

THEME	AREAS OF CONSIDERATION	WHERE SHOULD THIS SIT	ACTIONS TAKEN - Jan - March 2025	NEXT STEPS - Spring 2025
Framing of ND conversation and the change that is needed	•Framing of ND - including sharing the wider picture / trend of need (Healthwatch report small snapshot, what else do we know) some people like words, others prefer data (E.g. scale of the "problem")	Consider within ND Transformation / All Age Autism	The powerpoint has been evolved by Jo @Eikon and delivered alongside Dave Damon to SENCOs and Mindworks partners. There is now an ND/Early Help working group looking at delivering the transformation action plan	Script for partners to accompany a slidepack to be considered will run this past parent reference group and communications colleagues Groups to consider FAQ communications for primary care and wider partners to support shared language and understanding
	•Develop the narrative to explain the culture change needed better – include a script for others to spread widely		There is now a practitioners working group (AuDHD) who meet monthly with 60 participants	
	•What we are learning elsewhere (people working within Mindworks transformation team who have liaised with Portsmouth, Cornwall, Kent and possibly others to share learning with wider system)		Learning from Isle of Wight re: Right to Choose has been taken into account for designing a Surrey specification South East NHS working group have been working together on a shared narrative around strengths and need - so CYPF can expect same wherever they live	
Maximising Resources	<ul style="list-style-type: none"> •There are risks for duplication/ not maximising resources where we don't have clear visibility of what other organisations are offering. Lots of similar named offers. Services offering very similar services, not working in CYPF best interest. Aim to reduce "bouncing" families between services due to lack of understanding. Consider how to give staff freedom to be flexible and creative not just confined to their roles but to help meet need. •Support available to increase mainstream inclusion in the community e.g. swimming. A lot of focus on schools but need to extend into the community 	Consider within ND Transformation/ All Age Autism	<p>AuDHD group has mapped services across needs based groupings</p> <p>Information about services is on Family Information Service</p> <p>Specialist Teachers of Inclusive Practice (STIPs) have created a service guide for all schools.</p> <p>Support to support mainstream inclusion in the community has been offered via training provided through Short Breaks Innovation Grant and Wrap Around Childcare. 100s of organisations across Surrey accessed this training Jan - March. SEE: https://surreyyouthfocus.org.uk/inclusion-confident-communities/</p>	<p>STIPs doc to be shared with health and wellbeing roles as well as social prescribers. Micheal Pipe to incorporate into FIS and Carol to consider in refresh of Ordinarily Available</p> <p>Surrey Downs Colleagues to update on MHIF projects following this quarter meeting, promote services that have been stood up</p> <p>All to promote links to Inclusion Confident Communities training: https://surreyyouthfocus.org.uk/inclusion-confident-communities/</p>
Support for Parents	<ul style="list-style-type: none"> •Understand the impact of poverty e.g. parents with AND themselves •A focus is needed on grief and acceptance and the family journey and needs based approach - to work towards keeping CYP thriving •Support families navigating their concerns, ensuring they feel heard and validated 	Consider within ND Transformation/ All Age Autism	<p>SYF coffee and chat on poverty: https://surreyyouthfocus.org.uk/poverty-coffee-and-chat/</p> <p>There is a parent ND reference group, which is open to new members https://www.linkedin.com/feed/update/urn:li:activity:7315371457335746561/</p> <p>NAS and Barnardos and Eikon offer support for ND Parents</p>	<p>Surrey Downs to promote coffee and chat recordings in newsletter</p> <p>Emma to introduce Pharmacy lead Emma Debrown to Kerry (and Su)</p>
Involvement of Children and Young People decision-making: Increase the involvement of young people in decisions that affect their lives to help them feel more in control.	<ul style="list-style-type: none"> •Explaining diagnoses: There is a need for clear explanations of what a diagnosis means for Babies, Children and Young People (BCYP), tailored to their level of understanding. •Support for low self-esteem: Create spaces similar to Leatherhead Youth Project for young people to engage, express their voice, and feel empowered, especially for those with challenges in focusing and processing information. •Finding community: BCYP need support in finding their "tribe," accessing mainstream activities, and overcoming barriers like transport and communication. •Safe spaces and transport: Provide more safe spaces for young people, accessible playgroups, and transport solutions for accessing services like youth clubs. 	Consider within ND Transformation/ All Age Autism	<p>Maristelle is leading a piece of work on CYPF voice (https://www.linkedin.com/feed/update/urn:li:activity:7313858570905608193/)</p> <p>Transport - Surrey Connects offers accessible minibus transport, on demand in Central Surrey see: https://www.surreycc.gov.uk/roads-and-transport/buses-and-other-transport/community-transport/surrey-connect</p> <p>Finding Community support see Surrey Family Information Service (all charities and local groups are encouraged to update their listings to ensure CYPF can find the support they need: https://www.surreycc.gov.uk/children/support-and-</p>	<p>Surrey Downs to promote both children and parents voice opportunities</p> <p>Surrey Downs to promote Surrey Connects in newsletter</p> <p>Surrey Downs to promote Family Information Service in newsletter</p>

	<ul style="list-style-type: none"> •Feeling Heard: Ensure every child and parent feels heard, accepted, and loved by providing opportunities to connect with their community. 		<p>advice/families</p> <p>Amplify ran a Christmas wellbeing campaign</p>	
Involvement of Education Settings in decision-making	<ul style="list-style-type: none"> •Myth busting/reducing blame – SEND IS part of initial teacher training and each school improvement plan. There is Named lead both in staff and on governing body. •Encourage schools to communicate with external services they are working with to improve coordination and support (Schools to create a directory of practitioners who are working with the school/community e.g. create a template for schools to use – name the support e.g, school nurse, Stip etc) •Consistency in schools – one point of contact for families (SENCo) frontline, senior leader buy in. Schools are not a homogenous group, lots of great practice, need to identify individual staff who need more support? •Good quality training on neurodiversity in mainstream for neurotypical children and their parents 	Consider within ND Transformation/ All Age Autism	<p>PINS project has been really well received (see: https://www.surreycc.gov.uk/__data/assets/pdf_file/0004/374989/Surrey-PINS-explanatory-notes-for-schools.pdf)</p> <p>Surrey's ND (Neurodiversity) Advisors are now part of the Learners Single Point of Access (L-SPA) Early Intervention Team, working closely with Surrey Heartlands ICB. The Advisors have created “padlets” (online resource collections) - filled with useful information and tools for both professionals and families. Padlets - https://padlet.com/NDAdvisors/nd-advice-for-parents-carers-a810b8dy57wyrnx</p> <p>Carol S is refreshing ordinarily available with schools</p>	AudHD working group to connect directories together - STiPs, FiS, Ordinarily available
Surrey Downs Place	<ul style="list-style-type: none"> •Consider how we share information about event to primary care to make relevant to them e.g. what they would get out of a COP •Feature event and learning in SD newsletter and potential presentation. •Discuss with primary care the Challenges with timings and support, knock on effect, quicker responses from GP and Schools for agency checks (GPs, Schools inputting information) difficult to maintain timeframes without this •Explore Parent-focused support: Develop borough-based parent directories that highlight specific resources, such as behaviour support for families dealing with high-risk situations. Networks for peer support for parent carers •Address long waiting times for respite care, such as the 5-year wait at White Lodge, and secure funding for essential services like Homestart, which has recently faced cuts. •Upscale funding for more therapies that are taking referrals 	Emma Cox to take lead	<p>Right to choose - currently building a website for primary care (and one for parents) to help navigate. FAQ document produced to support this</p> <p>Taken learning for Isle of Wight, Surrey will have our own procurement process for Right to Choose, which inc 6month med reviews.</p> <p>Work is moving from Surrey Downs to focus on towns and villages (due to pending devolution)</p> <p>MHIF projects to support parents now available</p> <p>HCRG have now taken over the Child and Family Health Contract, and will be offering a single point of access for therapies</p>	<p>Right to Choose FAQ to make sure it best supports primary care</p> <p>Please share current Right to Choose content and FAQs - https://www.surreyheartlands.org/mental-health</p> <p>HCRG information around single point of access for therapies: https://surreychildandfamily.co.uk/ to be available in newsletter</p>
Primary Care Engagement: improve communication and support for families without a diagnosis through Primary Care network	<ul style="list-style-type: none"> •Input to primary care Practice Learning sets/networks and leaders networks, primary care around communication what is available based on needs (not diagnosis). •Consider how to use protected learning time in surgeries to share information and communication as often looking for topics •Increase understanding of reasons for referrals/diagnosis and needs based approach for community teams (social prescribers) •Language of waiting well (still suggest waiting rather than receiving support) •Consistency in services – Epsom and Ewell work flagged that CYP want to see the same person in GP/Surgery •Help parents navigate the next steps after diagnosis, including understanding school support, managing concerns, and addressing delays in services). •More signposting support in GPs (beyond social prescribers). •GP to understand autistic burn out 	Kerry Clarke and Emma Cox	<p>Local Commission Service (LCS) is to be rolled out to GPs, this will include ADHD shared care/discharge. But also training around strengths and needs based approach</p> <p>Initial conversation about AARs roles for navigating local services</p> <p>Surrey Downs offer weekly newsletter which can be a good method of communication with primary care.</p> <p>ND advisors to help understandings school support, managing concerns and address delays (contact LSPA: https://www.surreycc.gov.uk/children/support-and-advice/local-offer/lspa)</p>	<p>GP attend ADHD, LCS training. Surrey Downs to encourage those not signed up.</p> <p>GP to consider protected learning time for this work</p>

Shared Language: Develop a shared language to help professionals articulate the needs of families and children without relying solely on diagnoses	<ul style="list-style-type: none"> •Establish a shared understanding of "needs-led approach" to ensure families can better identify and articulate their needs. (What do we actually mean by needs led approach? Jargon that we don't have a shared understanding for. Families might be able to identify their own needs if we were clearer in what we mean.) Consider creation of guide to help practitioners working with families to identify and work with needs 	Consider within ND Transformation/ All Age Autism	<p>From the AuDHD group Jane Gupta (All age autism) has an action to shape a common language, this will be based on a strengths and needs approach</p> <p>Atlas https://www.surreycc.gov.uk/children/support-and-advice/youth-voice/additional-needs-and-disabilities/about have been working on food and autism</p>	JG and Atlas on the language of "fussy eaters" to be included in the language pack
	<ul style="list-style-type: none"> •Reduce unhelpful language "fussy eaters" by increasing share language developed with CYPF 			
	<ul style="list-style-type: none"> •Avoid stereotyping parents and use inclusive, supportive language in all interactions, ensuring each interaction is positive and empathetic. 			
Navigating the system: many participants still unaware of local offer, padlet, community connector service etc for growing understanding of what is available in their community (services / offers changing) – live chat?	<ul style="list-style-type: none"> •Access inequality: Those who can navigate services easily have access to everything, while others struggle to access support, creating an unfair system. Lots of local resources and networks, what would make it easier for people to access? 	Laura Palmer, Micheal Pipe	<p>Family Information Service and Local Offer designed to help schools and families navigate the many services available to support their needs</p> <p>Mindworks and partners keen to look at digitalising access for support</p>	<p>Ask FIS to provide video on HOW to use/navigate Family Information Service</p> <p>Support for system navigators - visual aids and flow diagrams to be considered as part of AudHD work (TBC)</p>
	<ul style="list-style-type: none"> •Investigate Interactive tools: decision trees, FAQs, chatbots, or live chat features to help families and professionals quickly find the support they need. 			
	<ul style="list-style-type: none"> •Provide video on HOW to use/navigate Family Information Service 			
	<ul style="list-style-type: none"> •Flowcharts and visual aids: Provide clear, visual flowcharts or maps that show the support pathway, including post-diagnosis options and referral processes. 			
	<p>NOTE: some feedback about the padlet being overwhelming, need to upskill professionals to help navigate with families</p> <ul style="list-style-type: none"> •Streamlined communication: Improve communication systems and eliminate the complexity of traditional "signposting" by linking various services and creating a more connected support network in person, relationally rather than online 			
Training opportunities	<ul style="list-style-type: none"> •Makaton training for all 	Consider within ND Transformation/ All Age Autism	<p>SYF have a number of online films https://surreyyouthfocus.org.uk/inclusion-homepage/ which might be of interest to colleagues / mainstream organisations inc:</p> <ul style="list-style-type: none"> - Social model of disability -inclusive environments -behaviour as communication - making sense of sensory needs <p>Active Surrey has offered Makaton training</p>	<p>SYF offering SD participants skill sharing opportunities(lin https://surreyyouthfocus.org.uk/surrey-downs/)</p> <p>Colleagues invited to share own training and resource needs</p>
	<ul style="list-style-type: none"> •Improving understanding: Offer courses for professionals and neurotypical families to build awareness of neurodiversity, not just relying on online resources) normalising differences 			
	<ul style="list-style-type: none"> •Sessions for Parent who are ND themselves 			
	<ul style="list-style-type: none"> •More training and support for mainstream organisation such as charities 			
	<ul style="list-style-type: none"> •Better education for practitioners on what involved in diagnosis and support pre and post 			
	<ul style="list-style-type: none"> •Develop a suite of resources from different viewpoints e.g. A CYP, a parent, a GP, a SENCO, a youth worker modelling discovery conversations. Empowering across the workforce to have 'curious' conversations 			
	<ul style="list-style-type: none"> •Emotional Support for Staff – taking on bucket full, secondary trauma 			
Focused networking: enable more face-to-face networking events to grow and strengthen connections around key themes @ place	<ul style="list-style-type: none"> •Huge demand for more face to face networks. 	Consider within ND Transformation/ All Age Autism	<p>Local Offer Showcase events being offered across Surrey : https://www.surreycc.gov.uk/community/news/categories/families-and-young-people/additional-needs-service-showcase</p> <p>Local networks (KT22 etc) for people to connect</p> <p>AuDHD have mapped services inc criteria for referrals</p> <p>ND Colleagues have been to the SENCo network, but offer open to more teams (contact Surrey Alliance for Excellence)</p> <p>EBSNA children (still on roll) can speak to their SENCO about ND needs</p>	Lisa Nash to share mapped services when available
	<ul style="list-style-type: none"> •Showcase work of wide range of partners - Raise awareness of available organisations, key contacts, and their roles within the support system to improve overall knowledge of services. 			
	<ul style="list-style-type: none"> •Increase awareness of roles within organisations and their contributions in guiding families. Use library more as safe spaces. 			
	<ul style="list-style-type: none"> •Provide clear information and criteria for referrals to streamline access to each others services 			
	<ul style="list-style-type: none"> •SENCO networking meetings – more services to come and promote service there or other places where school are already, or an online session 			
	<ul style="list-style-type: none"> •A lot of children with ND needs might be EBSNA cases and might be out of school so families miss even more information about what's available 			