



NORTH MIDLANDS AUTISM IN SCHOOLS

Project Newsletter

Month Highlights

**Introductory Event
held on 2nd
December**

**Training Planning
event held on 15th
December**

**Community of
Practice event held
on 16th December**

Region Contacts:

Project Co-Ordinator – Sarah Thomas
enquiries@paccshropshire.org.uk
 Pilot Co-Chair – Nicola Bromage
nicola.bromage@staffsstokeccgs.nhs.uk
 Pilot Co-Chair – Val Walsh
val.walsh@nhs.net
 Staffs PCF – Deb Ryan
debryanspcf@outlook.com
 Staffs PCF – Joanne Brain
Joanne.brain-SPCF@outlook.com
 Stoke on Trent PCF – Michelle Cragg
michelle_megan@hotmail.com
 NNPCF West Mids – Zara Bowden
westmidlands@nnpcf.org.uk
 PODS Telford & Wrekin – Jayne Stevens
Jayne@podstelford.org



Autism is a difference
not a deficit.
Differences are to be
valued not 'fixed'.
My normal is
different from your
normal and the aim
shouldn't be
conformity but
wellbeing.

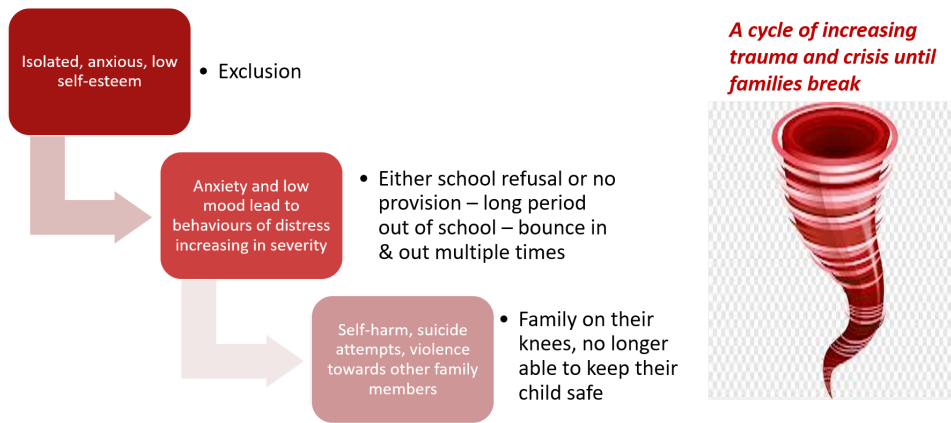
Project Overview

Staffordshire & Stoke-on-Trent CCGs and Shropshire, Telford & Wrekin CCG, along with Parent Carer Forums, and Local Authorities for those areas, have been successful in obtaining funding from NHS England for a local Autism in Schools project which will build on the work and learning from the North Cumbria and North East Accelerator Autism in Schools Project (further information available in resources section).

The Partnership has established a multi-agency Leadership Team as the core decision-making group for the pilot and have commissioned project support from the Autism Education Trust. There is also a wider reference group including a range of practitioners from across the pilot area.

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The journey from exclusion to inpatient care



4 core elements of the project

A practice-based Learning and Development Programme which seeks to develop a positive school environment for autistic pupils through reasonable adjustments

Developing school-based participation, supported by the established Parent Carer Forums in each local authority area developing a positive partnership between families and schools

Building a new relationship between CAMHS and schools which is focused on developing autism-friendly environments and practice

Hearing from Children and Young People with Autism, and developing self-awareness and confidence

Agreed performance indicators

- Attendance levels for autistic young people and the number of autistic young people on part time timetables
- Permanent and fixed term exclusion levels for autistic young people
- The number of autistic young people who have experienced a school move in the last two years and why
- The percentage of pupils with SEN or EHCP meeting their short-term targets
- Parent carer satisfaction levels around their relationship with school
- The shared experience of autistic students

Aim of the project

This is a cross system project to improve experience and outcomes for Autistic students in mainstream schools. This will include the development of school workforce and leadership to ensure that mainstream schools offer capable environments in which autistic students can thrive, in particular, supporting good mental health and promoting inclusion for this group of young people. There will also be a focus on ensuring that key transition points for autistic students are supported effectively, ensuring a positive experience in terms of change and moving forward

THE PILOT IS WORKING WITH 12 MAINSTREAM SCHOOLS ACROSS THE AREAS, THESE ARE:

Burnwood Primary (Chell Heath)
Charlton Secondary School
Clayton High School
Dothill Primary School
Oakmeadow Primary School
Shrewsbury Academy
St Peter's C of E Academy (Fenton)
St Thomas More Catholic Academy (Longton)
The Grange Primary
The Hart School Rugeley
The Marches School
Walton High School in Stafford

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There is no quick fix, or a 'one size fits all' set of strategies that can be used, so choose ways that the child is likely to enjoy and that the staff also enjoy - so that school is a good place to be for all

High Level Timeline

DATES	ACTIVITY
Oct- Dec 21	<ul style="list-style-type: none"> • Develop Governance and Project Management • Identify schools who will participate in pilot • Build relationships and understanding • Co-produce learning & development programme • Agree MOU's • Participate in Community of Practice
Jan- Mar 22	<ul style="list-style-type: none"> • PCF's work directly with the school community • Deliver learning & development programme • Develop baselines • Develop CAMHs offer • Develop All About Me offer • Develop CYP Voices work • Participate in Community of Practice
Apr - Jul 22	<ul style="list-style-type: none"> • Embed best practice and person-centered approaches within schools • Monitor impact • Identify case studies • Report to National project team

Project Update

- Meeting with Mental Health in Schools Team leads to discuss shared learning and working together
- Participation in regional and national Communities of Practice
- Established multi-agency, pilot leadership group, which meets weekly
- Created pilot lead role to liaise between project management team & leadership group
- Agreed and established organisational processes; risk management, budget management and financial systems, comms plan & pilot identity, reporting and monitoring of delivery, contact lists etc.
- Finalised MOU's between budget holder and schools and PCF's and schools
- Delivered introductory event for school's senior leaders
- Individual meeting with PCF's/ schools to discuss understand and expectations if requested
- Shared delivery timeline
- Held workshop to coproduce learning and development programme
- PCF's preparing school baseline survey and introductory sessions with schools

Resources

[CLICK HERE](#)

Reasonable adjustments for disabled pupils from the Equality and Human Rights Commission

[CLICK HERE](#)

Technical Guidance for Schools in England from the Equality and Human Rights Commission

[CLICK HERE](#)

Equality Act 2010: advice for schools guidance from Gov UK

[CLICK HERE](#)

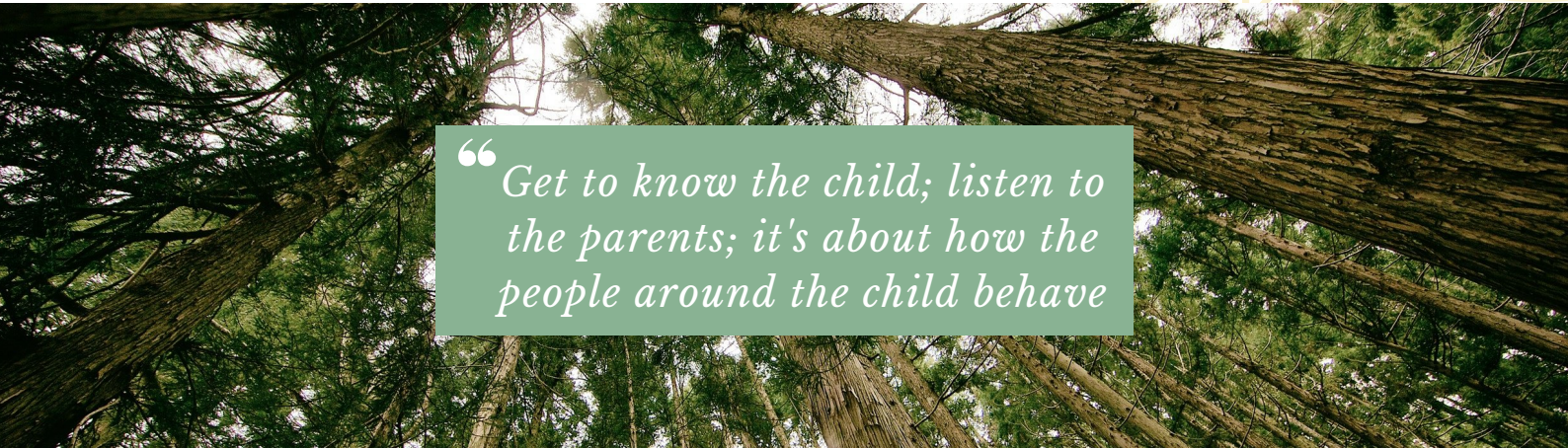
Working Together to Support Children and Young People with Autism – Autism Learning Programme, North Cumbria and North East Accelerator Project: Phase 1 Evaluation Report from Contact

[CLICK HERE](#)

Working Together to Support Children and Young People with Autism – North Cumbria and North East Accelerator Schools Project: Phase 2 Evaluation Report from Contact

[CLICK HERE](#)

NM AIS Pilot Introductory Event Presentations & Recording



“*Get to know the child; listen to the parents; it's about how the people around the child behave*”