



SHROPSHIRE  
Parent  
And  
Carer  
Council

# Developing the Shropshire Neuro- Developmental Pathway

November 2021

Information & Support, Influence & Change

*“So what needs to change? A more holistic approach to helping children and young people with ASD. A system where agencies talk to each other, are able to try proven therapies, measure impact and take appropriate further action. A system that enables my daughter to focus on her strengths rather than worry about her differences. A system where we don't have to fight for every level of support. A system in which she can thrive.”*  
**(Response to Shropshire SEND Strategy Survey – May 2019)**

**PACC identified the following priority for Shropshire leaders;**

- Responding to and addressing the concerns raised by families about the Shropshire neurodevelopmental pathway, specifically around Autism / ADHD diagnosis and post diagnosis support. This should include improved co-production, transparency and joint working with other services.

# Where did we start?

THE STATE OF SEND –  
SHROPSHIRE – PACC REPORT  
2019

The inspection identified a number of significant areas of weakness that need addressing locally, these were;

- Inconsistent strategic leadership and weak strategic planning across the area, most notably in the Clinical Commissioning Group (Health), including the ineffective use of data to accurately commission and plan services
- The lack of inclusion of health services' input into the area's SEND action plan
- Significant waiting times for large numbers of children and young people on the ASD and ADHD diagnostic pathways
- Significant waiting times for those needing assessment and treatment from the speech and language therapy service
- Inconsistency in the quality of input from education, health and care into EHC assessment and planning
- The high rate of exclusions for children and young people with an EHC plan and the high rate of repeat fixed-term exclusions for those receiving SEND support.

# Shropshire SEND Inspection

MONDAY 27TH JANUARY  
AND FRIDAY 31ST JANUARY  
2020

‘There is no effective pathway for specialist assessment of autism spectrum disorder (ASD) for children over the age of five. Recently, leaders have taken effective action to ensure that some children are assessed. However, there remains a large number of children waiting for assessment. A sustainable assessment model to address this ongoing problem has not been implemented.’

‘The rates of exclusion for children and young people with an EHC plan in primary, secondary and special schools are significantly above the national averages. In addition, the rates of repeat fixed-term exclusion for children and young people receiving SEND support significantly increased in 2018/19’

‘Children and young people over five years old wait too long for a specialist assessment for ASD and attention deficit hyperactivity disorder (ADHD). Area leaders do not have a robust plan to address this. As a result, many children experience significant waits and are not having their needs met within an acceptable timeframe.’

‘There is a lack of clarity for professionals and parents about the criteria and referral routes for ASD assessment for a child aged over five years old. Professionals reported confusion about who can make a referral for a child and whether referrals are currently being accepted or not. This does not assist in easing parents’ worries.’

‘Despite timely initial assessment by BeeU, some children and young people who require certain types of support for their mental health wait too long for treatment to start. In addition, children and young people who need support from the BeeU learning disability team also experience long waits for a routine appointment. Parents and professionals shared their concerns about delays in children and young people accessing support from these teams’



## What else did the inspection report say?

# Not a quick fix

- The full WSOA can be found at <https://newsroom.shropshire.gov.uk/wp-content/uploads/Shropshire-Written-Statement-of-Action..pdf>





# WSOA Priority 3

- Significant waiting times for large numbers of children and young people on the ASD and ADHD diagnostic pathways

Outcomes:
<b>3.1 Efficient neurodevelopmental pathways are coproduced supporting early and effective assessment and support.</b>
<b>3.2 There will be an effective, transparent and accessible system wide support offer in place for C/YP with neuro developmental conditions and their families</b>
<b>3.3 There will be robust system wide performance management systems in place</b>
Impact measures:
<ul style="list-style-type: none"><li>• All children and young people (CYP) following the pathway, who are referred for a specialist neurodevelopmental assessment, will access a neurodevelopmental assessment within 12 months</li><li>• Monthly increase in the % of C/TP assessed for ASD/ADHD in Shropshire is at least in line with the average for statistical neighbours by July 2021</li><li>• 100% of children referred to ND pathway are seen within 18 weeks by April 2022</li><li>• Ongoing increase (at least 15% pa) in the percentage of parents reporting they know how to access early intervention and have used these services (via surveys and direct engagement activity)</li><li>• At least 70% of C/YP on accessing the pathway will report that they have access to effective and appropriate support both pre and post diagnosis</li><li>• Over 70% of CYP and their families will report that they are satisfied with the service they receive and qualitative feedback will demonstrate that more than 50% of experiences reported are positive.</li><li>• All schools will report improved access to support for pupils and improved ability to meet the needs of pupils locally.</li><li>• Year on year increase of at least 15% in the number of C/YP and families reporting access to services</li><li>• There will be reported improvement in mental health and wellbeing for this cohort of at least 20% from established baseline using agreed survey.</li><li>• There will be a 20% reduction in the number of hospital admissions linked to poor mental health</li><li>• There will be increasing variety of services commissioned to support positive mental health for this cohort that will be measured through increase in the number of personal budgets and increase in the availability of social prescribing and increase in use of therapeutic intervention and alternative strategies such as PBS. This will be measured through the development of specific data dashboards.</li><li>• Feedback form SEND community reps will evidence more than 70% satisfaction with transition to adult mental health services by 2022</li></ul>

# Why 'Neuro-Developmental'

- ▶ “Neurodevelopmental disorders are disabilities in the functioning of the brain that affect a child’s behaviour, memory or ability to learn”
- ▶ Treating the whole child





## **Developing the Neurodevelopmental Pathway in Shropshire**

Session 1: 9<sup>th</sup> March, 9.30 – 12.30

Session 2: 25<sup>th</sup> March, 9.30 – 13.00

Online (Microsoft Teams)

# Co-production



# What did Parent Carers Say

## ► Key messages;

- There was a significant level of agreement between parent carers and SEND practitioners across education health and social care about areas of concern and what needs to happen.
- Communication and clarity was a major area identified for improvement – every discussion group identified this as an issue. There needs to be a much better understanding of what the pathway is, who does what, how pathways work together etc. There is a huge training /raising awareness need amongst SEND practitioners to improve their understanding of the big picture and how services fit together.
- The importance of supporting parent carers – addressing the wider impact on families and enabling families to lead positive lives.

# Core principles for the Shropshire ND Pathway

- ▶ Children and Young people will be key partners throughout the process
- ▶ The Pathway will be clear and accessible and underpinned by transparent decision making
- ▶ The pathway will deliver a partnership approach that recognizes the responsibility of a range of services and providers to deliver support, across education, health and social care
- ▶ It will enable children and young people with neurodevelopment difference to understand their strengths and where they might need additional support, building self confidence and self awareness
- ▶ The pathway will promote early intervention and support that focuses on delivering positive outcomes for children and young people, in line with the Shropshire SEND Strategy

# What has been done?

- ▶ Workstream confirmed within refreshed SEND governance structure
- ▶ Reviewed pathways in other areas
- ▶ Identified current resources and positive elements of current process
- ▶ CDC workshop
  - Agreed draft strategic vision for ND pathway across Shropshire
  - Identified strengths and gaps in current landscape
  - Outline action plan to secure implementation
- ▶ Coventry model agreed
- ▶ Dimensions tool reviewed
- ▶ Task and finish groups established
- ▶ Draft school-based pathway agreed
- ▶ Additional Funding agreed in part

# Draft Vision

► Children, young people and families who access the pathway understand their lifelong conditions and their impact, as well as how to manage them. They are confident that the professionals around them in all contexts respond positively and proactively to their needs. Children and young people with ND have a positive sense of identity and acknowledge their strengths and progress, as well as being valued and celebrated by those around them. Their experiences and goals are well understood, and these form the heart of their care and support. Transitions of all types are planned for and straightforward, with children and young people feeling supported appropriately as their circumstances change.

► The ND pathway in Shropshire supports children, young people and their families to access positive, personalised support which meets need early and encourages both the individual's personal growth and family stability. Access to support is clear, straightforward and timely, with simple information easily available to families, with or without a diagnosis. Support is available equitably across the geographic footprint. Professionals have a good understanding of the available support and can signpost appropriately, with strong communication between all partners. Families understand the options available to them and feel empowered to work with professionals to identify the right support at the right time.



# Discussion – Is the draft vision correct?

Take a Break.....



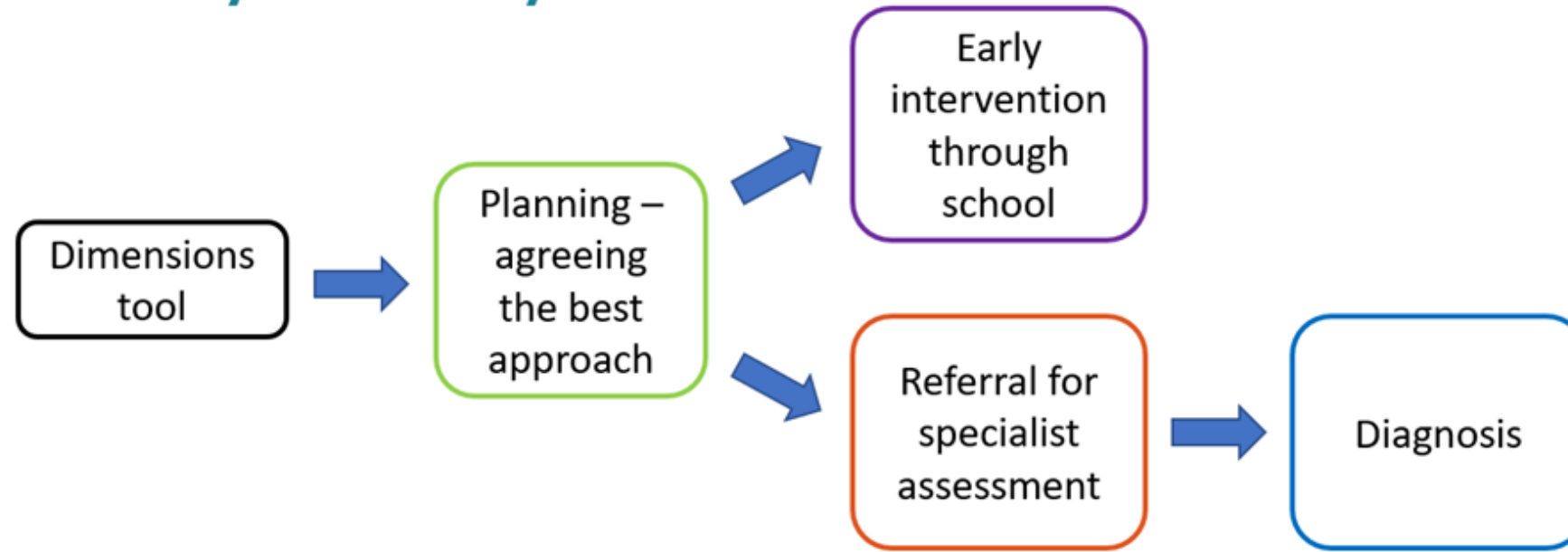


A collaborative pathway that:

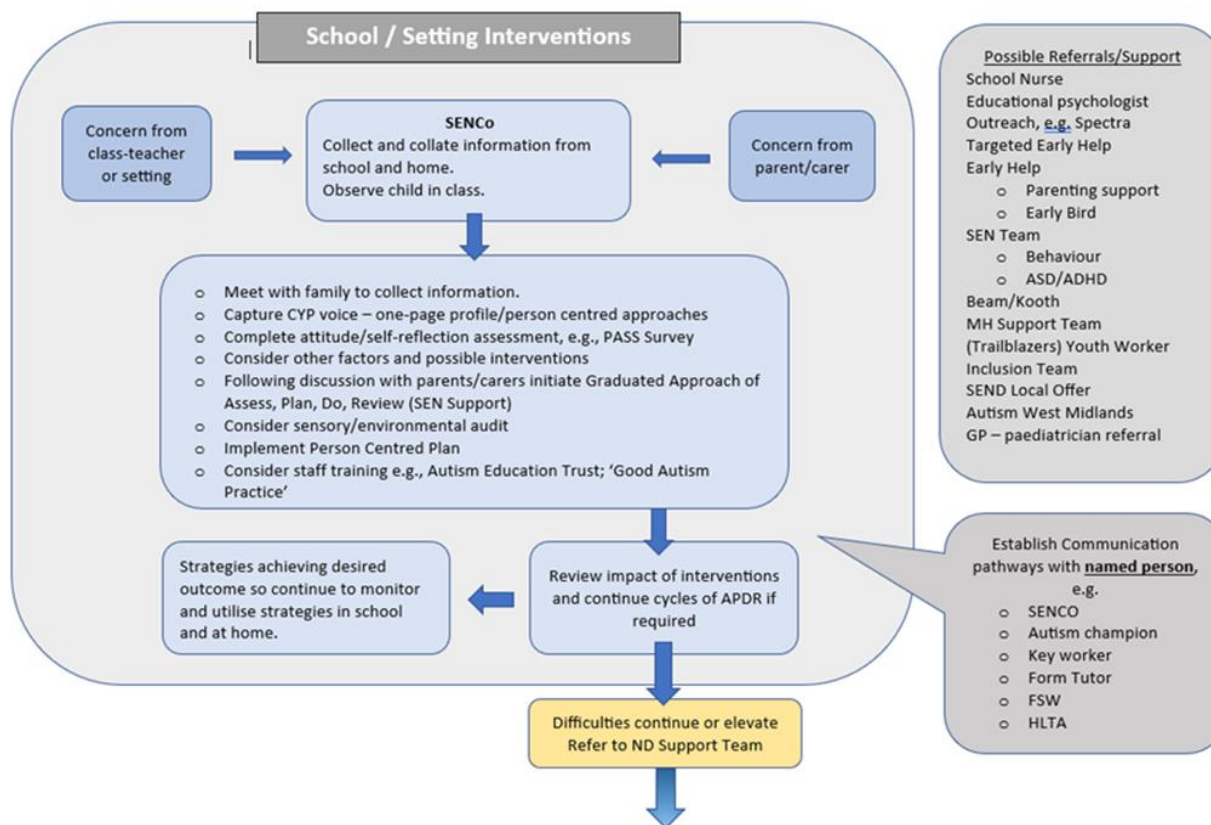
- ▶ is created and influenced by all partners and is responsive to changing need.
- ▶ provides appropriate and timely intervention at each stage
- ▶ supports schools to make reasonable adjustments to ensure inclusion
- ▶ informs and influences positive behavior policy and practice across the local authority to reduce exclusions
- ▶ ensures that referrals to specialist services are appropriate and supported with sufficient evidence to enable high quality assessment and post assessment support

## Proposed school-based pathway 5-16 years

## Summary of Coventry model



Based on the Coventry Model



#### Possible Referrals/Support

School Nurse  
Educational psychologist  
Outreach, e.g. Spectra  
Targeted Early Help  
Early Help  

- Parenting support
- Early Bird

SEN Team  

- Behaviour
- ASD/ADHD

Beam/Kooth  
MH Support Team  
(Trailblazers) Youth Worker  
Inclusion Team  
SEND Local Offer  
Autism West Midlands  
GP – paediatrician referral

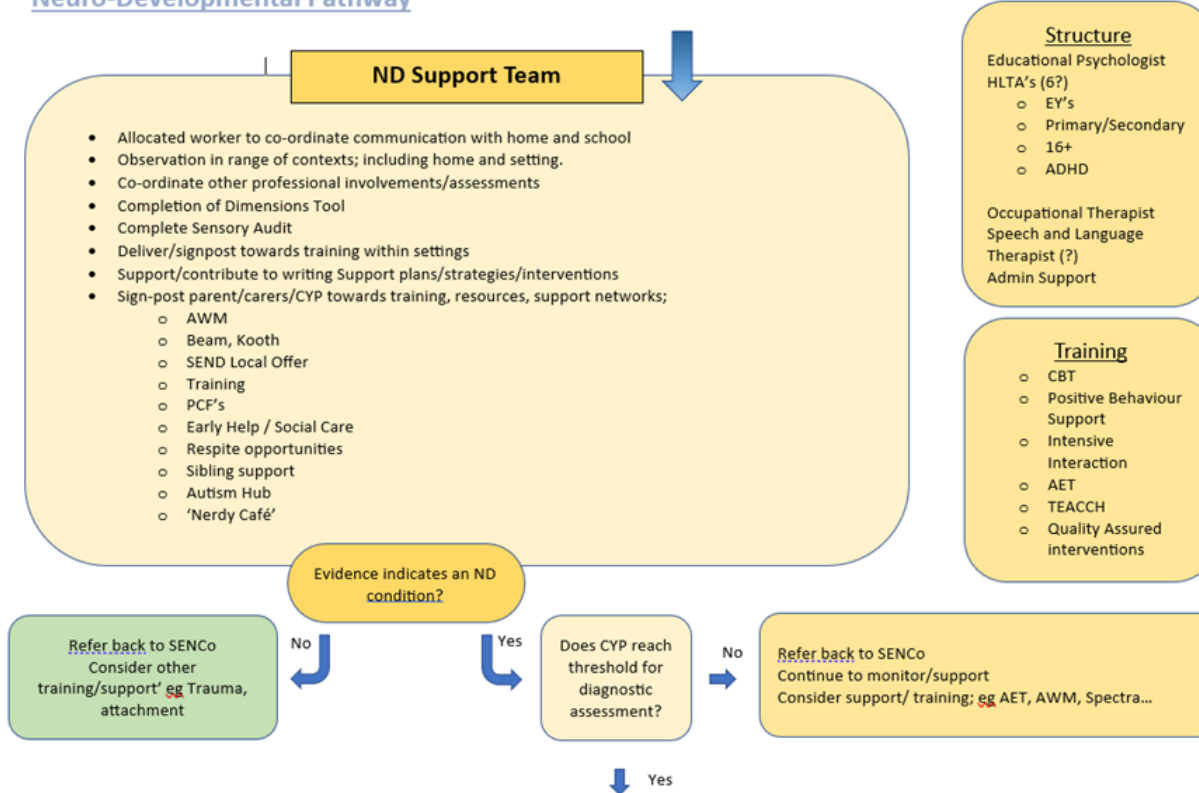
#### Establish Communication pathways with named person, e.g.

- SENCO
- Autism champion
- Key worker
- Form Tutor
- FSW
- HLTA

# First Step

CONCERNS IDENTIFIED

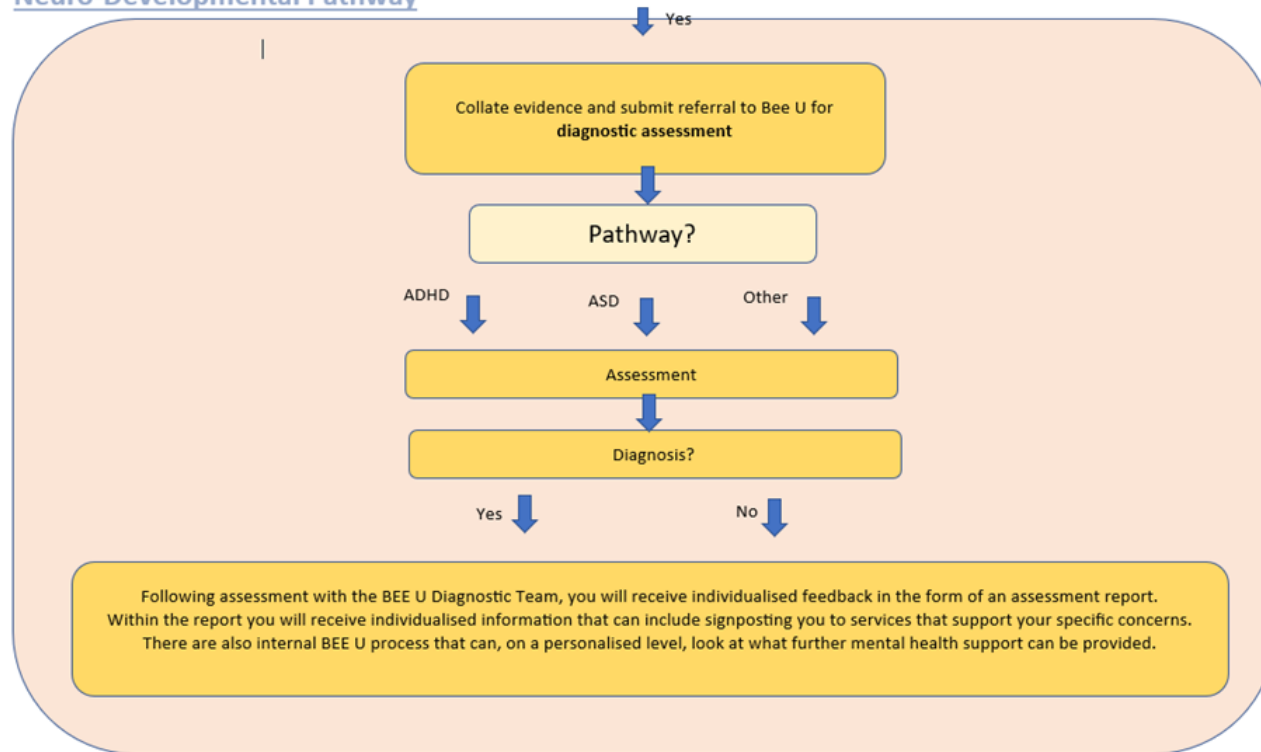
## Neuro-Developmental Pathway



# Early Intervention

HOME AND SCHOOL BASED

## Neuro-Developmental Pathway



# Assessment and Post Assessment Support




# Currently Agreed

- ▶ Health will fund one HLTA
- ▶ Agreement from LA to fund a HLTA
- ▶ 10k for admin costs
- ▶ Going ahead with this plus an advert for a 0.5 specialist senior Ed Psych to support pathway

# Work still to be completed

- ▶ Developing capacity in 0-6 pathway
- ▶ Creating a transparent and effective assessment process
- ▶ Creating an effective post diagnosis support offer



Discussion – What  
would a good post  
diagnosis support  
offer look like?



# Thank You

PLEASE SEND ANY FURTHER COMMENTS TO  
[ENQUIRIES@PACCSHROPSHIRE.ORG.UK](mailto:ENQUIRIES@PACCSHROPSHIRE.ORG.UK)