



autism & adhd
assessmenthub

CHILDREN'S COMBINED WELCOME PACK



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WHAT DO WE DO?



At Autism & ADHD Assessment Hub, we understand the importance of a supportive and thorough assessment journey. With over 23 years of experience delivering assessments to individuals, families, local authorities, and organisations as part of the Antser Group.

Our team is led by Dr Zoe McGovern and Dr Jessica Donohoe - two highly specialist Clinical Psychologists with over 15 years experience working in the field of neurodiversity.

Our clinicians specialise in assessing for autism, ADHD and further neurodiverse learning differences following a neurodiversity-affirmative approach to provide a positive and empowering experience. All assessments are completed by a multidisciplinary team, using the latest diagnostic tools, fully aligned with NICE guidelines. From the first consultation, individuals and families are supported by their own team of highly specialised and qualified clinicians.

We take pride in ensuring that every report is rigorously quality checked, achieving a 100% recognised rate by NHS, GPs, schools and local authorities.

We are committed to fostering inclusivity and understanding the diverse needs of neurodivergent students, including those from minority backgrounds and the LGBTQ+ community. By working in partnership with schools, we help create environments where every learner feels supported and valued.

We want every individual and family to feel supported from the very start, so we've made our assessment fees clear and offer flexible payment plans helping you manage costs in a way that suits your budget.

Cost: Child combined assessment is £2,495, which includes your £195 initial consultation fee.

You after your initial consultation you can choose to pay the remainder in full or spread the cost over 3, 6, 9, or 12 months.

OUR ASSESSORS



Who will be your clinician?

Our lead Autism & ADHD assessors come from diverse backgrounds and are fully qualified HCPC or GMC registered Clinical Psychologists or Psychiatrists (both are NICE guideline compliant) – each has a minimum of 5 years post qualification experience in working with neurodivergent adults and children.

For a combined assessment your child's secondary clinician will be an experienced speech and language therapist. Both of these clinicians will form part of a multidisciplinary team.

Specialist Training & Experience

Many women and girls present differently to traditional diagnostic profiles, often using strategies to “mask” or compensate for their difficulties. This can make their traits less visible, particularly in structured or clinical settings.

Our clinicians have specific experience in recognising subtle and masked presentations, including those more commonly seen in women and girls. We take a holistic, multi-method approach to assessment, rather than relying on a single tool or observation.

Supported by our two in-house Clinical Directors, Dr Zoe McGovern and Dr Jessica Donohoe, who bring over 15 years of combined experience assessing both adults and children for a range of neurodevelopmental conditions. They have a particular interest in identifying subtle and masked presentations, including those more commonly seen in women and girls.

They have developed our comprehensive assessment framework and clinical pathways, and continue to provide ongoing clinical oversight. This ensures that all assessments are thorough, evidence-based, and fully aligned with national guidelines, including NICE and UKAAN standards.

MEET OUR CLINICAL DIRECTORS

DR. JESSICA DONOHOE



Jessica is a Chartered Clinical Psychologist and accredited Clinical Supervisor, who qualified in 2014 and is registered with the Health and Care Professions Council (HCPC).

Jessica has wide experience of working with young people and families and a particular interest in the assessment and diagnosis of autism and ADHD. Jessica embarked on specialist work in mental health and autism soon after qualifying and along with pre-qualifying placements, has worked in the area of neurodevelopmental assessment for over 10 years in wide-ranging sectors. She has a particular interest in how neurodivergence presents in girls and women and is committed to developing an approach to neurodevelopmental diagnostic assessment that is neuro-affirmative and that promotes a positive neurodivergent identity.

Qualifications:

- Doctorate in Clinical Psychology from the University of Birmingham
- Masters in Clinical Psychology Research from the University of Birmingham
- Bachelor of Science in Psychology from the University of Warwick

DR. ZOE MCGOVERN



Zoe is an experienced Consultant Clinical Psychologist who qualified in 2003 and is registered with the Health and Care Professions Council (HCPC). She has worked in NHS inpatient services with children and young people, in multidisciplinary teams for adult neurodevelopmental services and in Community Learning Disability Services. Over the years Zoe has provided assessment and intervention for a range of mental health difficulties and has worked extensively with neurodivergence. Alongside direct clinical work, she has significant experience of working with staff teams, residential organisations and other care providers offering a range of teaching, training, consultation and supervision. She has been a Consultant for the last two years, leading and shaping the delivery of psychological services for adults with learning disabilities.

Zoe has a particular interest in how neurodivergence is experienced by girls and women and has had additional training in this area. She is committed to a collaborative, neuro-affirming and trauma-informed approach to neurodevelopmental assessments and in supporting individuals and families to find a positive way forward following diagnosis.

Qualifications:

- Doctorate in Clinical Psychology from the University of Leicester
- Bachelor of Science in Psychology from the University of Lancaster

HOW IT WORKS?

1

Step One: Referral

As soon as we receive your referral via phone, email or webform, we will send you our welcome pack, service level agreement and our self referral form to complete as the first next step. Following this you'll received a secure link to pay for your initial consultation.

2

Step Two: Initial Consultation

Your clinician will meet with you & where age appropriate your child (ages 10+) via video link. This session is designed to explore your and your child's experiences in more detail, helping to determine whether a full assessment would be beneficial and which pathway may be most appropriate for your child.

3

Step Three: Clinical Interview (ACE / Young DIVA)

The ACE and Young DIVA are structured interviews designed to explore ADHD traits in children and young people. A secondary clinician carries out this part of the assessment, with your child present if they are aged 11 or above. For younger children, parents and carers provide the main information. Teachers or other key adults may also be consulted. This is completed remotely.

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Step Four: Clinical Observation (for children under 11)

If your child is under 11, we also include a clinical observation session with a Speech and Language Therapist. This provides valuable insights into how your child communicates, focuses, and engages in a natural setting. The QB Check is often completed at this stage. This is completed face-to-face at your nearest hub.

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Step Five: QB Check and Conners

The QB Check is a computer-based task that measures attention, movement, and impulsivity. It is simple to complete and provides objective data. The Conners questionnaires are completed by parents and teachers to capture a full picture of your child's strengths and challenges across home and school. Together these tools add valuable information to support the clinical interviews and observations.

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Step Six: Observational Assessment – ADOS-2 (Autism)

For autism assessments, your child will also take part in a session using the ADOS-2 tool. This is a structured observation that looks at communication, social interaction, play, and restricted or repetitive behaviours. The session is carried out by a second clinician, face-to-face at one of our hubs, and lasts 1–2 hours.

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Step Seven: Autism Diagnostic Interview – Revised (ADI-R)

For autism assessments, the ADI-R is completed with someone who knows your child well, such as a parent or carer. It explores language and communication, social interaction, and restricted or repetitive behaviours. This usually takes 2–3 hours and provides a detailed developmental history. This is completed remotely.

8

Step Eight: Multidisciplinary Review

All the clinicians involved in your child's assessment meet together using our structured MDT process. This ensures the findings are considered from different professional perspectives before a conclusion is reached.

9

Step Nine: Report

A detailed report is then written by your clinician and reviewed for quality and accuracy. The report sets out the findings clearly, with recommendations to support your child's next steps at home, at school, and in other settings.

10

Step Ten: Feedback Session

After you receive the report, your lead clinician will meet with you to go through the findings. This is a supportive space where you can ask questions, explore recommendations, and discuss what they mean for your child's future. This is completed remotely.

11

Step Eleven: Pre and Post Diagnostic Support

We offer support both before and after a diagnosis. This may include therapy, practical strategies, or family sessions to help you or your child feel understood and supported at every stage.

YOUR CHILD'S ASSESSMENT EXPLAINED



Clinical Interview – ACE / Young DIVA

For ADHD assessments, a secondary clinician will carry out a structured interview using either the ACE or Young DIVA tool. These are recognised gold-standard assessments in line with NICE guidelines. They look at how ADHD traits may have been present across your child's development and how they appear in daily life. If your child is 11 or older, they will usually take part directly. For younger children, the interview is led through parents or carers, with input from the child when appropriate. Teachers or other adults who know your child well may also be asked to share their perspective. The interview usually lasts 1–2 hours and may take place remotely.

Clinical Observation – for children under 11

For younger children, we include an observation session with a Speech and Language Therapist. This is a child-centred session carried out in a supportive environment, often through play and conversation. It helps us to see how your child communicates, listens, focuses, and interacts. The QB Check is often completed at the same time. Parents or carers remain nearby to provide reassurance and context.

QB Check and Conners Questionnaires

These tools add important information alongside the clinical interview. The QB Check is a computer-based task that measures attention, movement, and impulsivity. It is simple to complete, either at home or during an observation session, and provides objective data that is compared to age-related norms. The Conners questionnaires are completed by parents and teachers and look at areas such as attention, activity level, and emotional regulation. Together, the QB Check and Conners give a rounded picture of your child's experiences across home and school.

Observational Assessment – ADOS-2

For autism assessments, your child will complete an observational session with a second clinician, usually at one of our hubs. The ADOS-2 is a standardised tool that looks at communication, social interaction, play, and restricted or repetitive behaviours. The activities are age-appropriate and designed to give insight into how your child engages and relates to others. This session usually lasts 1–2 hours.

Autism Diagnostic Interview – Revised (ADI-R)

As part of the autism assessment, another clinician will carry out the ADI-R. This is a detailed developmental interview with someone who knows your child well, such as a parent or carer. It looks at communication, social interaction, and restricted or repetitive behaviours across your child's early and current experiences. The session usually lasts 2–3 hours and provides important background information to support the overall assessment.

POST DIAGNOSTIC SUPPORT



At the Autism & ADHD Assessment Hub, we understand that an assessment is just one part of your journey. Receiving a diagnosis can bring a range of emotions, questions, and considerations for the future. Our Post-Diagnostic Support (PDS) service is designed to help you feel supported, informed, and empowered as you move forward.

Our specialist team can work with you to explore what your child's diagnosis means for them and your family, identify areas where additional support may be beneficial, and provide practical strategies to help navigate everyday life. We recognise that every family's experience is unique, which is why our support is tailored to your individual needs and goals.

Using a neuroaffirming approach, we focus on recognising strengths, valuing individuality, and helping children and young people build confidence in their identity and future. Support may include a combination of therapeutic and practical interventions delivered by our multidisciplinary team, including psychologists, therapists, counsellors, speech and language specialists, and occupational therapists.

With one of the largest networks of specialists in the UK, we are able to connect families with the right professionals to meet their needs. Whether you are looking for guidance, therapeutic support, or specialist interventions, our aim is to ensure you feel equipped, confident, and supported at every stage of your journey.

If you would like to find out more about our Post-Diagnostic Support services, please speak to a member of our team.

ADHD Medication Support (Optional - Ages 11+ - additional fees apply)

If medication is something you would like to explore after receiving a diagnosis, you can self-refer to our partner clinic using your AAH report. They are a CQC-registered private clinic specialising in ADHD medication, supporting both safe initiation and titration of treatment overseen by specialist psychiatrists (available from age 11+ and subject to eligibility).

They also offer supported Shared Care Agreements with your GP – subject to GP acceptance. Ask one of our team for more details.

THE PRE-ASSESSMENT QUESTIONNAIRE



The pre-assessment questionnaires can be a helpful part of the assessment process for both ADHD and/or autism. These are usually completed at home, prior to the initial consultation, or at any stage of the process and then interpreted by one of our specialist clinicians:

- They can save time during the initial consultation by allowing the clinician to focus on more in-depth discussions, rather than gathering basic information.
- They can be helpful in gathering detailed information about other agencies, accessibility, and physical/mental health issues from early childhood to the present day, providing insights into both ADHD and autism characteristics.
- They encourage you to share specific experiences, helping the clinician to understand your perspective and share your child's experience.

If required your clinician will send you the questionnaires most appropriate for your assessment. Common questionnaires include AQ, CAT-Q, ASRS, SNAP and Wender Utah

It is also important to provide any supporting documents you may have, such as GP letters, school reports, or previous observations/assessments. These additional documents assist the clinicians in forming a comprehensive view of your child's strengths and difficulties.

FAQs

You'll find answers to common questions about the Hub and our assessments here

How long does the combined assessment take?

In most cases, an assessment can be completed in 6-8 weeks (lead times may vary). You will always be given a clear idea of assessment timescales before booking in with us.

On occasion, timescales may be affected by how soon we can access any supporting evidence you may hold. We will let you know any supporting information we require at your initial consultation.

What are the advantages of gaining an diagnosis?

A diagnosis of ADHD and/or autism can greatly assist individuals in accessing targeted interventions that are beneficial for their specific needs. These interventions can be evaluated based on safety, acceptability, efficacy, and effectiveness, ensuring that they align with the individual's diagnostic criteria.

Additionally, obtaining a diagnosis ensures that reasonable adjustments are made in the care of individuals with autism and/or ADHD. This can lead to more personalised and effective interventions tailored to their unique requirements.

An autism and ADHD diagnosis also plays a crucial role in enabling individuals to access various forms of statutory support. For instance, it may be a significant factor when applying for an Education, Health and Care Plan, helping to secure necessary resources and services.

For many individuals, receiving a diagnosis can provide a sense of validation, enhancing their understanding of themselves and their perspectives on the world. This understanding can alleviate feelings of isolation, boost confidence, and foster connections within the neurodiverse community by facilitating access to broader social support networks

What is a neuroaffirmative approach?

A neuroaffirmative approach recognises and respects the unique experiences, strengths, and challenges of neurodivergent individuals. Rather than viewing neurodivergence as a deficit, it embraces the diversity of the brain and encourages understanding, acceptance, and support in a way that honours each person's perspective. This approach focuses on working collaboratively with individuals, ensuring that their voices and experiences are at the heart of any assessment or support process. It aims to create a positive, empowering environment for neurodivergent individuals, fostering self-acceptance and well-being.

Do I need a GP referral?

No – you can self-refer for any assessment.

Do you offer medication for ADHD?

We don't prescribe in-house, but we partner with a private clinic (for ages 11+) who can assist with initiation and titration, and then write to your GP to request shared care — giving you options to explore. Ask us for more details

Do you offer financing options?

Yes, we offer flexible payment options over 3, 6, 9 and 12months (subject to credit checks).

GLOSSARY OF TERMS - ADHD

Neurodiversity

The concept that neurological differences are to be recognised and respected as any other human variation

Multidisciplinary

Multidisciplinary refers to involving professionals from different fields or areas of expertise working together to address a particular issue or provide comprehensive support.

HCPC Registered

HCPC (Health and Care Professions Council) registration means that a clinician has met the necessary professional standards for education, training, and conduct. It ensures they are qualified, competent, and adhere to ethical practices in their field.

Screening Tools

Questionnaires or checklists used to identify characteristics of ADHD, which may indicate the need for a full diagnostic assessment.

Developmental History

Information gathered about a child's developmental milestones and early behaviors, often used as part of the assessment process. This is usually gathered using the ADI-R tool.

Diagnostic Assessment

A thorough evaluation process used to determine whether an individual is autistic and/or has ADHD.

Hyperfocus

An intense focus in relation to a activity, specific event or topic. This is often a characteristic of autism and/or ADHD

NICE Guidelines

NICE (National Institute for Health and Care Excellence) Guidelines are evidence-based recommendations for healthcare and social care practices in the UK.

Social Communication

The use of verbal and nonverbal communication in social contexts, including understanding and using language different ways.

Executive Functioning

Cognitive processes including planning, working memory, attention, problem-solving, verbal reasoning, inhibition, mental flexibility, task switching, and initiation and monitoring of actions.

Stimming

When an individual uses self-stimulatory behaviour such as repeating movements or sounds. It may be used to self soothe or increase focus. This is often seen with autism and/or ADHD

Sensory Processing

The way the nervous system receives messages from the senses and turns them into appropriate motor and behavioral responses.

ADHD Coach

A professional trained to coach individuals with ADHD to move past obstacles and reach their goals.



GLOSSARY OF TERMS - AUTISM

Neurodiversity

The concept that neurological differences are to be recognised and respected as any other human variation

Multidisciplinary

Multidisciplinary refers to involving professionals from different fields or areas of expertise working together to address a particular issue or provide comprehensive support.

HCPC Registered

HCPC (Health and Care Professions Council) registration means that a clinician has met the necessary professional standards for education, training, and conduct. It ensures they are qualified, competent, and adhere to ethical practices in their field.

Screening Tools

Questionnaires or checklists used to identify signs of autism, which may indicate the need for a full diagnostic assessment.

Developmental History

Information gathered about a child's developmental milestones and early behaviors, often used as part of the assessment process.

Diagnostic Assessment

A thorough evaluation process used to determine whether an individual has autism spectrum disorder.

Social Communication

The use of verbal and nonverbal communication skills in social contexts, including understanding and using language appropriately.

NICE Guidelines

NICE (National Institute for Health and Care Excellence) Guidelines are evidence-based recommendations for healthcare and social care practices in the UK.

Stimming

Repetitive movements or sounds often made by individuals with autism to self-soothe or manage sensory input.

Sensory Processing

The way the nervous system receives messages from the senses and turns them into appropriate motor and behavioral responses.

Special Interests

Intense focus on specific topics or activities that are common in neurodivergent individuals.



CHECKLIST FOR PARENTS/CAREGIVERS OF A CHILD

STEPS TO TAKE BEFORE THE ASSESSMENT

 Confirm details	• Check the date and time of your initial consultation
 Prepare your child	• Explain what will happen in simple terms • You can talk to your child about meeting with someone who wants to understand what makes them unique.
 Give regular medications	• Administer as usual
 Plan transportation	• Arrange reliable transportation • Allow extra time for traffic
 Write down questions	• Prepare any questions you have
 Inform other caregivers	• Ensure everyone involved knows the plan
 Comfort items	• Favorite toys or books to help soothe your child

CLIENT REVIEWS



We were on the NHS waiting list to see the Autism team for a diagnosis assessment, we were told this would take upto a year or more. Our child was struggling at school and staff were reluctant to help sending her to isolation or even another school. We were told by the deputy of the school that it's behaviour and even with a diagnosis it would not help our child and they would be on their way to being expelled with in the year.

Our child was in year 7.

We found the Autism Hub on line knowing we needed to act fast. Their service was kind and precise. Our child felt safe at all assessment. Now our child is receiving the much needed support at school thanks to a swift diagnosis from the Autism Hub and an extremely precise report for all to refer to.

My mum found and contacted them for me after I had spent 1.5 years on the NHS waiting list. Claire and Zoe were very friendly and made me feel comfortable even during the observation exercises. Would recommend to anyone looking to get a formal diagnosis.

Great experience from start to finish - highly skilled team, excellent communication throughout. Worth every penny.

CLIENT REVIEWS



"I felt they really 'got' my son and were able to provide a very accurate diagnosis and ways in which we could help support him, both at home and at school. I would recommend anyone waiting the 4+ years it now takes to get a diagnosis through the NHS/CAMH"

"I recently received my diagnosis, and it feels as though aspects of my life have fallen into place. Nicola and Claire have both been fantastic and so supportive during my assessment."

"My daughter and we were worried about having to wait too long for an assessment so discovering this service was wonderful and I have no doubt her diagnosis will make all the difference in the world. The final report was thorough with suggestions for school to put in place which were talked through with us first. We feel hugely optimistic about the future now we have a diagnosis and a way forward so thank you!"



CONTACT US

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