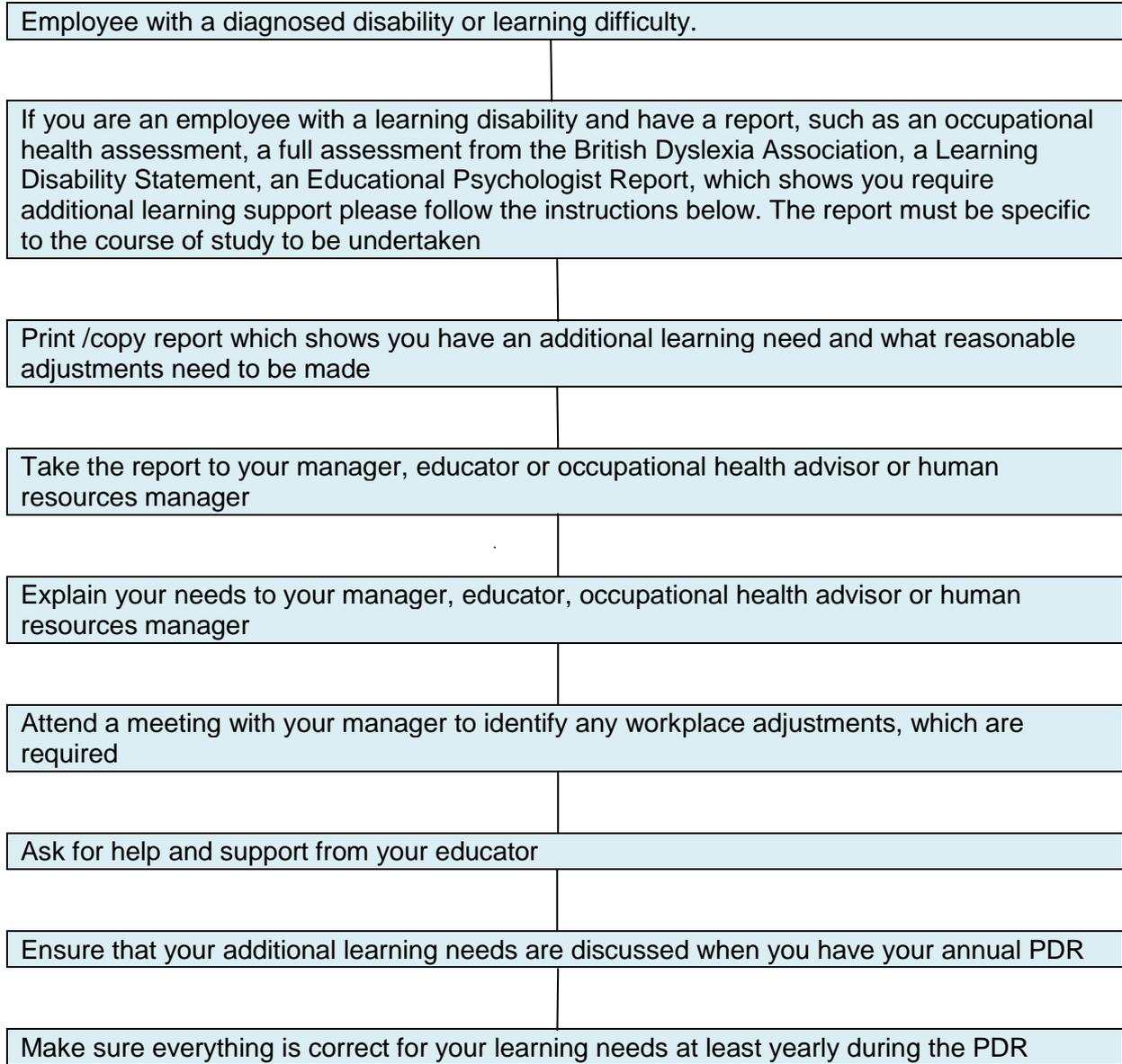
Flow chart for employees with Additional Learning Needs



Appendix 2

Should be completed within 7 days of the start of the planned learning activity

Flow Chart for Employees with Additional Learning Needs



Note:

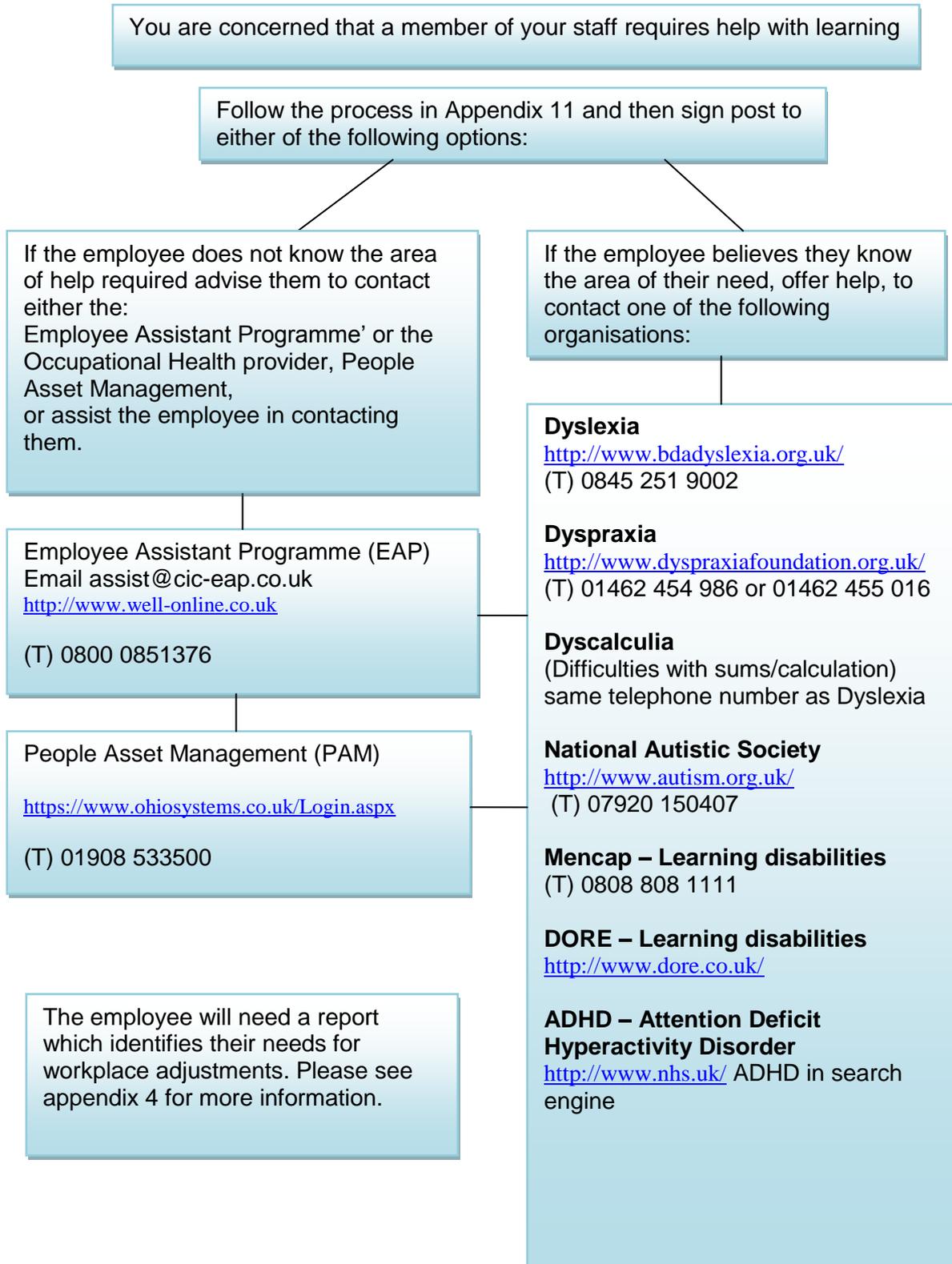
Additional adjustments or changes to the adjustments can be agreed at any time, not just at the annual PDR

Occupational health advisors or human resources managers will need to talk to your manager and educator about your needs, to ensure that you are safe in your working environment

Appendix 3

Should be completed within 7 days of the start of the planned learning activity

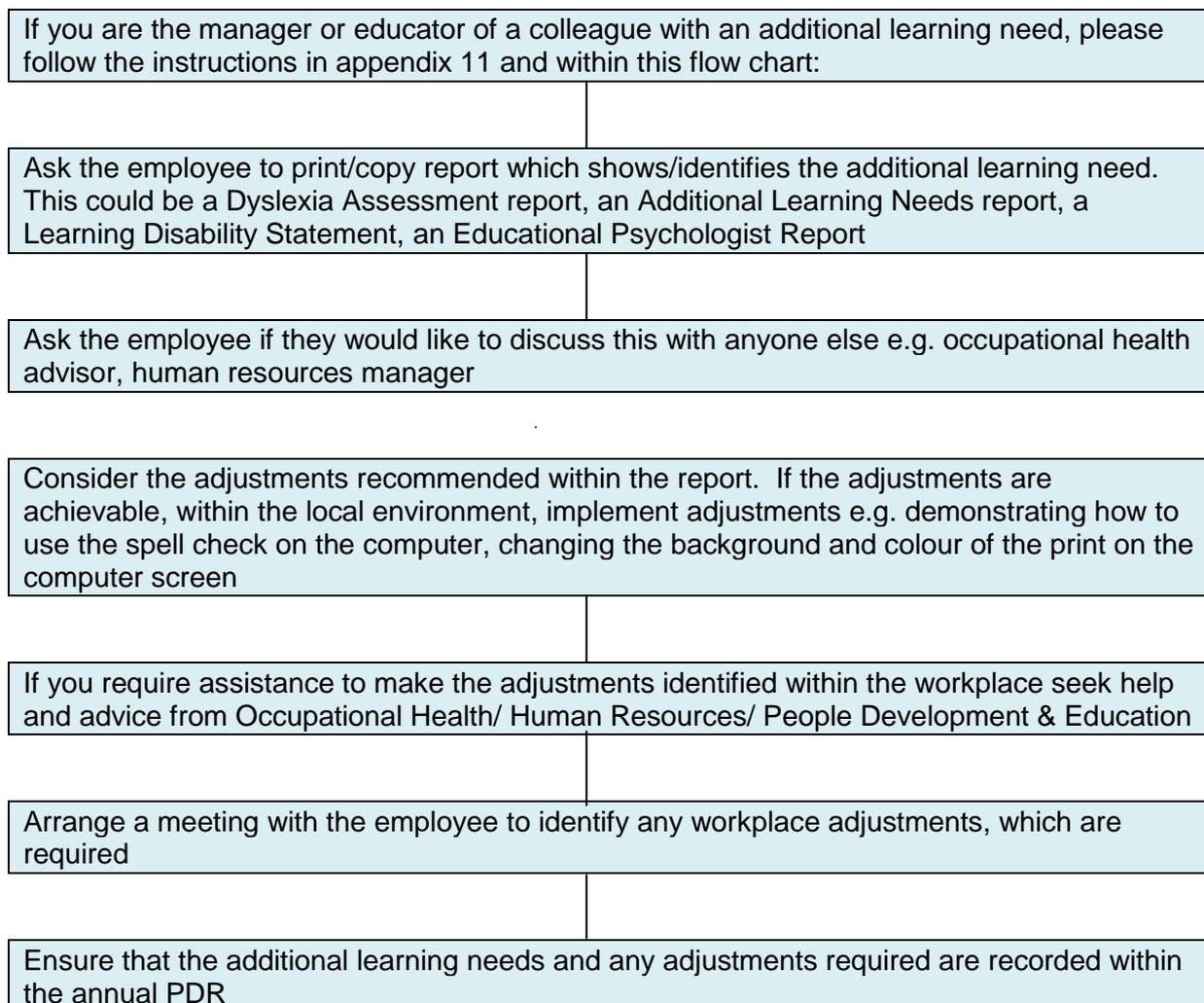
Flow chart for Managers, Trainers and Tutors to support employees with Additional Learning Needs



Appendix 4

Should be completed within 7 days of the start of the planned learning activity

Flow Chart for Line Managers / Educators



Note:

Additional adjustments or changes to the environment can be agreed at any time

Appendix 5

Employee Assistance Programme (EAP)

This Appendix should be read in conjunction with the Occupational Health Procedure.

The East of England Ambulance Service Trust (EEAST) is a member of the Employee Assistance Programme (EAP).

Access to a comprehensive EAP is available to all employees. The service provides a variety of support mechanisms including debt management, career support and dependent care advice.

Should an individual require counselling support the employee may self-refer to the EAP and access either face-to face or telephone counseling.

Should a manager identify an employee experiencing difficulties that may benefit from access to counselling support a referral may be made to the EAP only with the employees consent. Referral forms are available on the Trust's intranet.

The EAP service can be contacted via the intranet, or by the web: <http://www.well-online.co.uk> or email assist@cic-eap.co.uk.

Alternatively, you can contact the EAP by telephone: 0800 085 1376

The EAP provide services in 3 main categories:

1. 24 hour Counselling Services

The counseling service offered by the EAP is either by:

- Telephone call, whereby the service offers counseling, assessment and advice.
- Short term face to face counseling to develop strategies for coping and adjusting.
- Help to access other services and organisations e.g. British Dyslexia Association, and directing to other advice centre's.
- Where there is a concern about a learning disability the service will help and discuss your needs.

2. Information Services

The EAP offers a 24-hour help line and advice service. This covers:

- Employment rights, law, workplace assessments.
- Legal matters.
- Financial matters e.g. debt management, benefits etc.
- Family life solutions e.g. child/ elderly support, health issues, disability issues such as additional learning needs etc.
- Careers support.
- Sign posting (directing) to organisations and associations.

3. Family Support

EAP covers support to family members.

Appendix 6

Dyslexia

Dyslexia is a learning difficulty rather than a learning disability, because unlike learning disability, it does not affect intellect.

The British Dyslexia Association

If you think you may have dyslexia, the firstly contact would be The British Dyslexia Association (BDA) who provides assistance to individuals and employers in such matters. The helpline number is: 0845 251 9002 and website: <http://www.bdadyslexia.org.uk/>

The British Dyslexia Association will be able to help you with:

(1) Dyslexia Test

(i) Checklists and Screening Tests

These are not a diagnosis, but the checklist and/or screening test, which can show you that you may have dyslexic difficulties.

- The British Dyslexia Association has produced an Adult Checklist, which is a good starting point; the following hyperlink will redirect you to this - Adult Checklist.
- Further extensive checklists can be obtained from: <http://www.workingwithdyslexia.com/>
- Screening tests are usually computerised tests – an online test can be accessed via the following hyperlink; dyslexia test

(ii) Full Diagnostic Assessments

The checklist and screening is useful, but you will need a full diagnostic assessment for reasonable adjustments to be made by your manager at work.

Dyslexia diagnosis tests are not funded by the NHS, although if the employee is likely to suffer a detriment without this assessment, large public sector employers are expected to pay for these assessments. The options available to arrange a private diagnosis test are as follows:

- A Chartered Psychologist specialising in adult dyslexia can diagnose dyslexia.
- An appropriately qualified tutor can also carry out assessments with postgraduate training in dyslexia, usually with the AMBDA accreditation and a Practising Certificate. They are able to make assessments of verbal and non-verbal intelligence but use different tests from those only available to Psychologists.
- For information on Chartered Psychologists specialising in adult dyslexia, you will need to contact the nearest Local Dyslexia Association or The British Psychological Society website has a Find a Psychologist facility.

Assessments must be specific to a particular course of study or development period.

(2) Employer Support

The British Dyslexia Association can also provide detailed information on reasonable adjustments for you and your manager or educator – this can be accessed via: <http://www.bdadyslexia.org.uk/about-dyslexia/adults-and-business/identifying-reasonable-adjustments.html>

(3) Local Dyslexia Action Group

(i) Assessment in adults

If you are an adult and you think you may have dyslexia or another literacy-related difficulty that has not been identified, you can also arrange to have an assessment through your local Dyslexia Action Centre.

(ii) Local Dyslexia Action Centre's

There are local Dyslexia Action Centre's in Peterborough and Chelmsford. These offer a free half-hour advice service, but you would need to pay for diagnostic assessments.

The Centre offers the following services:

- Psychological assessments carried out for children and adults by consulting psychologists who are either BPS chartered and/or have HPC registration in the Peterborough Centre.
- Diagnostic assessments (by a specialist teacher) for children and adults.
- Specialist multisensory tuition in literacy and numeracy for children and adults.
- Study skills for students of all ages.
- Group screening for schools, colleges and other institutions.
- Free half-hour advice sessions.
- Pre and post-assessment advice.
- Workplace Consultations.

(iii) Local Centre's

1. Chelmsford
10A Duke Street
CM1 1HL
Telephone 01245 259656
2. Peterborough
Bakewell Road
Orton
Southgate
Peterborough
PE2 6XU
Telephone – 01733 234956

(4) Quick checklist on reasonable adjustments

The above link to the British Dyslexia Association gives a full list of reasonable adjustments.

The following gives some examples of reasonable adjustments, which may be helpful to you:

- Making use of technology, such as word processors and electronic organisers, can help you with your writing and to organise your daily activities.
- The best way to learn something is to use a multi-sensory approach. For example, you could use a digital recorder to record a lecture, and then listen to it as you read your notes.
- Break large tasks and activities down into smaller steps.
- If you need to draw up a plan, or make notes about a certain topic, you may find it useful to create a 'mind map', rather than writing a list. Mind maps are diagrams that use images and keywords to create a visual representation of a subject or plan.

(5) Indigo Dyslexia Centre

The Indigo Dyslexia Centre is a Norwich based registered charity. Their aim is to help any individual or organisation with any dyslexia related issues.

The address is:
Charing Cross Centre
17-19 Saint John Maddermarket
Norwich
Norfolk
NR2 1DN
0845 347 9322

(6) Equality Human Rights

In addition, you can also contact the Equality Human Rights; they set the legislation on the Disability Discrimination Act and therefore would be in the strongest position to confirm what reasonable adjustments could be made. Below are the contact number and the website link:

Tel: 0845 6046610

Website: <http://www.equalityhumanrights.com/>

Appendix 7

Dyspraxia

What is Dyspraxia?

Dyspraxia is generally recognised to be an impairment or immaturity of the organisation of movement. Associated with this may be problems of language, perception and thought.

What causes Dyspraxia?

For the majority of those with the condition, there is no known cause. Current research suggests that it is due to an immaturity of neuron development in the brain rather than to brain damage. People with dyspraxia have no clinical neurological abnormality to explain their condition.

How can it affect you?

You may not be able to:

- Organize your thoughts.
- Organize your movements, so that putting make up on, or riding a bicycle is difficult.
- Organise your speech, so that it is difficult to speak the words in the right order.
- Write up reports.
- Think ahead.
- Keep time well.

You may find that:

- You fall over easily, or bump into objects.
- You have a poor memory and forget things.

For help and advice contact:

<http://www.dyspraxiafoundation.org.uk/>

Appendix 8

Autism and Asperger Syndrome

Autism

Definition by National Autistic Society

Autism is a lifelong developmental disability that affects how you communicate with, and relate to, other people. It also affects how you make sense of the world around you.

It is a spectrum condition, which means that, while all people with autism share certain difficulties, your own condition is individual to you and will affect you differently to other people. Some people with autism are able to live relatively independent lives but others may need a lifetime of specialist support. People with autism may also experience over- or under-sensitivity to sounds, touch, tastes, smells, light or colours.

Autism presents in the following way:

- The condition results in the impairment of social interaction, such as the inability to utilise nonverbal behaviours such as eye-to-eye gaze, facial expression, body posture, and gestures to regulate social interaction.
- The condition impairs communication, such as a delay in, or lack of development of spoken language, accompanied by no attempt to compensate through alternative modes of communication such as gesture or mime.
- The symptoms include repetitive patterns of behaviour, interests and activities, such as repetitive mannerisms like hand or finger flapping or twisting, or complex whole-body movements.

Find out more about Autism:

<http://www.autism.org.uk/About-autism/Autism-and-Asperger-syndrome-an-introduction/What-is-autism.aspx>

Asperger syndrome

Asperger syndrome is a form of autism. If you have Asperger syndrome you are often of average or above-average intelligence. You may have fewer problems with speech but may still have difficulties with understanding and processing language.

The diagnosis of Asperger syndrome is based on the assessment of a number of the following behavioral symptoms:

- The condition results in the impairment in social interaction, such as the failure to develop peer relationships.
- The condition results in repetitive patterns of behaviour, such as inflexible adherence to specific, non-functional routines or rituals.
- The condition often affects social, occupational, or other important activities.
- The symptoms are not caused by clinically significant general delay in language.
- The symptoms are not caused by a clinically significant delay in cognitive development or in the development of age-appropriate self-help skills.

- The symptoms should not be exclusively or directly caused by other mental disorders (e.g. pervasive developmental disorder, schizophrenia)

Appendix 9

ADHD

Definition of ADHA

Attention deficit hyperactivity disorder (ADHD) is a group of behavioral symptoms that include inattentiveness, hyperactivity and impulsiveness. Attention deficit disorder (ADD) is a type of ADHD.

There is no cure for ADHD and it can be a lifelong condition, but it can be managed using medication. This will be combined with psychological, educational and social therapies that aim to improve behavior.

When can you get ADHD?

It is still uncertain whether ADHD can occur in adults without it first appearing during childhood, although it is known that symptoms of ADHD often persist from childhood into the teenage years and adulthood. Any additional problems or conditions experienced by children with ADHD, such as depression or dyslexia, are also likely to carry on into adulthood.

By the age of 25, an estimated 15% of people diagnosed with childhood ADHD still have a full range of symptoms, and 65% still have some symptoms that affect their daily lives.

ADHD in Adults

There is no definitive list of adult ADHD symptoms, and experts agree that simply applying the childhood symptoms to adults would not work. This is because the way in which inattentiveness, hyperactivity and impulsiveness affect adults is very different from the way they affect children.

For example, hyperactivity tends to decrease in adults, while inattentiveness tends to get worse as the pressure of adult life increases. Also, adult symptoms of ADHD tend to be far more subtle than childhood symptoms.

List of symptoms in Adults

Below is a list of symptoms associated with adult ADHD:

- Carelessness and lack of attention to detail.
- Continually starting new tasks before finishing old ones.
- Poor organisational skills.
- Inability to focus or prioritise.
- Continually losing or misplacing things.
- Forgetfulness.
- Restlessness and edginess.
- Difficulty keeping quiet and speaking out of turn.
- Blurting responses, and poor social timing when talking to others.
- Often interrupting others.
- Mood swings.
- Irritability and a quick temper.
- Inability to deal with stress.
- Extreme impatience.
- Taking risks in activities, often with little or no regard for personal safety or the safety of others.

Assessing adults

For anyone suspected of having ADHD, any initial diagnosis would need to be made by their GP, for adults with ADHD symptoms, the GP will assess the symptoms and may refer to a specialist if:

- They were not diagnosed with ADHD as a child, but symptoms began during childhood and have been ongoing since then.
- The symptoms are not caused by another mental health condition.
- The symptoms are causing moderate or severe functional impairment; for example, you are underachieving at work or find intimate relationships difficult.

Someone may also be referred to a specialist if they had ADHD as a child or young person and the symptoms are now causing moderate or severe functional impairment.

Referral

If the GP suspects that someone has ADHD, they may refer them to a specialist such as:

- An adult psychiatrist (an expert in mental and emotional health)
- The mental health services

Who they are referred to will depend on age and what is available in the local area.

Diagnosis

A specialist can make an accurate diagnosis after a detailed assessment that may include:

- **A physical examination**, which will rule out other possible causes for the symptoms
- **Several tests** that can determine short-term memory, concentration and problem-solving skills
- **A series of interviews**
- **Interviews or reports** from other significant people

If the GP refers to a specialist, they will ask about present symptoms. However, under the current diagnostic guidelines, a diagnosis of adult ADHD cannot be confirmed unless your symptoms have been present from childhood.

To help the specialist decide on the diagnosis, they may ask about the person's childhood and whether the symptoms were present then. If the person finds it difficult to remember, or they were not diagnosed with childhood ADHD, the specialist may wish to see old school records or talk to parents, teachers or anyone else who knew them well when they were a child.

For an adult to be diagnosed with ADHD, their symptoms should cause a moderate degree of impairment in different areas of their life. Examples of impairment could be:

- Underachieving at work or in education
- Driving dangerously
- Difficulty carrying out daily activities, such as shopping
- Difficulty making or keeping friends
- Difficulty in relationships with partners

For more information on ADHD assess the following web page and put ADHD into the search engine:

<http://www.nhs.uk/>

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- Difficulty carrying out daily activities, such as shopping
- Difficulty making or keeping friends
- Difficulty in relationships with partners

For more information on ADHD assess the following web page and put ADHD into the search engine:

<http://www.nhs.uk/>

Appendix 10

Learning Disabilities

A learning disability affects the way you learn new things in any area of life.

It affects the way you understand information and how you communicate with other people. This means you can have difficulty:

- Understanding new or complex information
- Learning new skills,
- Coping with everyday activities

Mild Learning Disability

A learning disability can be mild, moderate or severe. Some people with a mild learning disability can talk easily and look after themselves, but take a bit longer than usual to learn new skills.

Reasons for someone having a learning disability

Often there is no reason or we do not understand why someone has a learning disability.

A learning disability happens during the development of the brain, either before they are born, during their birth or in early childhood. Several factors can affect brain development, including:

- The mother becoming ill in pregnancy.
- Problems during the birth that stop enough oxygen getting to the brain.
- The unborn baby developing certain genes.
- The parents passing certain genes to the unborn baby that make having a learning disability more likely (known as inherited learning disability).
- Illness, such as meningitis, or injury in early childhood.

Adults

In adults, learning difficulties often tell a story of unfulfilled promise and sufferers can become troubled and withdrawn. Individuals may constantly move jobs and can suffer great stress because they're always fearful that their shortcomings will be exposed

For more information on learning disabilities

Contact Mencap – Telephone 0808 808 1111 or

DORE- Learning disabilities <http://www.dore.co.uk/>

Appendix 11

Guidance for managers

Communication with a Member of Staff who may have a Learning Difficulty or Disability

Introduction

The following guidance has been produced to assist managers to make appropriate approaches and communicate with members of staff who they believe may have a learning difficulty or disabilities, and may require help within their role.

Rights of staff

Staff who may have a learning difficulty or disability may not wish to communicate with managers or colleagues about their learning difficulty or disability and have a right to non-intrusion in to their disability. However, if their disability is resulting in the member of staff being unable to:

- Perform safely within their role.
- Update their practice.
- Adhere to trust guidelines, protocols and procedures.
- Undertake continual professional development.

Then an approach to that member of staff would be appropriate

Approaching a member of staff with a learning difficulty or disability

When approaching a member of staff, it must be within the guidance set out by the Human Resources Department guidelines, policies and procedures.

It is appropriate to talk to a member of staff about any difficulty they may have which impacts on their role.

It must never be assumed that a person has a learning difficulty or disability without documented prove, therefore an approach to a member of staff is on the basis that you wish to help and the nature of any meeting would be exploratory. Therefore the following should happen

- Arrange to talk to the employee on an informal basis, making sure that the meeting is conducted in a confidential and comfortable environment.
- Explain that any conversation is confidential.
- Ask the employee if they need any help undertaking their role/learning/updating/understanding a new guideline etc.
- Explain about the Additional Learning Procedure and how it may help.
- Talk about the help that is available which is listed within the Procedure.
- Signpost the employee to the Employee Assistant Programme, or if known a specialist help group and explain how they offer a confidential service which will be able to help them.

If a member of staff does not wish to access any help, or believes they do not have a learning difficulty or disability, and the manager is concerned, then the manager should ask their Human Resources Manager for advice.