

Learning From North Cumbria and North East

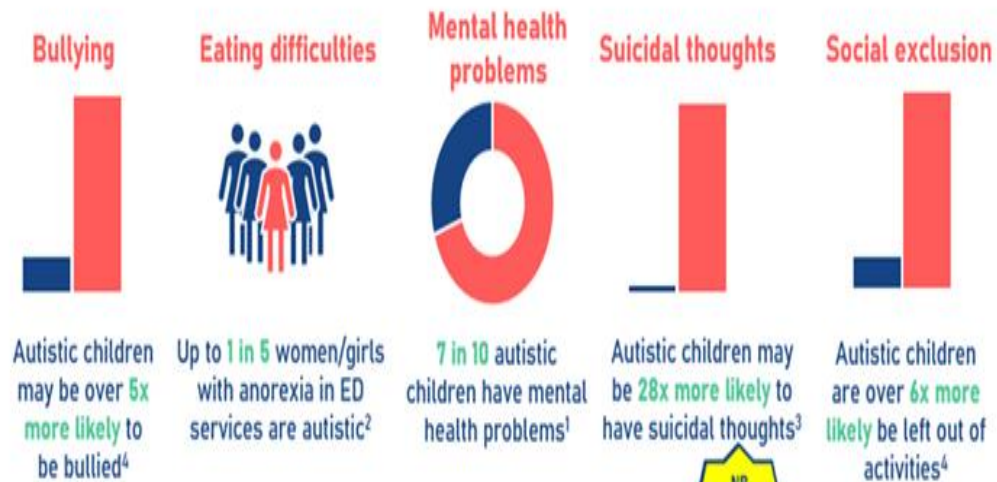


Autism Schools project

Why Accelerator Schools project?

Problem: Preventing problems from emerging or escalating

Currently, autistic people are much more likely to experience ...



NB
source 4
is NEW &
has other
stats!

AUTISTICA

Sources:

¹ Simonoff E, et al. (2008). Psychiatric disorders in children with autism spectrum disorders. *J Am Acad Child Adolesc Psychiatry*, 47(8):921-8. <http://dx.doi.org/10.1093/aacp/aap001>

² Autistica (2019). Building Happier Healthier Longer Lives - Briefings to improve autism policy and research. Pp 4-7. www.autistica.org.uk/autism-strategy

³ Mayes SD (2013) Suicide ideation and attempts in children with autism. *Research in Autism Spectrum Disorders*, 7 (1), 109-119. <http://dx.doi.org/10.1016/j.rasd.2012.06.002>

⁴ Griffiths S, et al. (2019). The Vulnerability Experiences Questionnaire (VEQ): A Study of Vulnerability. *Autism Res*, 12(6):1000-1012. <https://doi.org/10.1002/aur.2142>

Local context

- High use of tier 4 beds
- High number of Autistic Children and young people
- Root cause analysis - exclusion from school
- Parents told us too many missed opportunities
- Referral and diagnostic waiting times



3 Elements of the Schools project

- 1. Building relationships and networks of support**
- 2. Learning opportunities for schools and parent carer forums**
- 3. Autism self -awareness and skills development, hearing the voice of young people**

Creating Capable Environments

Capable environments are those that support a person effectively and provide positive interactions and opportunities. It is an holistic approach to align the multiple factors that form part of a person's environment

The notion of the capable environment can also help to shift the focus from the individual who displays behaviour described as challenging to the characteristics of the social, physical and organisational supports that they receive.



Why Coproduction ?

Co-production was embedded from the start of the project and a core aim was to strengthen local PCF's and their relationship with the health system.

Huge benefits to involving parents with lived experience, having regional PCF's co-lead, co-facilitate and being involved in modules – changes culture, and builds relationships

Local PCF's – understand what's really happening out there for families !
Strengthening relationships with schools and families

Improves an understanding of the whole system, working with Children's services, education, health and social care; CETR Dynamic support, reducing crisis and inappropriate admissions, getting the right support, use of PHB's etc

Schools need to feel empowered, and learning together helps !



Accelerated learning opportunities for schools and parent carer forums

- Modules – to increase knowledge
- Learning sets - demonstrated application of learning and change in ways of working

Module
Understanding the impact of sensory processing on the child and family.
Self-awareness and Positive Behavioural Support.
Learning <u>Set 1</u> – Consolidation & understanding the role of the school champion
Effective communication and its impact on setting boundaries and reducing anxieties.
Reasonable adjustments & equality – working with families on managing inclusivity in the classroom.
Engaging parents and carers in effective <u>person centred</u> planning.
Learning <u>Set 2</u> & review of programme

Outcomes from Modules and Learning set

INTENT	IMPLEMENTATION	OUTCOMES
<p>Develop a modular training programme for schools to enhance skills and knowledge of a 'school champion'</p> <p>Aim to improve knowledge and core skills of school staff</p> <p>Support school champions to make changes in school</p>	<p>Modular training programme developed with parents and professionals. (co-production)</p> <p>Modular training programme delivered through February and March. 5 modules supported by 2 learning sets for those identified school leads/champions.</p>	<p>Quality of learning modules scored highly between very good and excellent.</p> <p>Confidence scores of the school champions recorded pre and post learning shows an increase in confidence across all learning modules.</p> <p>School champions reported willingness and ability to teach others recorded as a positive score.</p> <p>School champions reported improved engagement with school colleagues</p> <p>Role of the School Champion/AASD lead has been well received.</p> <p>School champions provided evidence of implementation of learning and change across the school</p> <p>Demonstrated clear expectation that learning will be rolled out through the school and that schools will continue to work in partnership/co-production with parent carer forums</p> <p>Learning has supported reasonable adjustments being made for children in schools</p>



Learning opportunities; Alternative CAMHS Autism offer

CAMHS Project

- 35 days of input to be delivered (inc admin and travel time)
- Band 7 specialist clinician
- Initial School Contact

Identification of priorities/ areas of need with each school

Agreement regarding first pieces of work

- Training
- Individualised Support



A New Relationship between Schools and CAMHS

- Some schools made immediate changes to environments and policy/protocol changes
- Schools which made best use of the CAMHS time, made the most amount of changes to ways of working and environment (not all schools were ready for the input)
- “Walk about” with schools and Individualised support plans was useful, tips and advice reduces need for referrals (could reduce inappropriate referrals)
- Clinic model /Dedicated resource from CAMHS practitioner led to school feeling more able to cope with young people
- Training from a CAMHS practitioner allowed for training to be around the school hours and individualised to each school.



All About Me Course

- ▶ Two groups (15) - parents/ family members
Young people 5 sessions over 5 week
- ▶ Understanding Yourself – Train the trainers, and teaching assistants and young people and families
- ▶ Quote from school head " The all about me has been extremely well received by students and increased their level of self acceptance"
- ▶ Quote from parent " very useful I have a better understanding of my child and myself"

Voice of children and young people

Autism film 'Take Time to Allow Time'



Annual health checks 14 +
film





How Parent Carer forums have worked with schools and families

- Forum met with representatives from the schools- explain the project and their role
- Invited parents and families to Coffee mornings & Afternoon tea
- Surveys sent out to parents by post and trialed online survey for one school
- The development of mini forums
- Trialing the use of social media
- Supported joint training PBS course for parents and staff

Examples of impact on Families

Parent feedback

- Positive changes at home from what I have learned
- The school groups and network has value and parents are learning and gaining confidence
- Parents reported an improvement in own mental health
- We are Learning more about what their children are entitled too
- Parents said they feel happier about raising worries and working together to find solutions
- This project has helped to break down barriers between schools and parents
- Parents feel less isolated
- Its helped the children too - Young persons see you value their education, working together

Impact in a mainstream school

- Parents report positive engagement from schools and more willingness to engage
- All school champions agreed of review of behaviour policies
- Changing in policy “No SEND child will be sent to isolation”
- Debrief introduced, promoting positive changes
- Reasonable adjustments - extra time to think, preparation for mock exam, Introduction of late passes
- Introduction of one page profiles
- Personalised approaches - example use of a different entrance, fidget/ fiddle boxes
- Adapting environments, learning booths and “Sensory spaces”
- Schools requested and been involved in CETR - action plans in place to keep children in schools

Impact in a special school



- ASD pathway to be delivered to staff
- focusing on social stories, importance of visuals,
- Networking links with other professionals.
- CETR information shared with Senior Leadership Team.
- Two referrals have been completed and meetings held.
- Communication policy written IMPROVED ASD provisions to see best practise.
- BETTER transition visits in our feeder primary schools
- zones of regulation resources set up, quiet spaces/ sensory equipment in classrooms.
- OT employed
- Parent carer forum has made early contact with parents to ensure they get the support they need.

Feedback from Head of School Rye Hills Academy; Mainstream school

“The Academy has benefited from the training and it has strengthened our good practice around supporting ASC students.

We especially found the support provided by Stephanie Carr (CAMHS) invaluable.

The Autism in Mind 'All about me' sessions have been extremely well received by students and has increased their level of self acceptance.

we have now developed a links with Helen (parent carer) from the Parent Carer Forum, which will improve how we work alongside our parents to support SEND children.

The training we attended was useful and has strengthened our policy around reasonable adjustments and also our knowledge of sensory processing.”

Feedback from North Shore Academy; Mainstream school

A SCHOOL'S EXPERIENCE

"The accelerator project has immediately opened doors to a range of support networks and CPD development solely centred around Autism. This has allowed for a bespoke package that can meet the needs of the children and parents in our Academy "

The pace of the project has allowed for immediate results :

- ✓ Contact with our local parent / carer forum
- ✓ A wealth of training opportunities from specialist agencies
- ✓ Specialist support for individual students and parents
- ✓ Support in policy development and implementation
- ✓ Networking and sharing good practice



North Shore
Academy

The impact ...

- Parent / carer forum -building a support network for parents of children with autism.
- Foundations of positive dialogues - amongst staff and with students and parents. Person centred approach.
- A mutual understanding - partnership
- Reasonable adjustments from both parties
- Emphasising the need for a bespoke transition
- Supporting the strain on our parents
- Influence the way of working across the Trust - Primary and Secondary



North Shore
Academy

Impact



- Forums have new members
- Gaining skills and contacts
- Schools have a better understanding of the wider system “I now know where to sign post families too”
- Schools are using person centred tools such as one page profiles and reviewing policies
- Peer support and information for parent carers
- Interest in this approach from other areas
- We are thinking differently and working together
- We have had more Care Education and treatment Reviews
- Listening to young people and developed a film



What next?

- Roll out of the project across all 7 regions of England
- 2/ 3 projects per region
- Regions to maintain the 3 key elements of the project however have flexibility on delivery
- 15 projects identified
- How to webinars completed to share learning from NCNE
- Community of Practice to support regional teams
- National evaluation

Autism in schools projects

North East and Yorkshire

- 1. Cumbria and the North East
- 2. West Yorkshire and Harrogate
- 3. Humber, Coast and Vale
- 4. South Yorkshire and Bassetlaw

Midlands

- 8. Staffordshire and Stoke on Trent
- 9. Shropshire and Telford and Wrekin
- 10. Derbyshire
- 11. Lincolnshire
- 12. Nottinghamshire
- 13. Leicester, Leicestershire and Rutland
- 14. The Black Country
- 15. Birmingham and Solihull
- 16. Coventry and Warwickshire
- 17. Herefordshire and Worcestershire
- 18. Northamptonshire

London

- 25. North West London
- 26. Central London
- 27. East London
- 28. South East London
- 29. South West London
- West

South West

- 34. Gloucestershire
- 36. Cornwall and the Isles of Scilly
- 37. Devon
- 38. Somerset
- 39. Bristol, North Somerset and South Gloucestershire
- 40. Bath, Swindon and Wiltshire
- 41. Dorset

North West

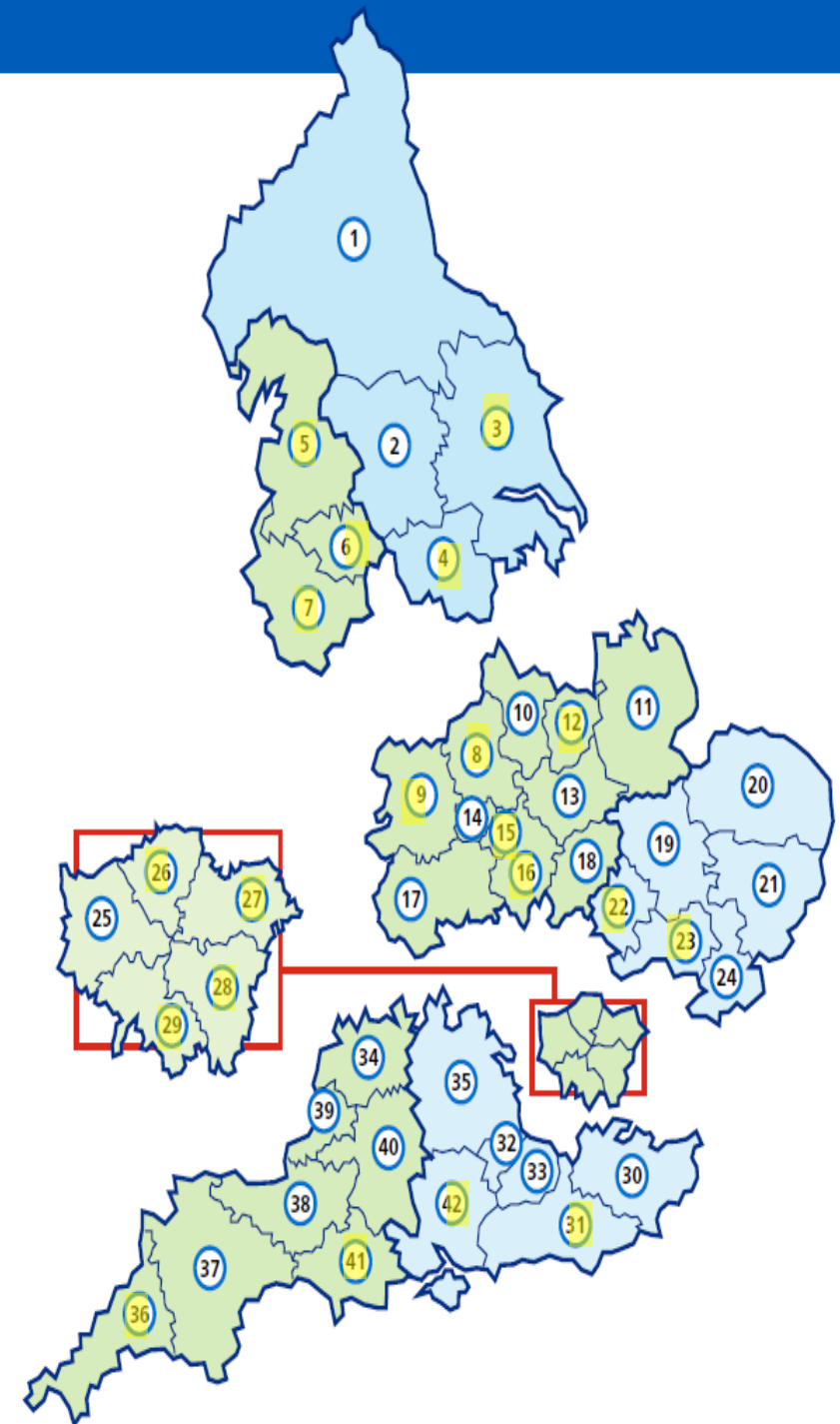
- 5. Lancashire and South Cumbria
- 6. Greater Manchester
- 7. Cheshire and Merseyside

East of England

- 19. Cambridgeshire and Peterborough
- 20. Norfolk and Waveney
- 21. Suffolk and North East Essex
- 22. Bedfordshire, Luton and Milton Keynes
- 23. Hertfordshire and West Essex
- 24. Mid and South Essex

South East

- 30. Kent and Medway
- 31. Sussex and East Surrey
- 32. Frimley Health and Care
- 33. Surrey Heartlands
- 35. Buckinghamshire, Oxfordshire and Berkshire
- 42. Hampshire and Isle of White



Any Questions?

