

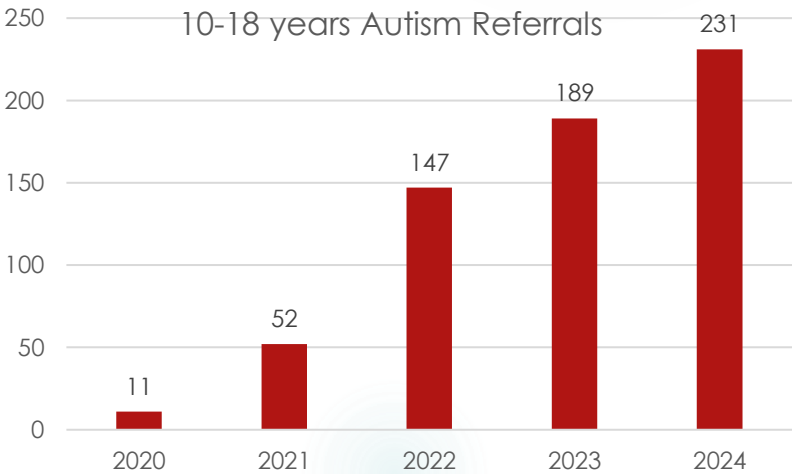
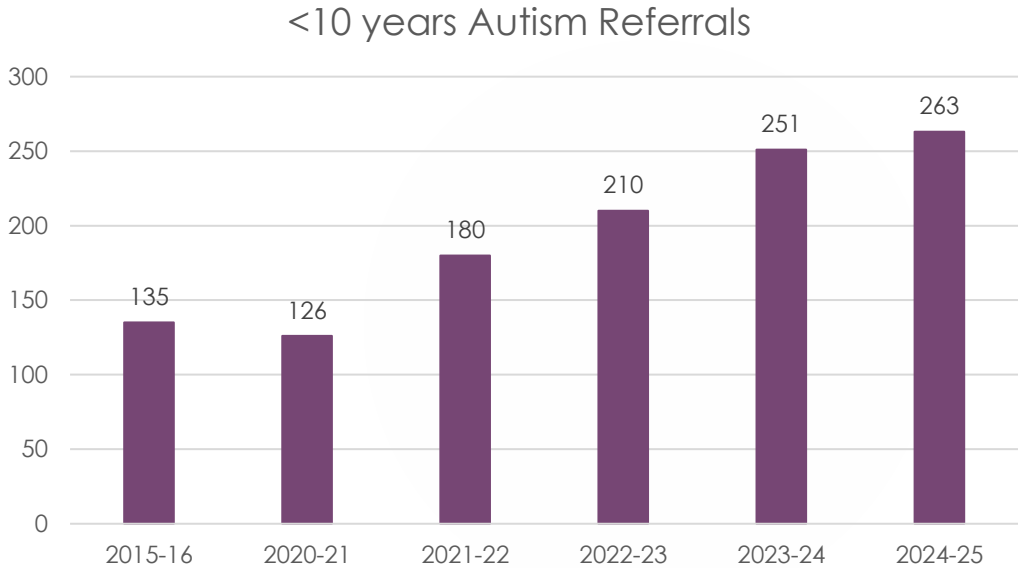
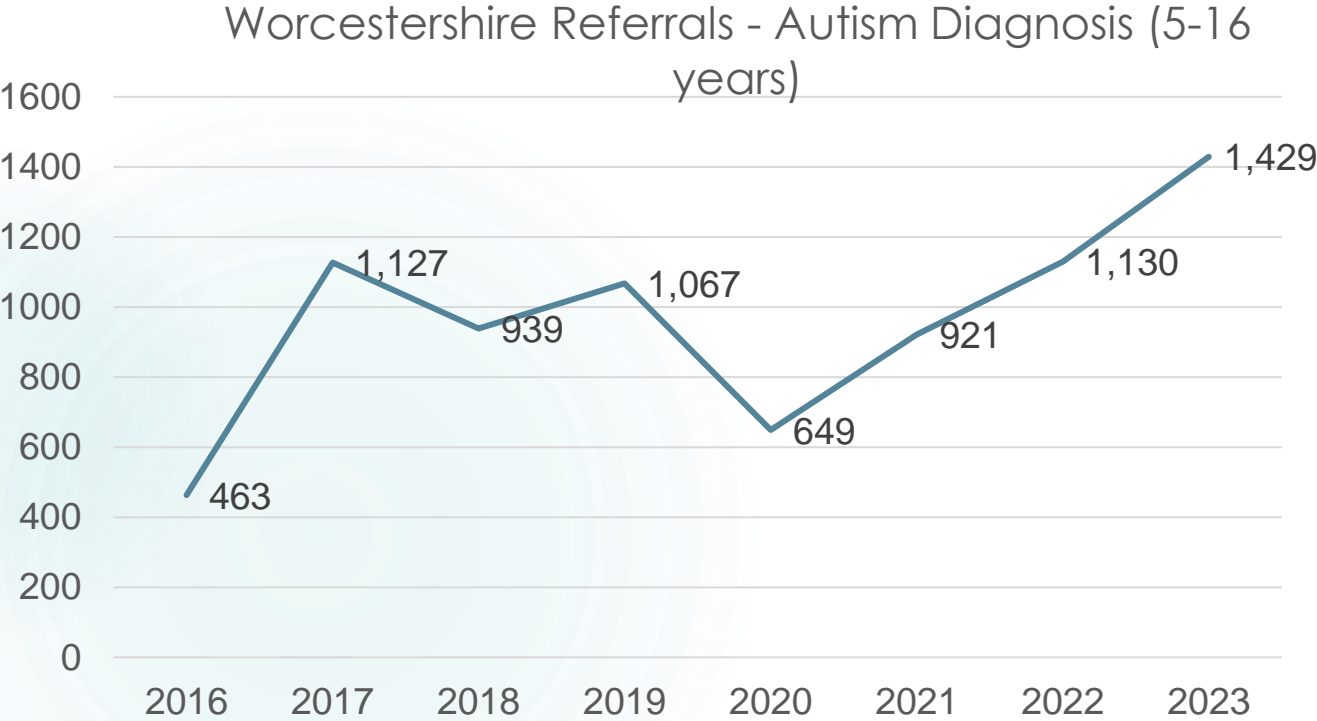


Children & Young People's Neurodivergence Programme Workforce Development

**Donna Harding,
Anna Swift, Lead for Neurodivergent CYP**

Referrals for Diagnostic Assessments

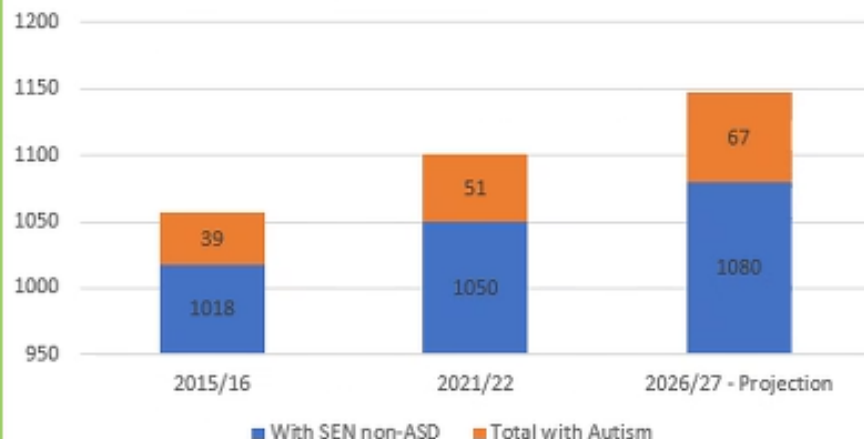
95%



263%

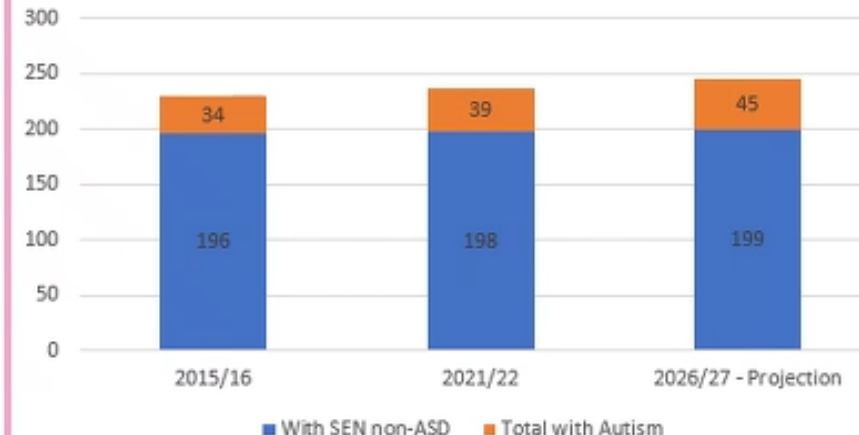
Pupils SEND Primary Need Autism

Pre-School age children



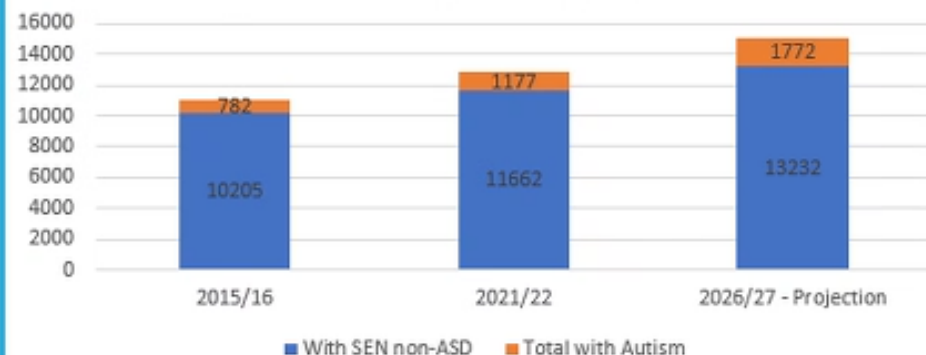
In 2015/16 7% of the total 5 - 16 year olds with SEN had a primary need of Autism
In 2021/22 this increased to 9%
By 2026/27 this is projected to be at least 12%

Young people 17 years +



In 2015/16 4% of the total pre-school age children with SEN had a primary need of Autism
In 2021/22 this increased to 5%
By 2026/27 this is projected to be at least 6%

Children age 5 - 16 years



In 2015/16 15% of the total 17+ year olds with SEN had a primary need of Autism
In 2021/22 this increased to 16%
By 2026/27 this is projected to be at least 18%

What CYP & Families told us ...

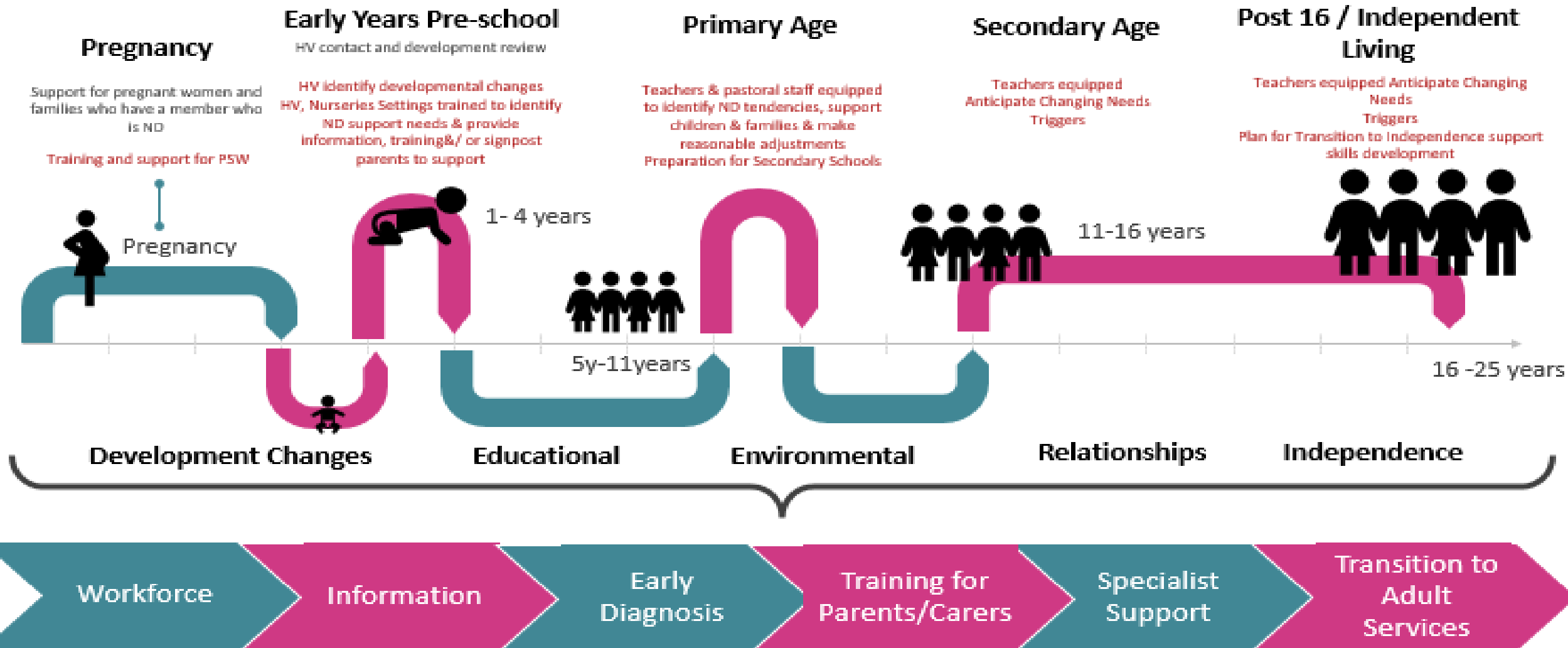
- ▶ **Inconsistency understanding and responses from professionals**
- ▶ **Don't know if people will understand child's needs**
- ▶ **Concern professionals are working with outdated knowledge and understanding – could be harmful**
- ▶ **Parental blame**

▶ 'So, you've got ... your diagnosis, he has got autism. He's ... also suffering very, very severely with anxiety and mental health issues. And that was the last time we saw anybody. ... I think looking back now, I think that if the help had been offered when [child] was about 4,5, or 6 years old, I don't think we would have gone through what we went through.' (Local Parent)

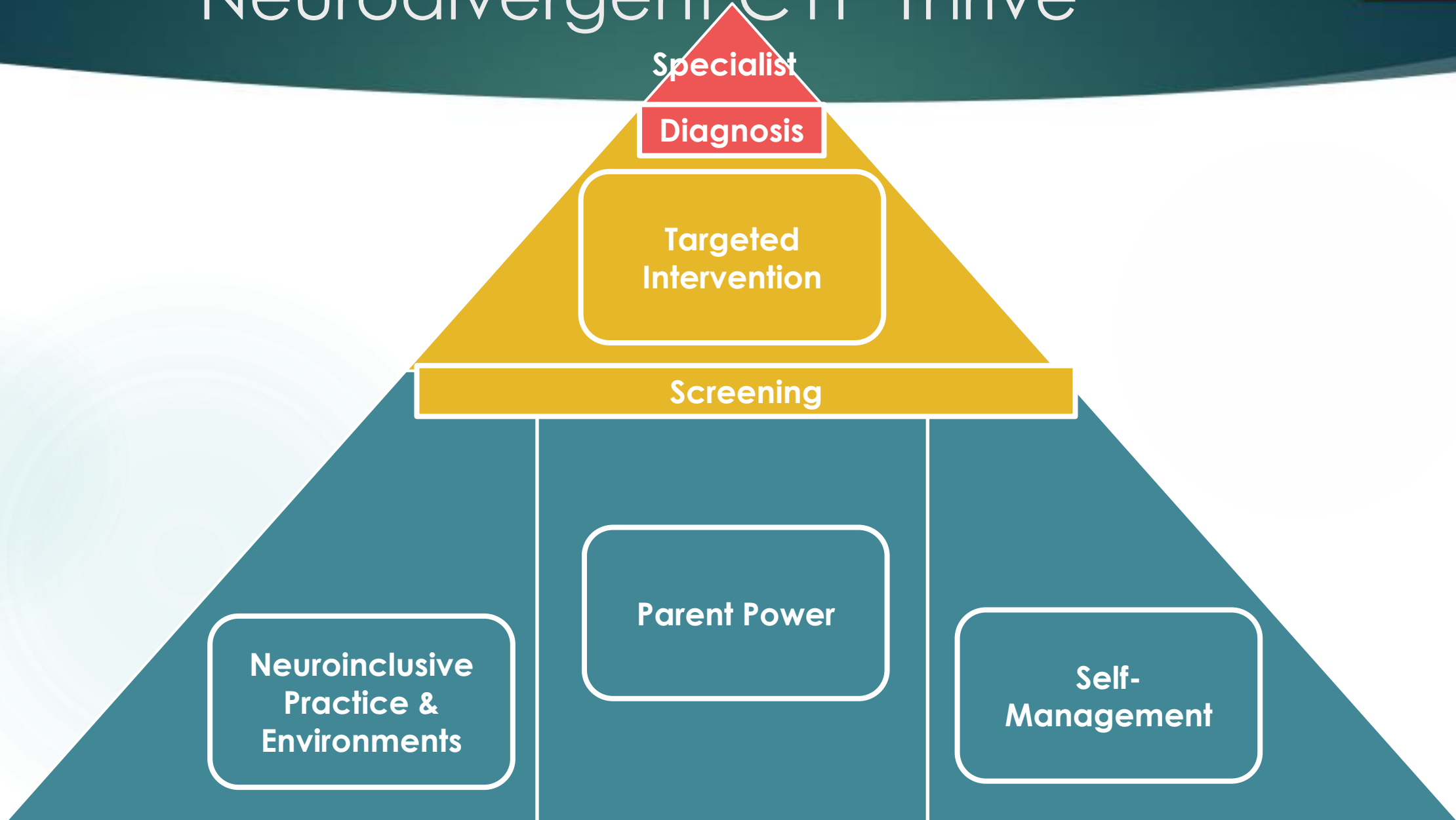
▶ "It's hard to look for support and help and to feel you can open up and approach a professional when all you feel is judged and blamed and disbelieved..."
(Respondent, Running & Jata-Hall, 2023)

CYP Neurodivergence Programme – Autism & ADHD

Needs Led: Early Intervention & Across Life-course



Creating An Inclusive Culture Where Neurodivergent CYP Thrive



Key Terms

Neurodiversity

Neurodivergent

Neuroaffirming

Neuroinclusive

**Tendencies, Traits, Presentation,
Characteristics**

Progress ...

- ▶ Waiting Lists Reduction Initiatives
- ▶ Local Right to Choose
- ▶ Combined Pathway & Support
- ▶ While You Wait Information & Support
- ▶ Early Intervention Approach



Early Intervention to Support Daily Lives

- ▶ **Early Intervention 'Identification of need and person-centred, neuro-affirming support is provided at the earliest opportunity to prevent the escalation of need and enable positive outcomes for the young person.'**

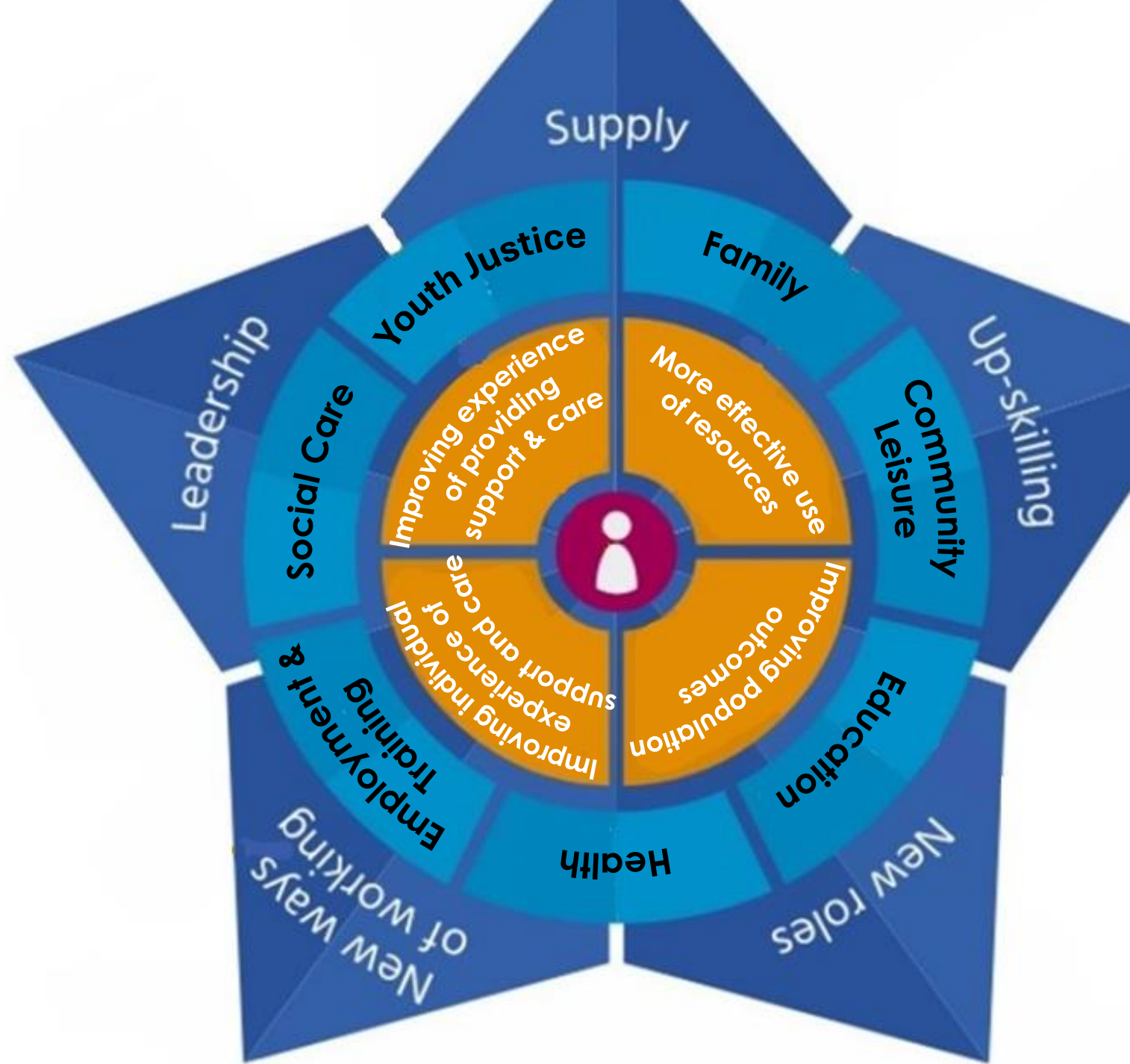
Strategic Drivers for Change

- **Delivery of SEND strategic priorities:**
- SEND Improvement Plan - Workforce Development Improvements
 - 'Workforce training implemented across SEND services in education, social care, and health.'
- SEND & AP Change Programme – Ordinarily Available Provision (Inclusive Provision)
- The Balanced System – NHS Therapy Service
- Partnership for Neurodiversity in Schools – PINS
- All-age Autism Strategy

What is a HEE STAR WORKSHOP?

An **Organisational Development framework** to facilitate and guide strategic conversations with provider systems to assist them in:

- Defining key strategic challenges and requirements
- Prioritising solutions to address those requirements
- Delivering the best care to service users



HEE STAR: The 5 Enablers

Supply

Identifying current and future workforce availability in terms of skills, capabilities and numbers, in order to identify the appropriate workforce interventions.

Up-skilling

To improve the aptitude for work of (a person) by additional training *the aim of which is to create:

- A competent workforce working to its maximum potential
- An agile workforce that may be flexibly deployed
- A capable workforce with future-facing knowledge and skills

New roles

Roles designed to meet a defined workforce requirement, warranting a new job title; the likely ingredients including additionality to the workforce, a formal education and training requirement

New ways of working

Emphasis on developing an integrated workforce culture that empowers it to break through system barriers to deliver a practical response,

Leadership

The support of individuals, organisations and systems in their leadership development – ranging from individual behaviours and skills, to organisational development of systems through partnerships.

Benefits?

Change happens project by project and in no other way!



A HEE STAR Workshop:

- Provides a **structured framework** that helps to create **clarity** and **focus** conversations
- Simplifies a **complex problem** and results in a manageable list of **projects**
- Offers a greater understanding of the **future of work** and **thinking beyond traditional boundaries**
- Provides an opportunity to **reflect** and **discuss** the challenge with **expert or experienced colleagues and service users**
- Results in the **creation of a long list of projects** for future consideration and prioritisation

What is upskilling? What does that mean?

- ▶ Training
- ▶ Policy & guidance to support practice
- ▶ Coaching
- ▶ Shadowing
- ▶ Networkshop
- ▶ Integrated team working / learning -
- ▶ **DONNA To ADD to THIS From**

Ground Rules

Acronyms

**Terminology & language – Voice of parent carers & young people
, research, practitioners**