

## Mental Health Investment Fund – East Surrey

### Speed Dating - Discovery Phase

During May 2024 the place-based team have been journeying through the discovery phase. This phase focuses on

- Mobilising individuals who are seen as ‘super-connectors’ within their networks – the ‘collaborators’
- Building relationships between collaborators – understanding more about who we are, what we do, and how we can make a difference to meeting the needs of our colleagues we work with and families we support
- Developing a safe environment to explore this theme together – helping to listen to every voice
- Understanding our community needs around ND in East Surrey – relationships, learning and training, ways of working – a combination of discovery meetings, surveys within our networks and 1:1 conversations

As we move from Discovery to the Develop phase we need to understand as a team:

- **Short-term: What can we do now** to help those supporting CYPF in East Surrey to be more knowledgeable around services, training and resources? There is a wealth of resources, training etc that can be consolidated to help partners understand more now. What resources have our colleagues already identified as being useful to understand more.
- **Event: Identifying draft focus areas for a Speed Dating event in East Surrey** – Thinking about relationships, learning and ways of working which speak to the insight from our networks around what we are not doing well, gaps?
- **Medium/Long term:** What are we learning from our colleagues that we need to share with different audiences, and what can we influence or do differently through this initiative.

## What is working well?

As well as understanding gaps in - provision, ways of working, information and support - we asked colleagues to reflect on what is working well.

### 1. **Support for Neurodiverse (ND) Children:**

- Established services such as the National Autistic Society (NAS) and Learning Space provide valuable support.
- Practitioners are gaining more confidence and knowledge when working with ND individuals.
- There's a commitment from practitioners to advocate for ND families.
- Creative ways to engage with neurodiverse young people are being explored.
- When children and young people (CYP) see therapists, the service quality is good.
- Voluntary services offer various options and enthusiasm, and support parents/carers
- Waiting lists seem to be decreasing due to more open assistance before formal diagnosis.
- Professionals are becoming more aware of neurodiversity.

### 2. **Specific Services and Programs:**

- Early Years Settings have improved early identification of needs.
- The Surrey Support Plan focuses on support for children in Early Years settings.
- Collaborative meetings (CDT) help identify children's needs.
- The EY SEND team provides training and joint working opportunities.
- STEPS (early years outreach) is responsive to children's needs.
- Speech and Language Therapy waiting times have reduced.
- Parent support groups are available for signposting.
- Working together with professionals to identify need, signpost and make referrals to Mind Works surrey,
- National autistic society and Barnardo's ADHD support line.
- Managing emotions course at Tandridge family centre.

### 3. **Parent Engagement and Accessibility:**

- Regular groups, events, and 1:1 support are offered for parents of neurodiverse/SEND children.
- First conversations with parents are important, ensuring accessibility for autistic individuals.
- Parent support programs are valuable.

### 4. **Services Availability:**

- More services are available to families now.

- Some services allow professionals to engage with parents directly.
- One-stop services facilitate referrals to health professionals.



## Who do we – our networks - want to hear from / connect with for this event?

1. **Mindworks:** To provide updates on the future of ND assessments and referrals National Autistic society – Barnardo’s ADHD team. (When will Mindworks be taking new referrals?)
2. **School Staff:** Those on the ground at schools, including class teachers and SENCOs, who are the first port of call.
3. **SEN Surrey:** To explain the EHCP process and decisions regarding support packages for families.
4. **Social Care:** To build relationships with Child Development Teams (CDT) and support interventions.
5. **Families and SEND Case Workers:** For lived experiences and insights into best practices.
6. **SCC:** To understand the requirements for obtaining an EHCP for ND issues. Strategies around managing behaviour, Psychologist, STiPs  
Surrey SEND Case officer representation to understand what the current issues are regarding EHCP’s and Specialist school placements so that we can support our families appropriately. Inclusion
7. **Outreach Teams:** Such as those from Linden Bridge, to share advice and support.
8. **Support Groups:** Including mental health, LGBTQI+, and agencies offering practical help.
9. **Individuals with Lived Experience:** To provide genuine insights and drive improvements.
10. **Specialist Advisors and Connectors:** Such as those from NAS, Barnardo’s, Eikon, and LSPA, to offer guidance and support.
11. **Health Professionals:** Developmental Paediatricians, Dieticians, and Health Visitors to address specific health-related needs.
12. **Family Support Services:** Such as Home Start and Family Information Service, to provide comprehensive support to families.
  - Offering guidance related to special educational needs and disabilities.
  - Working with adults with ND understanding the pathways
13. **Charities** – Kaleidoscope, Appeer, Young Carers

## Resources that our colleagues find useful

- **Zones of Regulation:** A framework designed to teach strategies for managing emotions and sensory needs.
- **Parenting Support:** In-person or online support through family centers, offering a community-based approach rather than E-learning.
- **Personalised Documentation:** A desire for a document that tracks the child's journey to avoid repetitive storytelling.
- **Social Prescribers:** Professionals like PCN and YMCA who connect individuals to community resources.
- **Organisations and Websites:** The Curly Hair Project, Appeer, PDA Society, National Autistic Society, Special Needs Jungle, Surrey Mindworks, and Learning Space websites provide various resources and information. PDA society website (checklist of statements) PANDA parenting strategy approach, SEN groups e.g. The Rainbow group/ wellbeing groups
- **Peer Support:** Emphasized as highly valuable, with recommendations for NAS East Surrey branch support groups.
- **Sensory Awareness Training:** Offered by SI Network, including resources like "Making sense of sensory behaviour" booklet.
- **Preparation for New Experiences:** Using photographs to familiarize children with new environments.
- **Surrey Support Plan and Local Offer:** Directing families to these resources for comprehensive support, including an Early Years Sensory Work Book and Speech and Language Therapy Pack.
- **ND Helpline** National Autistic society – Barnardo's ADHD team
- **Local Offer**
- Mindworks website. Mindwork strategy sheet.
- Referrals to Portage/ SEES team/ Early Support Service

## Wider offers / related work – link with and to explore

- All Age Autism Strategy, 5 workstreams
- Public Office – Call to Action
- Sustainability – Link to Better Care fund
- ND Top Ten Actions which have been created by the Inclusion and Innovation education group
- ND Working Group
- Emotional Wellbeing and Mental Health (EWMH) Strategy
- Parenting Strategy
- **Themes identified through the School Autism Friendly Reviews:**
  - **Training**
    - Understanding Autism and Approaches
    - Pathological Demand Avoidance/Persistent Drive for Autonomy
    - Uniform-greater flexibility.
  - **Behaviour Management**-Move away from punitive measures and responses towards greater understanding and empathy.
  - **Reasonable Adjustments**-Equity rather than equality.
  - **Environments**-low arousal spaces.
  - **Listening to voice of CYP and parent carers.**

## Collective Outcomes that were surfaced

Through conversations these were the differences individuals have noted that they would like to achieve through this initiative.

Relationships	Learning	Ways of working
Enable multi-agency connections and relationships to strengthen how we work together.	Help our workforce build confidence in what they know and how to find out more.	Develop new ways of working together and help inform future decision making
<b>Understanding the wider landscape</b> of people / teams / organisations	<b>Wider Sharing:</b> Information and resources that can be shared more widely beyond specific events. Higher utilisation of resources, particularly the helpline	<b>Identifying Ongoing Needs:</b> Identification of ongoing needs and discovering different aspects of support.
<b>Primary care</b> - Improved communication with GPs and fostering ongoing relationships. Increased engagement with primary care services	<b>Promotion of Ordinarily Available</b> - greater promotion of ordinarily available resources.	<b>Individual Pledges:</b> Encouraging individuals to make pledges for changes they can make.
<b>Understanding Community Support:</b> Understanding what different people are doing in terms of local and community support.	<b>Improved Language:</b> Improved language around needs, promoting the social model of disability.	<b>Mental Health Needs:</b> Addressing the mental health needs of parents
	<b>Parental Support:</b> Support for parents, including exploring opportunities for parent champions and peer-led volunteers.	<b>Link to Strategies:</b> Establishing a link to the Emotional Wellbeing and Mental Health (EWMH) Strategy and the Parenting Strategy.
	<b>Understanding pathways of support</b>	<b>Flexible Services:</b> Services to flex their offer, such as bespoke courses for parents with children with complex needs.

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