



# Unfreezing ADHD Minds

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## SERVICES & PRICING GUIDE

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## Welcome to That ADHD Woman

We're a Cornwall-based social enterprise offering training, consultancy and coaching to schools, trusts, and professionals who want to more effectively support ADHD students. Our work focuses on practical, inclusive, and trauma-informed support—especially for those whose needs are often misunderstood.

Whether you're a teacher, SENCO, DSL or head of a Multi-Academy Trust, we're here to help you build confidence, capability, and inclusive practice for long-term impact.





## **The Challenge Schools Face**

ADHD presents differently in each student. While boys are more frequently diagnosed and supported early, many girls and quieter students mask symptoms—leading to later diagnoses, anxiety, disengagement, and school refusal.

This isn't about blame. It's about understanding how diverse ADHD presentations can be, and ensuring support is available before students fall through the gaps.

## **Why It Matters Now**

Ofsted expects schools to show how they identify and support all pupils with SEND, including those with ADHD. Inclusive practice, mental health support, and effective CPD are essential to this.

With growing numbers of late-diagnosed students, especially girls, schools must ensure their approach meets real-world needs—not just the typical profiles seen in boys.

# **Is Your School Equipped for This?**

## **Ask yourself**

Are staff trained to recognise ADHD in students who mask, internalise, or present differently?

Do girls and quieter pupils feel safe to express their struggles?

Do systems support early intervention and prevent school refusal?

Are you working proactively with parents to navigate referrals, EHCPs, or adjustment needs?

Do you have success stories—or are too many still falling behind?



# Exclusion and the Trauma Cycle

Too many children with ADHD are labelled as 'difficult' rather than supported. Repeated isolation, detentions, or exclusions can create a cycle of shame and disengagement that severely damages their self-esteem and long-term prospects.

We help schools break this cycle by building proactive, strengths-based responses that reduce escalation, support emotional regulation, and prevent retraumatisation. Inclusion isn't just policy—it's culture. And we help you build both.

Our founder brings lived experience of ADHD, a Master's in Social Policy, and 15 years of experience in education. We've supported students who were previously failing their mocks achieve Grade 5+ in English just six months later. Our coaching builds confidence, agency, and academic resilience—especially in those who've been doubted or misunderstood.

**Backed by Experience. Focused on Results.**



# Understanding Cognitive Vulnerability: Why Schools Must Act Now

Neurodivergent children and young people with cognitive impairments are at significantly higher risk of exploitation—yet this is still overlooked in many education settings.

A recent scoping review published in *Trauma, Violence, & Abuse* (Lambert et al., 2025) found that individuals with intellectual disabilities and mental health conditions are particularly vulnerable to sexual, financial, and criminal exploitation.

## The Time to Act Is Now

This is an emerging area of research across education, health, and social care—but in practice, the risks are already playing out. Drawing on my experience working in local authority safeguarding teams and Multi-Agency Referral Units focused on exploitation and missing children, I know how quickly vulnerable young people are targeted.

Alternative education settings are now known recruitment sites for criminal gangs. These children are not just at risk—they are actively being exploited.

## How Can That ADHD Woman CIC Help?

Through specialist training, strategic safeguarding consultancy, and neurodiversity-informed profiling tools, we support education providers to:

- Identify and reduce the risk of exploitation for vulnerable learners
- Understand the cognitive, emotional, and behavioural traits that increase vulnerability
- Equip staff to respond effectively and empathetically
- Bridge the gap between education, safeguarding, and SEND provision
- 

**The intersection of neurodivergence and exploitation risk can no longer be ignored. Schools have a legal and moral duty to act—and we are here to help you do that with confidence, clarity, and care.**



# Our Support Offer for Schools & Trusts

That ADHD Woman CIC provides inclusive, trauma-informed, and gender-aware services for schools and MATs including:

- CPD training for staff on ADHD, masking, and emotional regulation
- 1:1 coaching for students, including those at risk of disengagement
- Parent workshops to support home/school collaboration
- Transition planning (Y6–Y7, or post-16)
- SLT consultancy to review inclusive strategy and interventions
- Practical support with referrals and reasonable adjustments



Simple steps to get started. Strategic support at every stage

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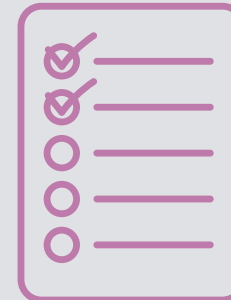
# HOW IT WORKS



## Step 1:

Book a Call

Tell us where you are at  
and how we can support  
you



## Step 2:

Choose your Plan

We will recommend the  
right support package  
based on your needs and  
goals



## Step 3

Start Strong

Watch how That ADHD  
Woman supports your  
learners to flourish.





# Meet our founder.

## Katherine Irvine – Founder of That ADHD WOMan CIC

My work is grounded in compassion, justice, and a belief that we don't need to be fixed—just heard, understood, and supported.

I'm Katherine, the founder of That ADHD Woman CIC, and I created this organisation out of both frustration and hope. After years of struggling with undiagnosed ADHD—and watching other brilliant women around me do the same—I knew something had to change. Too often, neurodivergent women are misunderstood, unsupported, and pushed out of work, education, and community life. I've lived it, and I've worked with hundreds of others who have too.

With 15 years of experience in education (teaching and leadership roles across KS2 to KS5), I've seen how systems fail neurodivergent people early on. My MA in Social Policy deepened my understanding of how structures like employment, education, health, and justice systems exclude people by design. That insight, combined with my lived experience, drives everything we do at That ADHD Woman.

This CIC is my way of building something better: a service that speaks directly to the needs of women like me—those navigating ADHD, trauma, masking, menopause, and more—while offering real, practical support to the professionals and systems around them.



# MORE QUESTIONS?

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