



Parent Support Pack



A comprehensive support pack for
parents/carers/Supporters of SEND/ND children

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About The Neurokind Hub

The Neurokind Hub is a community-led space in Evesham dedicated to supporting neurodivergent adults, children, and families. We provide calm, accessible environments where people can learn, connect, and receive practical guidance without judgement or pressure.

Our work is rooted in lived experience, evidence-based practice, and a commitment to dignity, autonomy, and inclusion. We focus on reducing overwhelm, increasing understanding, and helping families navigate education, health, and everyday life with clarity and confidence.

Parent Support Pack

This pack brings together clear, practical guidance to help you understand your child's needs, navigate school and services, and feel more confident in everyday challenges. Everything inside is designed to reduce overwhelm, offer reassurance, and give you tools you can use straight away at home, in meetings, and in moments of stress.



Worcestershire Support Directory

A simple list of trusted organisations, local services, and national support for families of neurodivergent children in Worcestershire.

Local Support – Worcestershire SENDIASS

Impartial advice for parents on SEND, school support, and EHCPs.

- Help preparing for school meetings
- Guidance on your child's rights
- Support with EHCP applications
- Phone and email advice

Website: www.worcestershire.gov.uk/sendias

Phone: 01905 768153

Email: sendiass@worcestershire.gov.uk

Worcestershire Children First (Local Authority SEND)

For EHCP assessments, reviews, and formal SEND processes.

Website: www.worcestershirechildrenfirst.org.uk

Regional autism support, including helplines, online parent groups, and information.

Website: autismwestmidlands.org.uk

Helpline: 0121 450 7575

National Autistic Society (NAS)

Advice on diagnosis, sensory needs, behaviour, and education.

Website: autism.org.uk

PDA Society

Clear information on PDA, strategies, webinars, and parent support.

Website: pdasociety.org.uk

IPSEA (Independent Provider of Special Education Advice)

Free legal guidance and template letters for SEND and EHCP processes.

Website: ipsea.org.uk

Mental Health Support

Young Minds – Parent Helpline

Support for children's mental health, anxiety, masking, school refusal, etc.

Website: youngminds.org.uk

Parent Line: 0808 802 5544

Kooth

Free online mental health support for children and young people (available in most Worcestershire areas).

Website: kooth.com

Crisis / Urgent Support (If Ever Needed)

- NHS 111 (Option 2) – urgent mental health support
- Worcestershire CAMHS Crisis Team: Access via 111
- GP Practice for same-day concerns

School Support & EHCP Guide

Your Child's Rights in School

Your child is entitled to support based on need, even without a diagnosis. Schools must make reasonable adjustments under the Equality Act (2010).

Common adjustments include:

- Sensory breaks
- Quiet working area
- Visual supports / task breakdown
- Reduced homework
- Emotional regulation time
- Flexible transitions
- Time-out card
- Alternative to group work

What Is an EHCP?

A legal document that identifies your child's needs and the support they must receive in education, health, and care.

Who Can Request an EHCP Assessment?

YOU can – at any time.
You do not need school permission.

How to Request an EHCP Assessment

Send an email or letter to your local authority's SEND department:

"I am formally requesting an EHC Needs Assessment for my child under Section 36(1) of the Children and Families Act 2014."

Include:

- Your child's name, DOB, school
- A short summary of their needs
- Examples of struggles at school

What the LA Must Do

- Reply within 6 weeks confirming whether they will assess
- Complete the full EHCP process within 20 weeks (if approved)

What You Can Ask School For

- Sensory profile
- Individual support plan
- Regular SEND reviews
- Calm-down space
- Extra processing time
- 1:1 emotional support
- Modified tasks
- Reduction of demands for PDA profile

Useful Services

SENDIASS – Free, impartial advice for parents
Search "SENDIASS + your county" for contact details.
IPSEA – Legal guidance for SEND
Website: ipsea.org.



Sensory Profile Worksheet

A fill-in tool for understanding your child's sensory needs

What This Page Is For

This worksheet helps you identify your child's sensory preferences, triggers, and calming strategies. It can be shared with school, clubs, family members, or used to plan support at home.

Sensory Seeking Behaviours

(Things my child actively looks for to feel regulated)

- Movement they seek (e.g., spinning, running, climbing):
- Touch they seek (e.g., pressure, fidgets, textures):
- Sounds they seek (e.g., humming, loud music):
- Visual input they seek (e.g., lights, screens, patterns):

Sensory Avoidant Behaviours

(Things my child tries to avoid because they feel overwhelming)

- Sounds that overwhelm them:
- Textures or touch they avoid:
- Visual triggers (brightness, clutter, movement):
- Smells or tastes they avoid:

Common Triggers

(Things that often lead to dysregulation, overwhelm, or shutdown)

- Environmental triggers:
- Social triggers:
- Routine or transition triggers:

What Helps My Child Regulate

(Strategies that support calm, comfort, and focus)

- Calming sensory input (pressure, quiet, movement):
- Helpful tools (fidgets, headphones, chewies, visuals):
- Helpful environments (quiet corner, dim lights):

Reasonable Adjustments Menu

A quick-reference sheet for school meetings

What This Page Is For

Schools must make reasonable adjustments under the Equality Act (2010). This menu helps you identify what your child needs. Parents can highlight or tick items before meetings.

Processing & Communication

- Extra processing time
- Instructions broken into small steps
- Visual supports (pictures, lists, schedules)
- Alternative ways to show learning (typing, drawing, voice notes)
- Reduced verbal demands

Environment & Sensory

- Access to a quiet space
- Noise-reducing headphones
- Dimmed lighting or seating away from bright areas
- Movement breaks
- Sensory tools (fidgets, chewies, weighted items)

Emotional Regulation

- Time-out or calm-down card
- Access to a trusted adult
- Reduced demands during overwhelm
- Predictable routines and transitions
- Pre-warning before changes

Learning & Workload

- Reduced homework
- Modified tasks
- Shorter work periods with breaks
- Alternative seating (wobble cushion, standing desk)
- Flexible grouping (option to work alone or with chosen peers)

Attendance & Transitions

- Soft start to the school day
- Early exit to avoid crowds
- Flexible transition times
- Reduced pressure during arrival/assembly

PDA-Friendly Adjustments (if relevant)

- Low-demand approach
- Choices instead of instructions
- Collaborative phrasing ("Let's see if we can...")
- Humour and playfulness
- Avoiding power-based approaches

PDA (Pathological Demand Avoidance) – Parent Fact Sheet

What is PDA?

PDA is a profile within the autism spectrum where everyday demands trigger high anxiety, leading to avoidance, shutdowns, or distressed behaviour. It is not defiance – it's a response to overwhelm.

Common Signs of PDA

- Avoids everyday demands (even enjoyable tasks)
- Strong need for control
- Difficulty with transitions
- Extreme distress when pressured
- Meltdowns or shutdowns triggered by demands
- Uses negotiation, distraction, or withdrawal to cope
- May mask at school and release at home

What Helps

- Low-demand approach
- Offer choices (two options max)
- Collaboration rather than instruction
- Predictable routines
- Indirect requests (“Let’s see if we can do this together...”)
- Humour, playfulness, and gentle redirection
- Space to regulate before re-engaging
- Sensory supports (fidgets, quiet corner, headphones)

What Makes Things Harder

- ✗ Punishment or reward charts
- ✗ Power-based approaches (“Because I said so”)
- ✗ Sudden transitions
- ✗ High-pressure environments
- ✗ Behavioural systems like traffic-light charts
- ✗ Forcing eye contact

Helpful Tools

- Visual schedule
- Low-demand morning routine
- Calm-down area
- Time warnings (“Two minutes until we leave...”)
- Clear, simple language

More Support

PDA Society:

Website: pdasociety.org.uk

Free resources, guides, and parent training

Advocacy Support – Parent Information Sheet

What Is Advocacy?

Advocacy means having someone who can help you express your child's needs, navigate the system, and communicate with professionals clearly and confidently.

It's not legal representation – it's practical, emotional, and strategic support.

How I Can Support You (Informal Advocacy)

Preparing for School Meetings

- Helping you write concerns clearly
- Listing your child's needs and examples
- Helping you plan what to ask for
- Making sure nothing gets missed

Attending Meetings With You

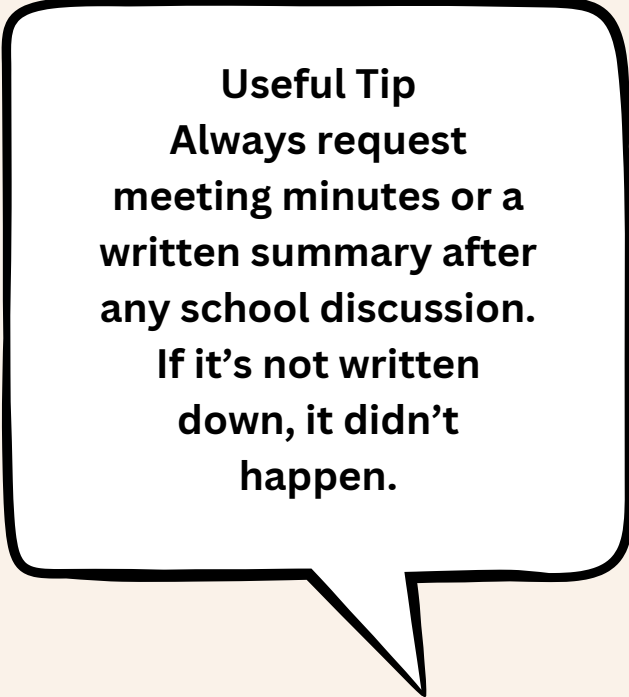
- Supporting you to speak up
- Helping keep the meeting on track
- Ensuring your concerns are acknowledged
- Clarifying what school are offering

Understanding Your Rights

- Explaining SEND processes
- Helping you understand school responsibilities
- Guiding you through reasonable adjustments
- Supporting with EHCP requests

Communication Support

- Helping you write emails to school or LA
- Helping you phrase requests effectively
- Making sure everything is recorded properly



Useful Tip
Always request meeting minutes or a written summary after any school discussion. If it's not written down, it didn't happen.

What Advocacy Is NOT

- ✗ Not taking over your voice
- ✗ Not legal representation
- ✗ Not making decisions for you
- ✗ Not confrontation – it's collaborative.

When to Ask for Advocacy

- You feel unheard in school meetings
- You're unsure what rights you or your child have
- School isn't following through on support
- You want help preparing for a difficult conversation
- You're applying for an EHCP or reviewing one

School Meeting Preparation Sheet

A structured page to reduce overwhelm and keep meetings focused

Meeting Details

- Date:
- School / Staff Attending:
- Purpose of Meeting:

My Key Concerns

(What I need the school to understand)

- 1.
- 2.
- 3.

Examples I Want to Share

(Real situations that show what my child struggles with)

-
-
-

What My Child Needs

(Adjustments, support, or changes I'm asking for)

-
-
-

Questions I Must Ask

(Use this to stay focused if the meeting becomes overwhelming)

-
-
-

What School Agreed To

(Write this during or immediately after the meeting)

-
-
-

Follow-Up Actions

(Who is doing what, and by when)

- School will:
- Parent will:
- Review date:

Neurokind Hub Family Resource

Managing Meltdowns & Sensory Overwhelm

Recognising Early Signs:

- Restlessness, fidgeting, or pacing
- Covering ears, squinting, or shutting eyes
- Increased irritability or withdrawal

Common Triggers:

- Loud noises, bright lights, crowded spaces
- Sudden changes in routine
- Hunger, tiredness, or illness

Strategies to Support:

Prevent:

- Keep routines predictable
- Give warnings before changes
- Provide quiet spaces

During a Meltdown:

- Stay calm and reassuring
- Reduce sensory input (quiet room, dim lights)
- Avoid arguing or forcing behaviour

After the Meltdown:

- Offer comfort and reassurance
- Talk gently about what happened if they're ready
- Reflect on triggers and adjust environment
- Accept that they may not fully remember what happened/what was said - This can be stressful.



ADHD Awareness Action Plan for Mindful Parenting



The Neurokind Hub CIC 2026

When you expand your understanding of how executive function influences your child's experience, your capacity to adapt and address their ADHD fundamentally changes. And as you begin to focus more awareness on your own immediate experience, your ability to more calmly and resolutely manage ADHD will improve as well.

Creating an effective plan for managing your child's ADHD requires letting go of prior assumptions and observing what is, with curiosity and without judgment, a process supported by the practice of mindfulness.

Observe your child's experience through the lens of executive function. Use the info If you find it helpful, come up with a simple statement for reminding yourself that an ADHD symptom is no one's fault, including your child's.

Record your statement below, and then, when you feel exasperated, angry, or upset, repeat this statement to yourself:

Dedicate time each day to doing an enjoyable activity with your child, choosing something that already happens in everyday life. As much as possible give your full attention to your child during this time together. Write the activity you've chosen here:

Practice focused awareness meditation or mindful eating. Consider tying this plan to something already consistent for you, like after you put your kids on the bus or at the start of your lunch break. Write your practice time here

Caring for the ADHD Caregiver: Self-Care Strategies for Parents & Supporters.



The Neurokind Hub CIC 2026

Parenting a child with ADHD can be stressful. Because ADHD affects planning, and self management, kids often rely on adults for support with emotions, independence, and school or social challenges. Caring for ourselves helps us stay resilient and grounded as we guide them.

Attending to your own self care is an essential part of the journey.

Identify something that helps keep you sane. Write it here, and be vigilant about making time for it:

Create time for important personal relationships.

Simplify life whenever possible and avoid overscheduling.

Keep working on managing your child's ADHD. Deal with the big issues first, then explore and address all the nuanced ways ADHD affects everyday life.

Set short-term, realistic goals for change.

Pay attention to enjoyable experiences when they happen.

Schedule a daily guided mindfulness practice.

Further reflection



Thank You for Reading

This pack was created to give you clear, practical support as you navigate life with a neurodivergent child. You know your child best, and your advocacy, patience, and persistence make a real difference every day. Keep using what works, adapt what doesn't, and trust your instincts.

You're not doing this alone.
The Neurokind Hub is here whenever you need guidance, reassurance, or a space to breathe.

