



**Alder Hey Children's**

NHS Foundation Trust

Alder Hey

Eaton Road

Liverpool

L12 2AP

[www.alderhey.nhs.uk](http://www.alderhey.nhs.uk)

Tel: **DPA**

Our Ref: ASDT/ko **I&S**

Date Dictd: 16/02/2021

Date Typed: 16/02/2021

The Parent/Guardian of  
Mr Axel Rudakubana  
10 Old School Close  
Banks  
Southport  
Lancashire  
PR9 8SB

Secretary: **DPA**

**PAULINE BLOXSOME**

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Department of Developmental Paediatrics

**JAN WILSON**

### **Alder Hey Autism Spectrum Disorder Assessment Pathway**

Dear Parent/Guardian of Axel Rudakubana

**Axel RUDAKUBANA**  
**10 Old School Close**  
**Banks, Southport PR9 8SB**

**D.O.B.** **07/08/2006**

**Hospital No.** **I&S**

**NHS No.** **DPA**

**Setting: The Acorns School, 43 Ruff Lane, Ormskirk**

**Date of MDT Meeting: 30.12.20**

Axel was referred to the Alder Hey Autism Spectrum Disorder (ASD) Pathway for a more detailed assessment of his social and communication development following concerns that he was displaying features of an Autism Spectrum Disorder.

Autism Spectrum Disorder is a lifelong developmental disability. People affected by an Autism Spectrum Disorder are likely to have broad areas of impairment with:

- Persistent difficulties in social communication and interaction
- Restricted, repetitive patterns of behaviour, interest or activities

These impairments are present from early development of the child, affecting how a person communicates with and relates to other people and how they experience the world around them. These difficulties would cause clinically significant impairment in social/educational settings and other areas of current functioning.

**Axel was discussed at the ASD Multidisciplinary Team Meeting (MDT) on: 30.12.20**

The MDT team consists of practitioners with expertise in Autism Spectrum Disorders. This may include: Consultant Community Paediatrician or Consultant Child & Adolescent

Psychiatrist, Speech and Language Therapist and a Clinical Psychologist. The team meets to consider all the information available about a child or young person to assess if they meet the criteria for an Autism Spectrum Disorder.

If the MDT team has sufficient information, it will aim to reach a conclusion regarding the question of Autism Spectrum Disorder. The aim of this process is to avoid duplication through re-assessment and to avoid long waiting times for families.

**Professionals Involved in MDT:**

- Consultant Community Paediatrician – Dr. Sultan
- Advanced Speech & Language Therapist – Ruth Mitchell
- Physician Associate – Dawn Devine

**Reports Available at MDT:**

- Developmental history
- Assessment by a Speech and Language Therapist
- Information from school professionals
- Educational Psychology report

**Summary:**

Having reviewed all of the information available, the assessment team agree there is sufficient evidence that Axel does meet the criteria for an Autism Spectrum Disorder (ASD).

**Recommendations:**

- A referral will be made, by way of this letter to the Sefton ADHD/ASD Children's Service. Please use the following telephone number to contact the team for any advice on DPA
- ASD information pack to be sent to parents.
- Follow up appointment from Community Paediatrician
- Axel's social communication needs and behaviour should be considered within the context of their ASD diagnosis and supported as appropriate by relevant strategies which may be identified by the various professionals working with them. It is advised that parents and school should stay in regular contact to ensure that any support is consistent across both the home and school environments.

- Visual support should be implemented consistently as an integral part of the whole day both at home and school. Visuals would support a) active listening skills b) attention to task and c) independent learning skills. Visuals don't have to be picture based. Pictures do help but for older children, who have good reading skills, a well-placed written visual timetable will also work well. It is sometimes presumed that verbal children 'don't need' or 'grow out' of a visual timetable. However, many children with ASD can be anxious about 'what will happen next', but don't always express this anxiety. A timetable would serve to support this type of potential hidden anxiety. School should also actively provide support if there are any unplanned changes or at other times where normal routine is altered (e.g. exams / school events / trips, changes between year groups and changes of teachers). Transition strategies could include resources such as photo transition books, Social Stories, staggered starts and practice / preparation visits.
- In certain situations, either at home or at school, it may be helpful to explicitly teach a specific social skill or strategy. Social situations may need to be explained more clearly. Writing down information in a Social Story or Comic Strip Conversation format rather than explaining things verbally is sometimes recommended for these situations. Advice on Social Stories and Comic Strip Conversations can be found on the National Autistic Society Website [www.autism.org.uk](http://www.autism.org.uk) and [www.carolgraysocialstories.com](http://www.carolgraysocialstories.com).
- Families may wish to seek advice and guidance from the Social Communication Team via e-mail [socialcom@sefton.gov.uk](mailto:socialcom@sefton.gov.uk) or via the Local Offer <https://www.seftondirectory.com/>
- ADDvanced Solutions is a service that provides support and information to families. They run training courses for parents and groups for young people. They can be contacted on: DPA
- Families can self-refer to organisations such as Parenting 2000 <https://parenting2000.org.uk/> for talking therapies to support emotional well-being and mental health.
- For support and advice around mental health, parents and young people can self-refer to FRESH CAMHS via the Single Point of Access in the first instance. Please call DPA to discuss. Additionally, **the CAMHS Crisis Team offer a dedicated crisis telephone line 24 hours a day**, which aims to help children, young people, families and carers who are very worried about the mental health of anyone with a GP in Liverpool or Sefton up to their 18th Birthday. For support regarding presenting risks, children, families and professionals can contact the CAMHS Crisis Line to speak directly to a mental health practitioner. Their contact number for the service is (free phone): DPA or DPA
- Should you or your child require information or support regarding their education and related health and social care issues advice can be sought from: Special Education needs & Disability Information Advice & Support Service (SENDIASS). This was formally known as 'Parent Partnership'. Telephone: DPA. E-mail: [seftonsendiass@sefton.gov.uk](mailto:seftonsendiass@sefton.gov.uk)
- Applying for Disability Living Allowance (DLA) may help to support daily living needs such as mobility and care costs.

- Our social communication skills change all the time. Choosing how best to help and support your child with this will take time and there may be elements of trial and error.
- School to complete referral to ADHD pathway.

The content of this report has been agreed between the professionals involved in this team.

Yours sincerely

**ASD TEAM**  
**NEURODEVELOPMENTAL PATHWAY**

Copy to:

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172 Roe Lane  
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