Welcome to the Autism in Schools Online Parent Carer Event

March 2024

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Membership

- We are the Parent Carer led organisation which aims to improve services for Children and Young People aged O-25 years, who have Special Educational Needs and/or Disabilities. We do this by ensuring that family voices are heard by service planners and decision makers
- If you are not a member of Herts Parent Carer Involvement (HPCI) already, then please join us, as our voices are stronger together!
- <u>Herts Parent Carer Involvement</u> (<u>hertsparentcarers.org.uk</u>)





Kirsty Turner

House keeping

- Thank you for joining us today
- We have a very busy schedule, that hopefully will provide you with knowledge and understanding of what the project has been about
- As well as, signposting you to the support that is available within Hertfordshire for families
- We will be able to provide you a contact list of the Voluntary organisations to the emails you registered with





Kirsty Turner

- The event is being recorded today and will be made available to rewatch at a later date
- We ask that your microphones and cameras are kept off
- There is a Q&A button at the top of your screen and if you have a specific question for an organisation, please say who it is for, and the question and we will come back to you
- We hope you enjoy today, there is a lot of information to be shared!





Kirsty Turner

National Overview of Autism in Schools

HPCI 'Autism in Schools' Webinar for Parent Carers

13th March 2024

Louise Wood

National Project Manager for PINS (Partnerships for Inclusion of Neurodiversity in Schools)

Senior CYP Lead – Learning Disabilities and Autism NHS England, East of England Region

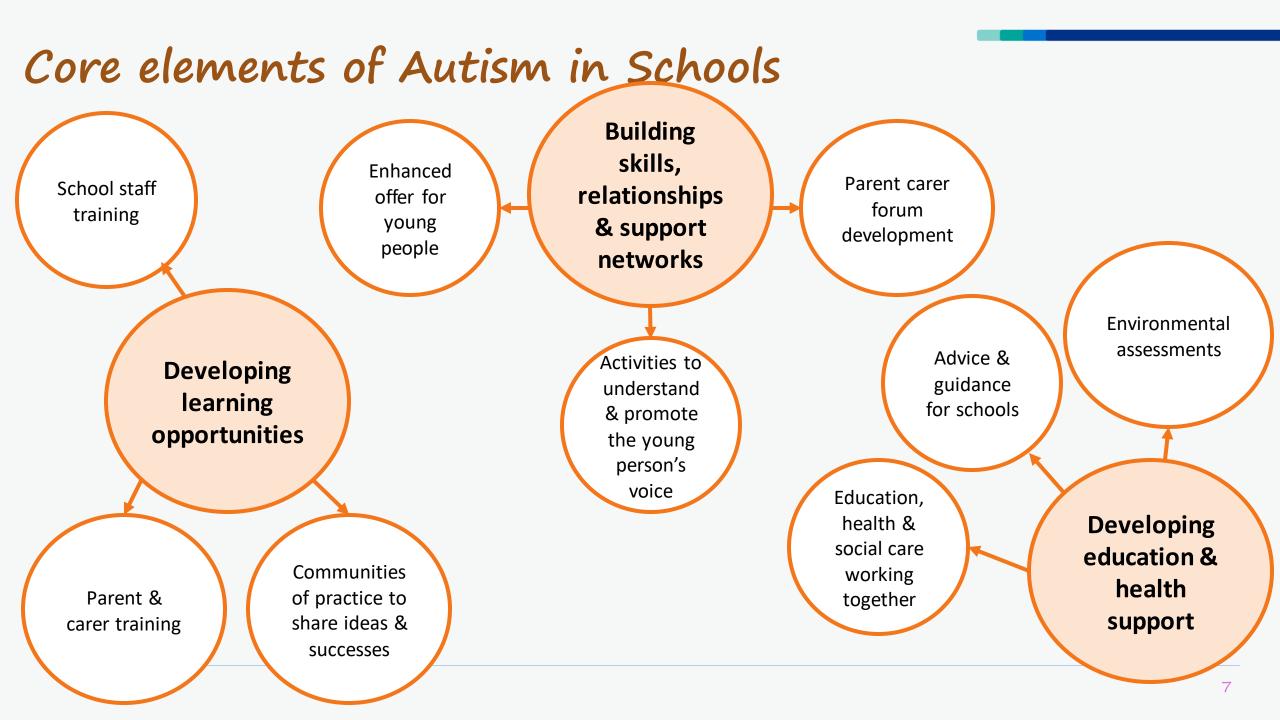


What is the Autism in Schools Programme?

- The Autism in Schools Programme is an NHS funded programme supporting the development of autism friendly school environments, and forums for parents and carers linked to local schools.
- It builds on an original project in the North-East to improve services available to autistic children and their families, and (over time) to reduce escalations of difficulties in school, school exclusions and the need for more specialist provision by intervening earlier.
- As a result of the original project delivering positive outcomes for autistic children, young people and families the decision was made to roll-out the project across the rest of England.
- Dedicated funding was made available for **two** projects in **each** Region of England for the first two years of the programme (2021-22 and 2022-23), with areas having the choice to continue funding the work from April 2023.







Programme



National evaluation of Autism in Schools found that:

- The delivery of sessions with CYP was associated with increased enjoyment at school, improved self-awareness and resilience.
- The development of Parent Carer Forums was associated with building trust, building support networks, accessing information and feeling empowered.
- The delivery of training to schools was associated with school staff feeling empowered to support autistic children and young people.

Further, there has also been some early evidence of:

- Attendance improving
- Changes in approaches to the exclusion of autistic young people

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• Meaningful improvements in the wellbeing of children and young people at school & at home.

And because of Autism-in-Schools, we now have a new DfE funded, jointly delivered, programme of work:

Partnership for the Inclusion of Neurodiversity in Schools (PINS) in mainstream primary schools.

- PINS builds on all the learning from Autism-in-Schools but broadens the scope to include all neurodiverse children with or without a diagnosis.

Hertfordshire Autism in schools project



Hertfordshire Partnership University NHS Foundation Trust









NHS Hertfordshire Community NHS Trust



Introduction

- The Autism in Schools Programme is an NHS funded programme supporting the development of autism friendly school environments, and forums for parents and carers linked to local schools.
- It builds on an original project in the North-East to improve services available to children with autism and their families, and (over time) to reduce escalations of difficulties in school, school exclusions and the need for more specialist provision by intervening earlier.
- As a result of the original project delivering positive outcomes for children, young people with autism and their families the decision was made to roll-out the project across the rest of England.
- Dedicated funding was made available for the first two years of the programme (2021-22 and 2022-23) We are now in our third and final year



Introduction

In Hertfordshire we had 14 schools who took part in the pilot which included:

9 Primary schools

1 Junior school

3 Secondary schools

1 Special school

13 of these schools continued into year 2 of the programme. We also offered a further 5 places in year 2 of the programme. The additional 5 places included:

3 Primary schools

2 Secondary schools

1 College





In Hertfordshire we have 3 main workstream areas within our Autism in schools programme:

1. Integrated Services for Learning – Workforce development (school staff training)

- Delivering Hertfordshire Autism training to schools
- Various different online workshops
- SENCO forum
- Learning walks

2. Hertfordshire Parent Carer Involvement – Developing parent/carer involvement groups within schools

- Questionnaires sent to parent/carers
- Focus groups held with parent/carers
- Feedback sessions held with schools on what parent/carers find beneficial and areas they feel could be improved
- Co production with voluntary organisations
- Author events
- Lending Library



Workstreams

3. PALMS, Mental Health Support Team - Wellbeing support offer for children and young people with Autism

- "All about me" sessions
- Emotional Regulation workshops
- Emotional Regulation resources
- Capturing child and young peoples voices through learning walks



Year 3

In our third and final year of Autism in schools programme we are:

- Mental Health Support Team Emotional Regulation resources are available to all parent/carers and Hertfordshire schools on Local Offer for both parent/carers and school professionals.
- A showcase event was held in November to highlight the work that has been carried out. This was open to professionals and families. School leads who have participated attended showcase what they had learnt and implemented within their schools, so others could take away the ideas shared.
- We have undertaken Learning walks with schools, to help highlight areas they can improve to support Children and Young person's needs whilst in the school environment.
- We have promoted and encouraged schools to c conference to imbed learning of school staff.
- We continue to promote various organisations a parent/carers and school staff.





Workforce development: school staff training

Autism in Schools SLC & Autism

The Autism in Schools Project provided us (SLC and Autism Advisory team) with an opportunity to rethink and refresh our training offer to education settings.

It gave us an ideal forum in which to trial something new with a small targeted group of schools.

We were then able to tweak, change and modify the content of the training, as well as the broaden the offer, based on feedback and discussions with the project schools.



Provide updated training which reflects current best practice and research.

Increase the focus on practical strategies within the training to support schools in further developing their autism provision.

Enable a flexible approach to delivery.

Provide training which adapts to current key themes and areas of need within the county, which included developing our targeted workshops.



Autism in Schools SLC & Autism

The training was developed in collaboration with local stakeholders in order to tailor the training to the needs of Hertfordshire CYPs and schools.

We carried out a survey and sought views from:

- Schools
- Health
- Educational Psychologists
- Parent/Carer groups
- DSPL Leads

But most importantly...

Autism in Schools SLC & Autism

We wanted to include the views of the children and young people in Hertfordshire

Some of the key questions:

- What did they want their teachers to know?
- What is important to them?
- What does their autism mean to them?
- How do they want to be supported?

Helps me 🗸		c. What helps you with your		X Doesn't help me	Ineed a Ineed a <td< th=""></td<>
Having a movement break	Practising new skills	Working with resources e.g. numicon, numberlines	Learning outside the classroom	Having sensory or creative activities nearby	work e.g. writing, telling an adult
Detailed instructions	Working with a friend	Being given a lot information at one time	Visual supports including pictures	Using language skills like reading, speaking and writing	Working with an adult
Being interested in the topic	Using technology Working in a group	Teachers telling me what I did well	Problem solving questions	Step-by-step approach	Having my own workstation/a quiet place to work

Pupil voice questionnaire Devised by the EPS and SLCA Team

	The Obstacles we Face	Autism in Schools SLC & Autism
	'Autism is a disability and people seem like you are different d they see it as if it's a bad thing, so I don't like being autistic	'Sometimes I forget about autism and I am just being myself'
e	' hard. Sometimes I wish I could be like everyone Ise but sometimes I like just doing my own thing anyway so, then I don't want to be like everyone else'	it's hard to focus and really hard to find the right things to say'
	I THAT AUTISM IS AITTICUIT TO HANAIR, ANA I HAVE I	m a bit different to other children e is different and is their own 'them'
	(that I get really anxious and nervous and that	need a little time to understand and do things. own time to do what I need to do. You can't rush me'

What we want you to know is that...

Autism in Schools SLC & Autism

I don't mind if other people know about it or not and I would like other teachers to know. With regards to school, I find it really difficult when there's different people I don't know very well, and you'd like whoever meets me in the morning to stay with me in school, particularly during the change over and when people past me / meeting new peers etc.

Sometimes I need to do things and it isn't a choice and I shouldn't be told off for this.

It's not just sensory and sometimes I don't understand when you get mad at me

You can't see how I'm feeling and what I'm thinking

It can affect how I interact with people around me

What we want you to know is that...

Autism Level 2 Hertfordshire Autism Training

Just because I'm autistic doesn't mean I'm bad at learning

When I'm anxious I feel like I cant breathe and that I am underwater. You have to understand autism. There's a common theme. You just shouldn't judge people. They depict people with autism as good at puzzles. I am not. We're not a we – just because we have autism, we're not just one massive group of people

Having people talk to me, listen to my views and involving me in decisions being made is important e.g. I like to chose where to sit in a lesson and have a known adult to be nearby in class. I hate it!

I'm not any less adult and capable as my peers and I make the same progress as them not slower but differently

At school, I felt forgotten about because I didn't cause a fuss, so I started causing a fuss and then I got noticed.

> I might look like I'm ok but I'm not

Autism in Schools: Year 1

Autism in Schools SLC & Autism

Launch of the Level 2 'Autumn in Schools' workforce training to the schools in the project.

	Our Aims:			
	To dispel myths! To challenge stereotypes!			
	To develop a deeper understanding of Autism			
	To better understand the day-to-day experience of those with Autism To be equipped with tools to support			
	SL Integrated Services for Learning Hertfordshire			

- Development of training materials
- Additional workshops tried and tested
- Resource packs shared with schools

Whole-School Training Feedback

Autism in Schools SLC & Autism

This was brilliant training and very helpful and informative! I think the additional training on sensory needs sounds really helpful too. Thank you so much for a great day.

A really interesting and informative course. Lots of amazing ideas to take away. Thank you both so much.

> Excellent session, it targeted the areas I was hoping it would and the information presented is up to date! Thank you for offering something needed and often stereotyped

The emphasis on visuals! So so important and you shared so many ways they can help and why they are helpful (building independence, etc.)

> Thank you I thought the 2nd and 3rd sessions were excellent, especially the 3rd session with resources specific to secondary

Whole-School Training Feedback

Autism in Schools SLC & Autism

This was a fabulous course. Informative but interesting!

It was very useful and informative. I still wouldn't say I am VERY confident but there's no option for "much more confident" Thank you Really helpful to learn about the diverse challenges of autism, including taste preferences and overempathising which I wasn't aware of. Feel better equipped to understand/support students with autism.

Thank you for the lovely training. With more you know, more you realise that you know nothing. This is me as all children are different and this spectrum is so varied.

Wonderful training - very well executed and some great ideas!

Very informative, built in my knowledge. Delivered brilliantly

The training was excellent and have a wide range of ideas and resources to help many children in my class. they were all explained well and turned into real life scenarios

Whole-School Training Feedback

Autism in Schools SLC & Autism

Lots to take on board and reflect on. Thank you, delivered brilliantly.

Really helpful and enlightening. Explains a lot of behaviours that I've come across in class with children. Thank you really helpful! It was really useful training and great to have all staff in the room at the same time. Thank you!

They were very knowledgeable and engaging speakers. I really appreciate the visuals and videos they had to support on each slide. Very valuable, thank you! Really enjoyed the training today. It gave great insight into what and how children with autism might be feeling in school. I feel as if I'm better equipped with helping them. Thank you

> Really useful practical ideas e.g. contingency maps, and ways to make more effective use of visual timetables and resources.

Whole school receiving the training very insightful



Autism in Schools SLC & Autism

All Hertfordshire were able to access the newly launched Hertfordshire Autism Training (HAT)

Learning Walks took place for the schools involved in 'Year 1' of the project.

The focus was longer term impact and sustainability of the training.

And for schools to showcase their good practice!

		isation of Environment ual Visualised Supports			
ttordehire Date of learning <u>walk:</u> Name of school/participant			1	SL integrated Services for Learning werking spetter least	Further development:
<u>+</u>	Whole school develop	nent from Level 2 training			
Area of training:	Comments:	Impact from that aspect of training:	Further development:		
Knowledge and understanding of the cognitive differences that a child or young person with autism may have- theory of mind, executive function, weak central coherence, context blindness, monotroprism, double empathy, hyper empathy.					<u> </u>
Five areas of difference the training focused on: social interaction, communication, creativity, and imagination, sensory and behaviour					
Observation tools					
Assessment tools					
Pupil Voice					
					-

Learning Walk Highlights

Autism in Schools SLC & Autism

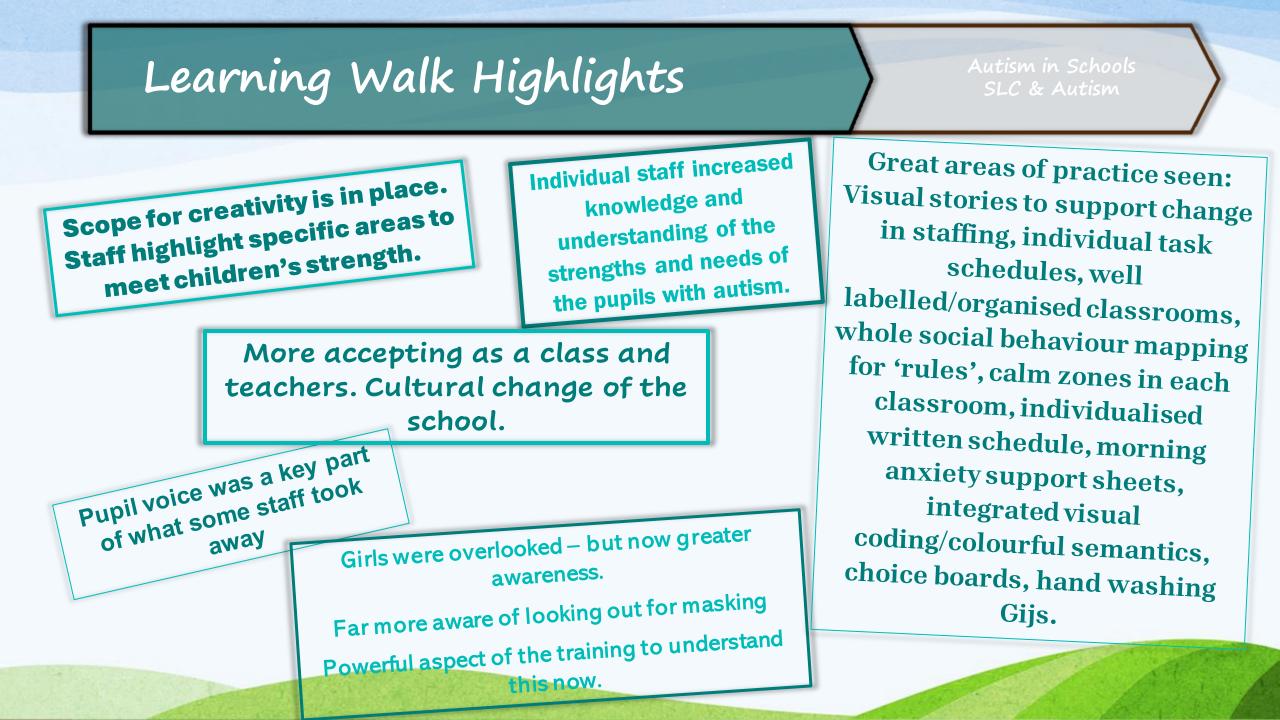
Progress with 'everyone's responsibility'.

Daily sensory circuit for children in different classes has been given a higher profile and supported embedding practice.

Children are visible seen to be able to adapt their own seating; being allowed to stand, sit and move as required while paying attention to the learning activity. Thank you for the support from the AiS project. The learning walk was informative and also reassuring to know that we have embedded some consistent good practice in our school.

Nurture group classroom: Brilliantly set up room which reflects all aspects of the training from autism friendly classroom set up; individual task planners & timetables and individualised visuals to support behaviour for learning.

Some staff reflected on the brain working differently. Many didn't know that. Led on to further work on metacognition as next steps of building blocks as part of whole school CPD.







Autism in Schools SLC & Autism

Name of Workshop	Delegate numbers total
Autism eLearning module	679 (since Sept 2023)

Name of Workshop	Number of workshops held	Delegate numbers total
Personalised Reasonable Adjustments	3	106



Autism in Schools SLC & Autism

54 schools 2022-23

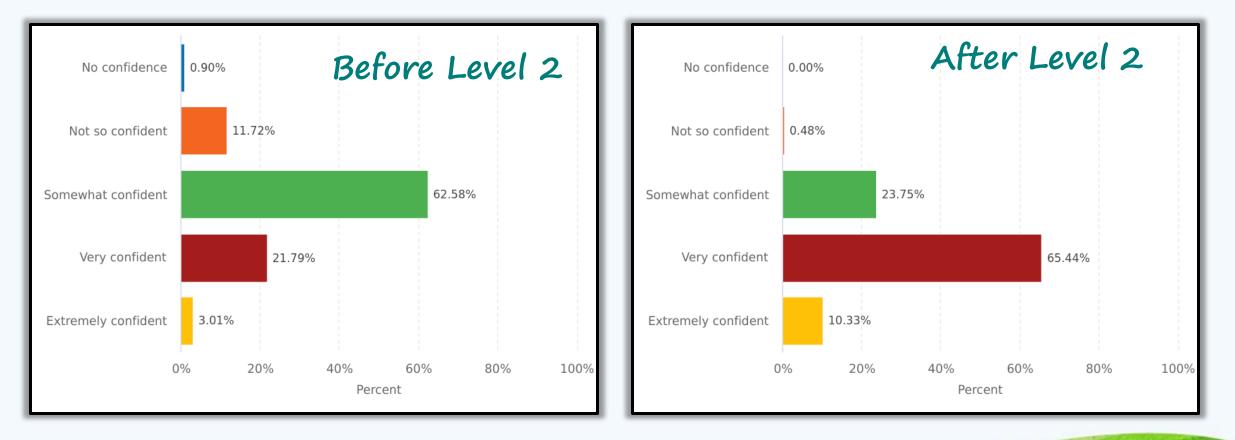
14 schools since September 2023

32 further schools booked for 2023/24

How confident are you in the following...

Autism in Schools SLC & Autism

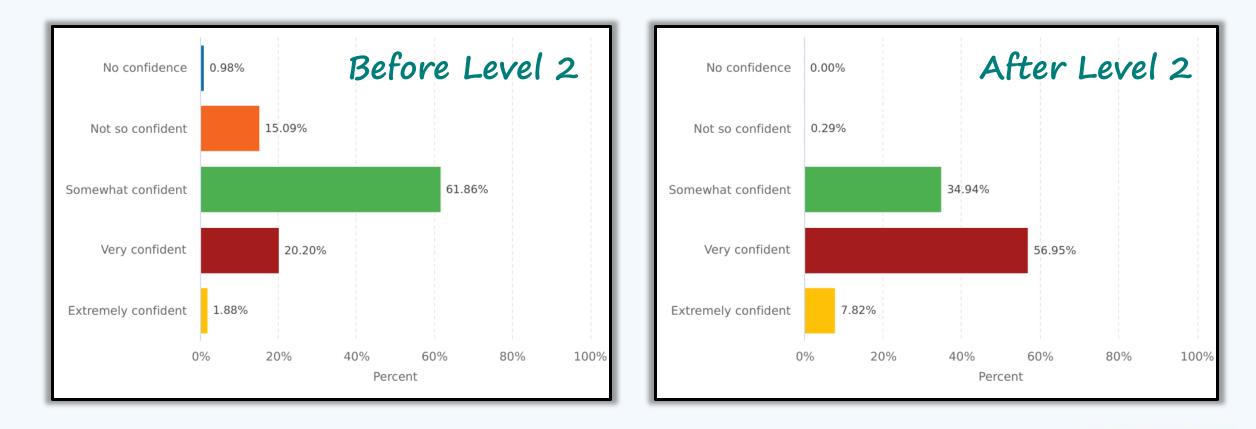
Understanding the diverse nature of autism and how it impacts Children and Young people?



How confident are you in the following...

Autism in Schools SLC & Autism

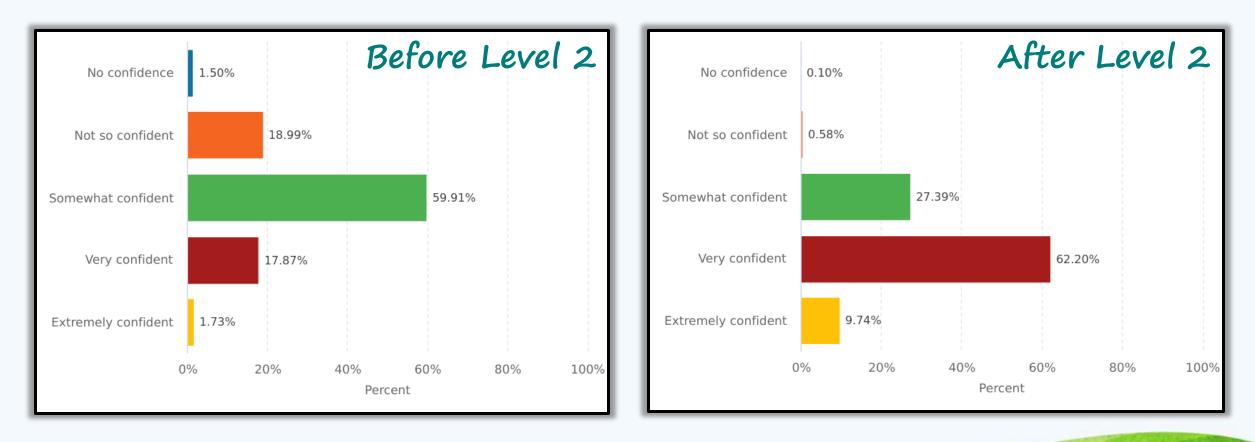
Supporting Children and Young people with autism in your setting?



How confident are you in the following...

Autism in Schools SLC & Autism

Know a range of strategies to support Children and Young people with autism day to day?



HAT Level 2 Workshops

Autism in Schools SLC & Autism

Figures for 2022/23

Name of Workshop	Number of workshops held	Delegate numbers total
Autism and Girls	3	116

Name of Workshop	Number of workshops held	Delegate numbers total
Autism & Sensory	3	133

Name of Workshop	Number of workshops held	Delegate numbers total
Autism & Anxiety	4	167

Name of Workshop	Number of workshops held	Delegate numbers total
Autism & Pupil Voice	2	56

HAT Level 3 Workshops

Autism in Schools SLC & Autism

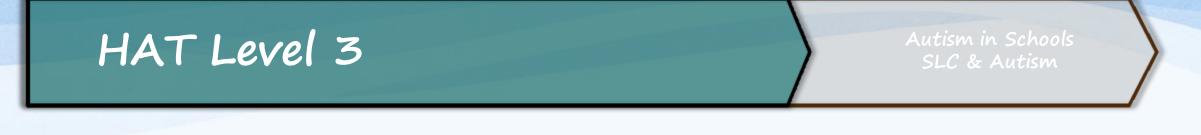
Figures for 2022/23

Name of Workshop	Number of workshops held	Delegate numbers total
Social Stories	10	130

Name of Workshop	Number of workshops held	Delegate numbers total
Autism & Demand Avoidance	11	240

Name of Workshop	Number of workshops held	Delegate numbers total
Autism & Pupil Voice	2	56

Name of Workshop	Number of workshops held	Delegate numbers total
Autism & Puberty	5	75



Figures for S/S 2022

Name of Lite bite	Number of sessions	Number of Delegates
Sensory circuits	2	81
Structured Teaching Approaches	5	98

Figures for 2022/23

Name of Lite bite	Number of sessions	Number of Delegates
Sensory circuits	2	84
Structured Teaching Approaches	2	65
Intensive Interaction	2	83
Anticipation & People Games	2	63



- Over 120 Early Carer Teachers accessed the Level 2 schools training last year; 2 more days running this academic year
- Funding for training for additional services e.g. ARC and IFST.
- 3 new workshops added in Spring of 2024
- P16 training is now available for FE providers
- New Early Years launched in December 2023
- Resource packs are provided for all the training and workshops
- Level 3 certified course is being jointly devised with HfL for launch in 2024

We need your help!

Autism in Schools SLC & Autism



Autism in Schools Project



The Mental Health Support Team in SEN Schools Herts & West Essex Hosted by PALMS

Hertfordshire Community NHS Trust

The Philosophy of the MHST

Early intervention & prevention service

Supporting children, their families & school staff

Mild – Moderate mental health difficulties

Our association with PALMS

The MHST is 'hosted' by PALMS, but we are a separate service

The MHST in SEN Schools

Hertfordshire & West Essex (HCT), established since 2019

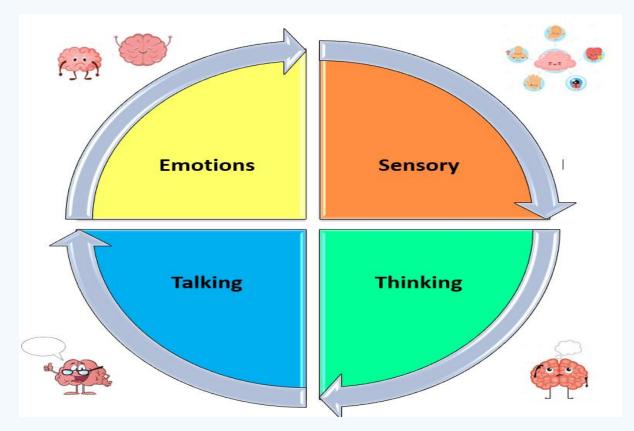
Currently support SEN Schools; covering MLD, SLD, SEMH schools

CYPs accessing our service will have a diagnosis of ASC and / or LD

Support all mainstream MHST's through a consultation service

Year one

Understanding My Autism Group:



Year 2 - My emotions and Autism Workshops

- Two-part workshop offered to some secondary and primary schools within this project
- Groups of 8-12 students



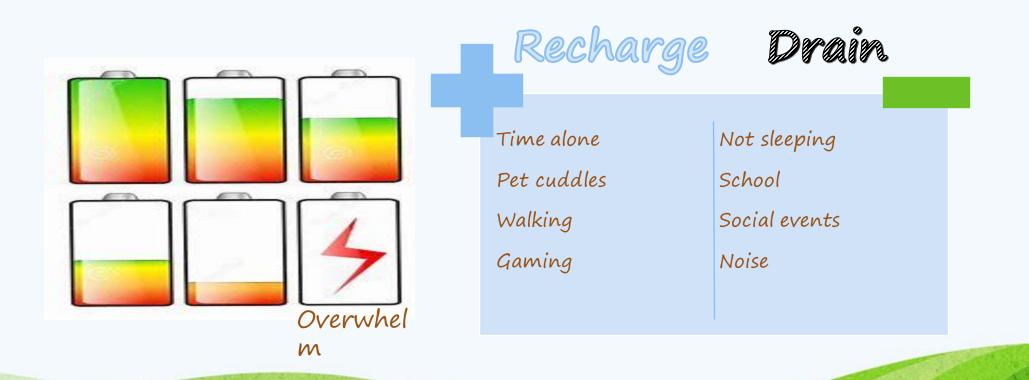


Lots of small triggers cause our overwhelm bucket to fill up, for example:

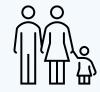


Our energy battery

It is helpful to think about activities that drain our battery and think about activities that recharge our battery.



The parent booklet



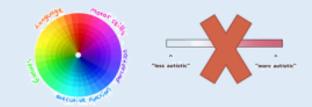
The feedback from the workshops highlighted that parents have asked for support to talk to their children about autism This lead the MHST to develop a parent leaflet to support those starting conversations about neurodiversity and Autism

Snapshot from the booklet

Acknowledge differences

We acknowledge that autism can lead to additional challenges, but it can also lead to additional strengths in individuals that can enrich their lives. It can be more helpful to think of the autism

spectrum as a wheel as opposed to a linear model.



One of the ways you can explore this with your child is to talk about how each person is different, and noone is less valued than anyone else.

You could start by talking about the strengths and challenges faced by a family member or peer. You can then talk about areas your child excels at, and what they may find challenging.

You can also explain that no person with autism is the same.

Preparing for a conversation

Choose the right time and setting: ensure you won't be interrupted and have sufficient time.

Consider concentration and processing time.

Conversations can be informal and can take place in cars or out walking as some children and young people find this more comfortable.

Consider the environment: is it familiar and safe? Think about sensory input (e.g., lights and sounds).

Use visuals to support complex concepts.

Use specialist interests to engage your child/young person in the topics.

Adapted from Helping young people to understand their autistic identity (autism.org.uk) Understanding my Emotions:

Resource for Schools



Designed to provide tools for education staff



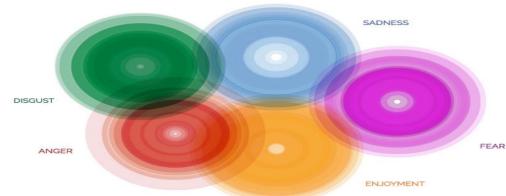
Explanations with rationale behind

each strateau



Explore individual needs and ways to support those needs





Feelings thermometer



Using a feelings thermometer can be a good way to start a conversation about how a child is feeling and explore what could reduce the thermometer for the child.

Highlighting the importance of noticing when we are in the yellow or orange zone to children and young people, as this can be used to identify emerging difficult emotions which can be easier to support before it gets to the red zone.

My 5 Ways to Wellbeing

Wellbeing is how we look after ourselves, how we stay happy and being able to cope and overcome the challenges that we face.



Links to resources:

SEND documents and resources (hertfordshire.gov.uk)

<u>https://www.hertfordshire.gov.uk/microsites/local-offer/media-</u> <u>library/documents/resource-area-documents/mhst-what-is-autism-parent-</u> <u>leaflet.pdf</u>

<u>https://www.hertfordshire.gov.uk/microsites/local-offer/media-</u> <u>library/documents/resource-area-documents/autism-in-schools-workbook-for-</u> <u>school-staff.pdf</u> For all support contact:





<u>hct.mhst@nhs.net</u> 01727 732031

Neurodiversity Support Hub

- A helpline for Parent, Carers and Professionals.
- Call handlers are all parent, carers of neurodivergent children or young people.
- Offers support, signposting and guidance
- No Diagnosis Required
- The hub can be contacted by phone (with an answerphone facility for out of hours) or via email.
- Open Monday-Friday 9am-1pm.

Neurodiversity Support Hub

For Parents, Carers and Professionals in Hertfordshire

We can offer support, signposting and guidance about a whole range of things including but not limited to:



We Can't :

Give updates
 fast track pla

on waiting lists

specific privo

SEND 0-25 years

limited to: - Understanding ADHD/Autism - Distressed Behaviours - Anxiety - School

The phones are answered by our team of parents and carers of neurodivergent children and young people







Parent Carer Perspective for Autism in Schools Hertfordshire



What is the role of Herts Parent Carer Involvement (HPCI) in this project?



Herts Parent Carer InVolvement www.hertsparentcarers.org.uk

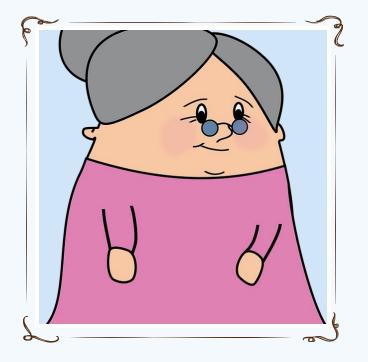
To collaborate and co-produce on the project



To work alongside the NHS to help ensure the ideas and strategies shared with participants support and give them ideas to use at school, home and in everyday life



To help schools ensure they are listening and seeking the best outcomes and providing a positive experience for all



To provide an environment for Parent/Carers to share their views and experiences



HPCI's Intended Outcomes

- To Share Parent Carer knowledge, views, and experiences of support; within a safe space
- Improve and build relationships between themselves and school
- Identify and promote opportunities for Parent Carers to contribute to school policy
- Feedback to school in a solution focussed way
- Help Parent Carers and school develop a support network





Successful?

- We surveyed before and after the project started to find impact
- We have carried out 33 Focus groups to Parent Carers
- We fed back to each school individually and gave them the opportunity to create change
- Last year we held three Specialist Book Author events
- What's App groups have been created by Parent Carers because of meeting through Focus groups/coffee mornings
- We co-produced with the Mental Health Team and Young People in the project to create a leaflet for families





- We co-hosted the in-person AiS Showcase Event held last November for professionals and parents
- We have supported Schools and Specialist Settings who asked for some help and guidance following from attending the Showcase Event in November 2023
- We are hosting this Online Showcase Event for Parent Carers, we have over 12 Voluntary Organisations, NHS England, County services and the NHS Mental Health Teams all due to share information at this event
- We have been able to share directly with Parent Carers a flyer, with the details of the Neurodiversity Support Hub for Hertfordshire parents





- This Academic year to date, we have carried out 26 Coffee Mornings/Afternoon/Evenings with more planned in the early Summer term
- Most schools have now imbedded a regular coffee morning once a term for Parent Carers
- With many having Voluntary and other organisations in to speak with parents. This is a real highlight, as the coffee mornings increase communication between school and Parent Carers but also provides Parent Carers with a much-needed support system with other Parent Carers experiencing a similar situation as themselves







- We provided a safe space to gain knowledge
- We acknowledged every viewpoint was valid and shared feedback constructively
- We helped support schools to open their doors more and invite parents in
- We encouraged and strengthened the relationships between home and school, so they could include parents in making SEND decisions for their young people
- We helped signpost Parent Carers for further support accordingly
- We helped support School Senco's signposted them to where they can seek further guidance to help, so they can help support parents and young people further
- We provided input from local Voluntary organisations for further education and support available to both school and Parent Carers
- We gave the opportunity for Parent Carers to feedback anonymously the impact the project had had on them and their child/Young Person
- We gave schools the opportunity to create a change from listening to their Parent Carers and continue to grow from it
- We were able to collaborate effectively and work with the NHS and schools to create a much happier and inclusive learning environment, along with strengthing relationships to for all





Thank you for listening!

Most importantly, it has been hard at times, but we have persevered, and have all worked together to ensure success!



What is available in Hertfordshire?



WithYOUth

Children & Young People's Digital Wellbeing Service

0208 189 8400 withyouth@hertfordshiremind.org www.withyouth.org

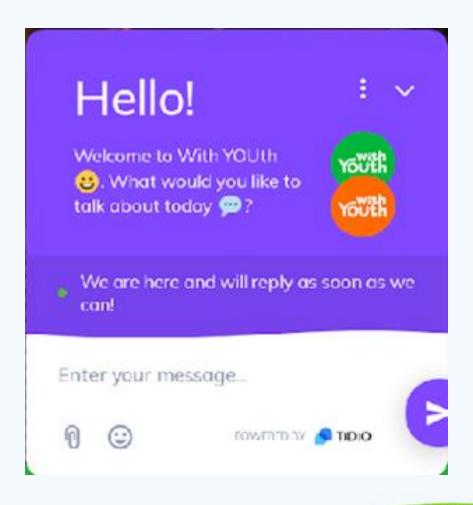


Our Offer

- Early Intervention for 5-18 year olds, and their families, registered with a Hertfordshire GP.
- Mild to Moderate mental health needs e.g. anxiety, low mood, relationship breakdowns, bullying.
- Encourage wider family input when supporting children holistically.
- Digital CBT informed and Solution Focused interventions.
- Open 2pm-10pm every day.
- Instant and accessible mental health support

withYOUth Instant Messaging

- Instant Messaging supporting individual as and when they needs it in a timely response.
- Open (and instant) access.
- Digital service to complete goal based worksheets, share resources, guided selfhelp and prove psychoeducation.
- www.withyouth.org







Digital Support for youth mental health

Instant Messaging

One-to-one Support

Lumi Nova

Group Support

Youth

T: 0208 189 8400 **W: w**ww.withyouth.org



Empowering children to selfmanage their worries

NICE recommended first line treatment option

CE marked Medical Device Class 1

Co-developed with young people, families, educators, clinicians & academics



A fun digital therapeutic intervention via a mobile game app to tackle anxiety

Targeted at 7-12 year olds*(not in crisis)

*may also be suitable from some older neurodivergent CYP alongside professional support to ensure reasonable adjustments are made

- Facilitates graded exposures & psycho-ed
- NICE recommended first line treatment option
- Builds resilience & ability to self manage
- Development was funded by NHS England
- Available in Hertfordshire via With YOUth in partnership with Herts Mind Network





OF COURAGE

Offers choice of 15 goals related to common fears & worries:

Social Anxiety Separation Anxiety

Phobias

GOALS

1. Stay at home without my parent/guardian

2. Make a mistake on school work or a test

- **3. Sleep away from home overnight**
- 4. Speak in front of a group
- 5. Sleep on my own
- 6. Go to a crowded or busy place
- 7. Spend time in the dark
- 8. Spend time near a dog
- 9. Spend time near insects or spiders

10. Make a new friend

CHALLENGE LADDER EXAMPLE

- **1. Imagine myself being at school**
- 2. Draw myself at school

3. Watch a 360 video of going to school

4. Go past my school on a weekend

5. Go to school on a weekend and stand outside

6. Go to school on a school day and wait nearby

7. Go to the first lesson of school

8. Go to a morning of school

9. Go to a whole day of school



Tap anywhere on the image above to be taken to the video on the BBC website. Or, <u>click here to watch the video</u> in a different browser window

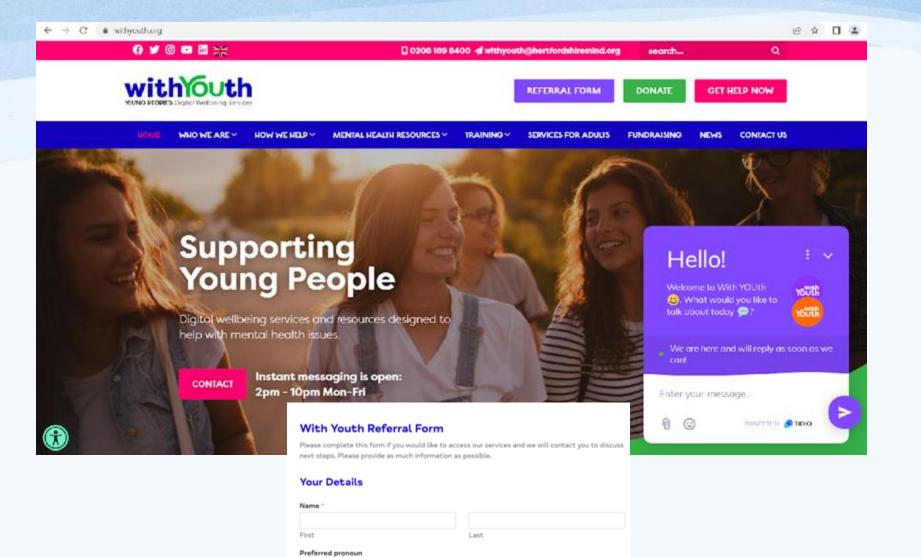


Key features

- Psychoeducation
- Customised experience based on goals and ladder setting
- Voice guided imagine activities and out of game challenges
- **Positive screen time:** session auto concludes in 30-40 mins. each day
- Inclusive: Gender neutral, customisable avatars representing different ethnicities, faiths and disability
- Internet access: only required to download app and transmit data to Hub, not required for actual game play
- SMS alerts & Online guidance for parents/carers/trusted adults
- High standards of information security and safety
- **Real time data:** engagement & health outcomes

1:1 Support

- 1:1 Support (teams, zoom, skype) for young people with mild to moderate mental health needs.
- Working with young people to identify actions, goals and/or strategies using CBT and/or solution focused principles.
- Building life skills, coping strategies, confidence and self esteem.
- Live sharing of resources, goal based worksheets, information booklets, videos etc.
- Information about how and where to access other support and community groups.
- Tailored, holistic support that is both practical and focused around the individual's wellbeing.



Email *

Date of Birth

Address *
Address Line 1
Address Line 2

Main Phone

Mobile



outh Online Groups

7 - 12 year olds Group (Tuesdays at 6pm)13+ Group (Mondays at 7pm)

- Understanding emotions
- Friendships & Relationships
- Coping strategies
- Self-harm & 5 Ways to Wellbeing

Topics

- Abuse & exploitation
- Changes

- Bullying
- How to cope at school
- Homelife
- Identity
- Building confidence & self-esteem

The groups will be running on an 8 week block basis with a capacity of 10/15 young people.

For more information, please email withyouth@hertsmindnetwork.org or call us on 0208 189 8400



WithYOUth Highlights since we launched (Oct 22 – Feb 24)

- 358 young people have been referred to our 1:1 support.
- 388 chats through our instant messaging service.
- 974 young people signed up to Lumi Nova.
- 2816 resources were downloaded from our website.
- 33% of young people used our 1:1 support and instant messaging service to access support for anxiety.
- 8.4% identified self-harm/self-harm ideation and/or suicidal ideation.
- 43% of young people accessing our 1:1 support fall into 10-14 age bracket.

Spark A Creative Space for Young People's Wellbeing

Letchworth – Mondays from 6pm to 8pm Watford – Tuesdays from 6pm to 8pm Bishops Stortford – Tuesdays from 6pm to 8pm Our informal drop-in group is for anyone aged 12-17 who would like to explore using creativity to support their wellbeing. For more information visit: www.withyouth.org To come along, email us at: cyp@hertsmindnetwork.org

WatfordPalace Theatre 20 Clarendon Road, WD17 1JZ Every Monday 3.30pm - 8pm

Herts Haven Café ???

If you are a young person seeking support, we're here to help

1: 0208 189 8400 **W:** www.withyouth.org





The Local Offer lets parents and young people know what special educational needs and disabilities services are available in Hertfordshire, and who can access them.

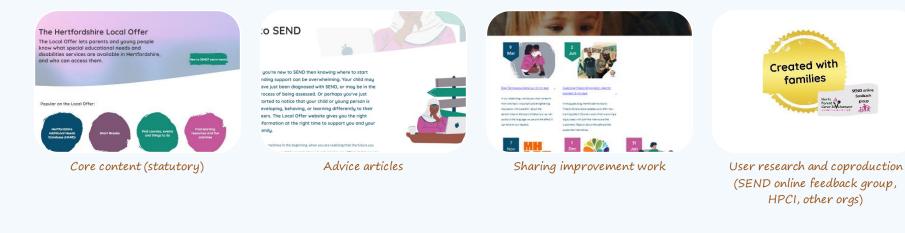
Every local authority must have a Local Offer

Chapter 4 of the SEND Code of Practice 2014

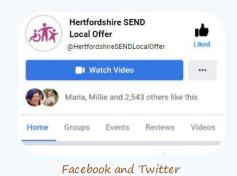
The Local Offer must be:

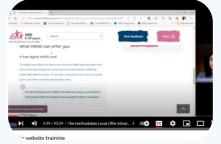
- **Collaborative**: have engagement and coproduction with children, young people and families at its heart
- Accessible: well signposted and publicised, factual and easy to understand
- Comprehensive: cover all support across education, health and social care aged O 25, including eligibility criteria and how to get it
- Up to date
- **Transparent**: provide clarity on how decisions are made, and accountability and responsibility in services

The Local Offer service









Webinars

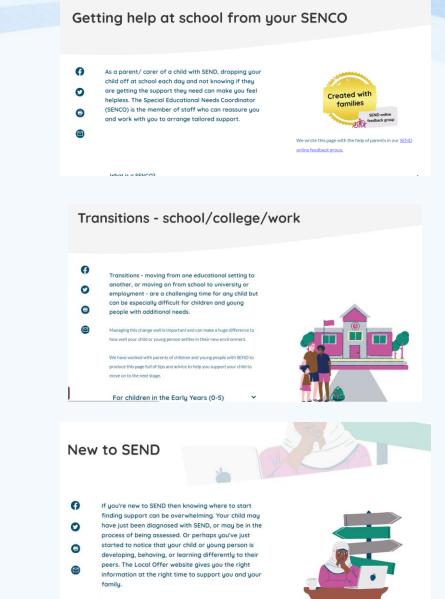


In person events

In pr

Advice articles

- We don't just feature information about services and support
- There are advice articles on topics of high interest
- We researched and coproduced these with families
- Advice articles feature advice and testimonials direct from families



"Sometimes in the beginning, when you are realising that the future you

Coproduction and user research

<u>HPCI</u>

- HPCI reps support with large content projects
- They inform our communications, helping messages to land well



SEND online feedback group

- Over 270 parents signed up
- They receive surveys, tasks and invitations to talk to us directly
- Services are able to use them for coproduction/ research Coproduction is all recorded on our blog

Here's an example: <u>Talking about</u> <u>behaviour</u>

Content includes:

www.hertfordshire.gov.uk/localoffer

- Education, health and care plans (EHCP)
- <u>Money and benefits advice</u>
- <u>Services for children and young people according to area of need</u>
- <u>Preparing for adulthood</u>
- <u>Neurodiversity Support Hub</u>
- Information and updates on specialist provision including SRPs
- <u>Speech, language and communication needs</u>
- A self-help resource area: <u>SEND documents and resources</u>
- Courses, support groups and activities for children and young people: <u>Find courses and things to do</u>
- New to SEND

Get in touch at localoffer@hertfordshire.gov.uk

Next LO webinar Join us on 25 April at 8pm with this link



The Hertfordshire Local Offer

The Local Offer lets parents and young people know what special educational needs and disabilities services are available in Hertfordshire, and who can access them.





Feedback Find out how you can shape SEND services, or what to do if SEND policies

We've laid out for you our

county policies and other

service Information on how to contact





Charity Number: 1117059

ATTA

Leise Cooper





We are an experience-led charity that aims to make the world a better place for autistic children and children with ADHD.

Kirsten Bennet



Judith Russell



Penny Howarth



Raine Simcox



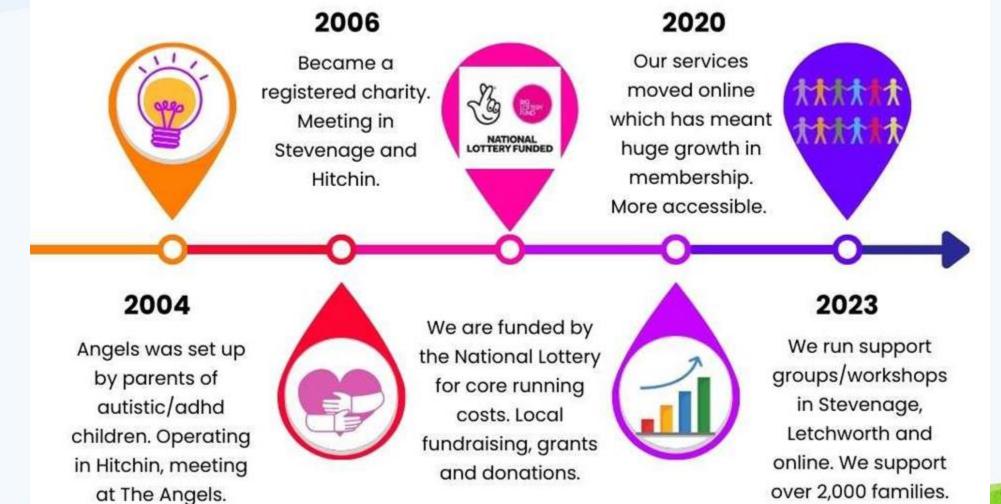
Caroline Upcraft



Bethan Desai









What do Angels do?



As parent carers ourselves, we walk alongside you to support you to :

Build **understanding** of your child's conditions and rights so you can:

- Learn strategies and skills to support your child's development, and emotional health and wellbeing
- Find ways to adapt their environment to meet their needs
- Advocate for your child in the education, health and social care systems to ensure their needs are met
- Reduce any isolation you or your family might feel by welcoming you into our community

Empower your child to reach their potential and to have a voice in challenging and improving **society's understanding** of the conditions and the challenges they face.

Our Services



- Support Groups in person and online (daytime and evening)
- Online workshops
- One-to-One personalised support service
- Closed facilitated Facebook Group
- Social Media for relevant content and updates
- Weekly Podcasts on Spotify



Our Workshops

AUTISM & ADHD SUPPORT



One-to-one service

We support parents/carers who find accessing group support difficult, or who need support with issues that are not easy to support in a group setting.

We can support families at meetings or appointments with professionals such as school or social care, to help them advocate, or to be part of a team supporting them.

Angels actively works to make our service as accessible and inclusive as possible, and we are very experienced at supporting parents who might be neurodivergent themselves.



"My Autistic son has been greatly helped by this charity. The training and support offered to parents to help their children reach their potential is vital. Without them my son would have stayed lonely and depressed in his room unable to attend school or go out. He is now thriving at a small specialist school, he has made friends and is looking forward to moving onto college."

(Parent Testimonial)





Beneath every behaviour there is a feeling. And beneath every feeling there is a need. And when we meet that need rather than focus on the behaviour, we begin to deal with the cause, not the symptom.

Ashleigh Warner



How to access our support

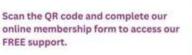


AUTISM & ADHD SUPPORT parents/carers of children with

Angels provide individualised, professional expertise and advice for the families of autistic children and children with ADHD (and those awaiting diagnosis). Come along to our meetings to chat with other parents, share ideas and experiences and gain information, advice and strategies.

We provide:

- Parent support group meetings and workshops in Stevenage, Letchworth and Online.
- Online evening support group meetings
- One-to-one service to support you in a personalised way with any issue around your child/young person's conditions, including support with meetings and forms.
- A private moderated Facebook group just for members.



Note for Professionals:

FREE support.

If you are a professional working with families and would like to learn more about. Angels, then please contact The Angels Team on info@angelssupportgroup.org.uk



- Parents/carers need to complete an online membership form via the QR code on our leaflets/posters
- Members will be emailed weekly with details of the weekly support they can access.
- Members will be invited to join our closed **FB** Group
- All our support is FREE of charge and is for those with a diagnosis and awaiting diagnosis



Thank You



Charity Number: 1117059



ADD-vance ADHD and Autism Trust

Passionate about Understanding Embracing and Celebrating Neurodiversity

Debbie Wood - CEO

Who are ADD-vance?





A dedicated group of professionals who also happen to be parents of neurodivergent children!

- Hertfordshire Charity Established in 1996
- Set up by a parent to help other parents
- Offers a range of different services for parents, carers and professionals
- Designed and delivered by parents who walk the walk.....
- Working both face to face, and online across the county

Neurodiversity Support Hub

For Parents, Carers and Professionals in Hertfordshire

We can offer support, signposting and guidance about a whole range of things including but not



limited to: - Understanding ADHD/Autism - Distressed Behaviours

- - Anxiety
 - School

The phones are answered by our team of parents and carers of neurodivergent children and young people

Are you a Parent, Care Professional

Support Hub 01727 833963

Hertfordshire's

Neurodiversity

Supporthub@add-vance.org





📉 supporthub@add-vance.org

9 AM - 1PM

fast track places **Open Monday-Friday** on waiting lists

Recommend specific private assessors

Ve Can't

Give updates/



Here to support, reach out for a listening ear 📿







Hertfordshire's Neurodiversity Support Hub

01727 833963 Supporthub@add-vance.org

> "Incredible support. When I called I was feeling very anxious and when I finished the call I felt much stronger and had a renewed sense of positivity."

- No diagnosis necessary
- Open Monday to Friday 9am 1pm
- Call handlers are all experts by experience
- Calls followed up with a signposting email with advice and support options
- Email support available if unable to call during opening hours

"Amazing support via the helpline - it was just want I needed - knowledgeable, very supportive and helped me work through a plan of action. It was an amazing experience. Thank you."





ADD-vance Training for parents





Six week courses both face to face and online Understanding Autism and ADHD for 12 – 14 parents: Early years Dads Primary-age children Teenage years Parenting neurodivergent girls

• 40+ different workshops online via Zoom deep dive on topics including anxiety, anger, sleep, executive function, ADHD in girls, EHCPs, PDA etc



ADD-vance Training for Professionals and Employers





- Bespoke workshops on topics relating to neurodivergence
- CPD accredited ASD and ADHD
 training
- Offered both face to face and online
- Delivered to health, education and social care professionals
- Offered both face to face and online

- Training and Support for Employers
- Bespoke training packages for employers
- Workshops or coaching sessions for people managers, HR teams and all employees

Support groups and Facebook





Support groups

- Up to 14 parents and carers
- Information, signposting and support
- Hosted online by Specialist Coaching team
- Topic specific or age range specific
- Term time only

- Closed Facebook group for parents, carers and professionals – Hertfordshire only
- Peer support 24/7
- All new members checked
- All posts moderated by a team of volunteers



Chargeable support services





ADD-vanc

Qbtech 🦻

EHCP Support Specialist Family Coaching for parents

 Tailored 121 support with a trained coach who has lived experience

• 6-8 x 1 hour sessions

Qb Check – ADHD

- Trained facilitators oversee this check and provide comprehensive report
- For ages 7 70

Sleep Service

- Working with parents and carers via zoom
- Usually requires between 3 and 6 sessions
- EHCP Support
- Help with Assessments, reviews, tribunals and appeals

Coming Soon.....



The ADHD and Autism Trust

'Understanding my'

- Group work and 121 Psycho-social education sessions for neurodivergent young people with a diagnosis who live in Hertfordshire
- Follow us on our social media for more information when it becomes available







Bex Slattery Transitions and Socials Coordinator bex.slattery@autismherts.org

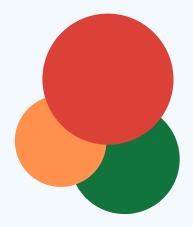
WHO ARE WE?

Autism Bedfordshire was founded in 1991 by a group of parents who answered a local newspaper advert from a parent of an autistic child seeking other parents to share thoughts and strategies with. This continued to grow.

In 2007 adult services was introduced and we launched our skills workshops and social groups in Bedfordshire.

In 2019, based on feedback from autistic adults and their carers and in collaboration with the Hertfordshire All-Age Autism Co-production Board, Commissioners started a review of services and support for autistic adults in Hertfordshire.

In 2021 the Integrated Health and Care Commissioning Team commissioned Autism Bedfordshire, an experienced, specialist autism charity to deliver a new community support service in the County, known locally as Autism Hertfordshire. Our vision is that Hertfordshire is recognised as an autism friendly county, in which autistic individuals can live fulfilling and meaningful lives within communities that are understanding and supportive.







OUR SERVICES

For diagnosed autistic adults aged 16+

Helpline



- Monday to Friday 9am 5pm
- 01727743246

• enquiries@autismherts.org

We provide **information**, **advice**, **and guidance** on all aspects of Autistic Spectrum Conditions and associated problems.

This is to support to autistic individuals, parents, carers, partners, and professionals.



ost-Diagnostic Support

There are various types of support that can be explored after getting a diagnosis. We offer up to eight **one-to-one sessions** either online or inperson with our Post-Diagnostic Support Lead.

- Open to people aged 18 and diagnosed within the last 12 months.
- Assistance to complete forms, such as a referral for a Care needs assessment.
- Advice relating to accessing and maintaining education or employment.
- Gain more understanding about autism spectrum conditions.
- Advice on how to manage sensory processing difficulties.







Understanding My Autistic Identity -6 Week Course

Pre-Diagnostic Support

Our Pre-Diagnostic Workshops are aimed at supporting those who may be thinking of **seeking a diagnosis or are on currently on the waiting list** for an Autism diagnosis in Hertfordshire. This are also offered to young adults aged 16-17.

We cover 4 different topics in our online workshops:

- Am I Autistic?
- The Assessment Process
- Managing Emotions
- Managing Expectations of the Outcome

Social Groups

Daytime groups

These community-based sessions, consist of **walks and lunches** at local hotspots. With the help of two friendly staff members, we run **every Friday**, alternating between **St. Albans and Stevenage**.



Evening groups

Run monthly our evening social groups are exclusively for those 18 and above, covering Stevenage and St Albans. Our members are the heart of the action and we're always open to new ideas and fresh perspectives.





Transitions (16-25)

The transition support service has been designed to help young autistic adults (16-25) and their families to navigate the potentially confusing world of adulthood. All work is personcentred and is led by the young person enabling them to achieve their aspirations and be part of their community.

- Fortnightly interest-led social group (alternate between online and in person.
- Transition online workshops
- Face-to face courses during holiday time
- Monthly information sessions for parents/carers





Transitions Socials

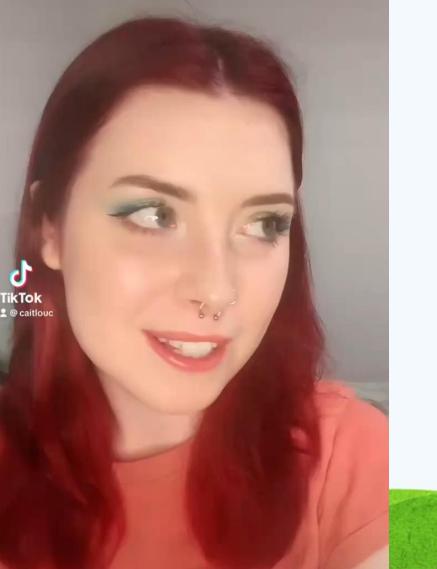
Previous in-person socials:

- d20 Gaming Café
- Crazy Golf
- Meals out
- Ninja Warrior
- Pantomime

Online socials- we chat, and play online games:

- Gartic phone
- Name that tune
- Would you rather?
- Scattergories







Transitions Workshops

Weekly one-hour workshops on a variety of different topics. These are an opportunity for members to:

- Have discussions around these topics in a safe space
- Discussions with peers and how they may have similar experiences or completely different
- Members views on these topics
- Strategies e.g. strategies for managing conflict or maintaining/ending a conversation
- Building relationships
- Building confidence in talking about these types of topics





Transitions

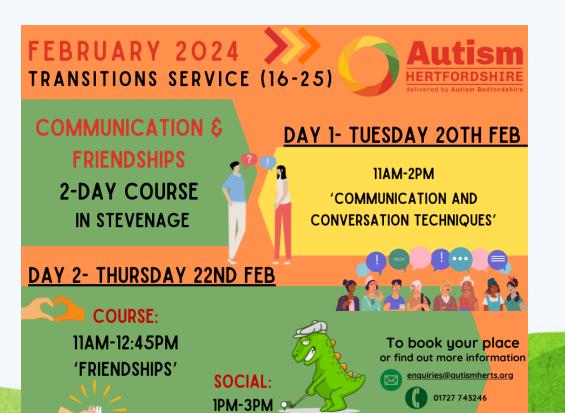
Courses

In person courses run during school holidays. These are usually two, 3 - hour days. We also do a social on the 2^{nd} day of the course.

Previous courses: CV writing and skills Cooking-the basics

Communication and friendships Understanding my autism





Parent/carer support

Monthly Parent/carer (and partner) support groups as well as Transitions service parent/carer support group. These groups are an opportunity for parents/carer to form peer support groups and share experiences. It is also an opportunity to learn more information about the person they care for, or services available to them.

Autism

delivered by Autism Bedfordshire

Topics include:

- Carers assessment
- Sensory difference
- Special interestsGuest Speakers

How to access?





CONTACT US enquiries@autismherts.org 01727743246 APPLICATION FORM AUTISMHERTSAPPLICATI ONFORM

INFORMAL ASSESSMENT HELD VIA ZOOM



Autism HERTFORDSHIRE delivered by Autism Bedfordshire

Thank you

Phone: 01727 743246

O

Email: enquiries@autismherts.org

Or ,**bex.slattery@autismherts.org**

Website: https://www.autismbedfordshire.net/support-inhertfordshire/



Get in touch

Tel: 01992 586969

contact@carersinherts.org.uk

Fax: 01992 586969

The Red House 119 Fore Street Hertford SG14 1AX www.carersinherts.org.uk





Herts Disability Sports Foundation

Charity Number 1156034

2 wheel cycling lessons

1 - 1 lessons for young people with SEND

Venues around Hertfordshire in school holidays

- Learn to ride
- Level 2 Bikeability
- At the pace of each individual



Adapted cycling centre at Stanborough Park

HDSF have a fleet of bikes developed to accommodate children and adults with a wide range of disabilities.

The fleet includes 3-wheeled trikes in a range of sizes, 2 seater side-by-side bikes, hand bikes and wheelchair accessible bikes.



1-1 inductions at Stanborough Park

A one hour 1-1 session

2 main groups of people use this service:

- Those looking to get their own adapted bike and need advice
- Those wanting to use adapted bikes at Stanborough Park

We work together to identify the right bike and set up for the individual, then go out for a ride to show suitable routes.

Following an induction the identified bike can be hired when available at Stanborough.



Group bike rides

Participants who ride regularly with us at Stanborough Park usually take part in our group led rides on Tuesday mornings.

Community & School groups can book 1 off and regular sessions at times that fit in our schedule.

Trained ride leaders can hire bikes from us and take their groups on rides on designated routes.



Fitness sessions in the Community

Home educated children 8+ 10:00

18+ session 11:00

Outdoor fitness – Tuesdays Welwyn Boxercise – Thursdays Hatfield Boxercise – Fridays St Albans



Bell boating at Stanborough Park

- Age 8+
- 10 seater paddle boat
- Everyone has a paddle and contributes to the boat moving
- Parent / carer seat with each ticket
- 2 moulded seats in each boat with 4 point harnesses for those who need support
- Hoist access from main pontoon



Doughnutting at Gosling Sports Park

Our sessions are in partnership with



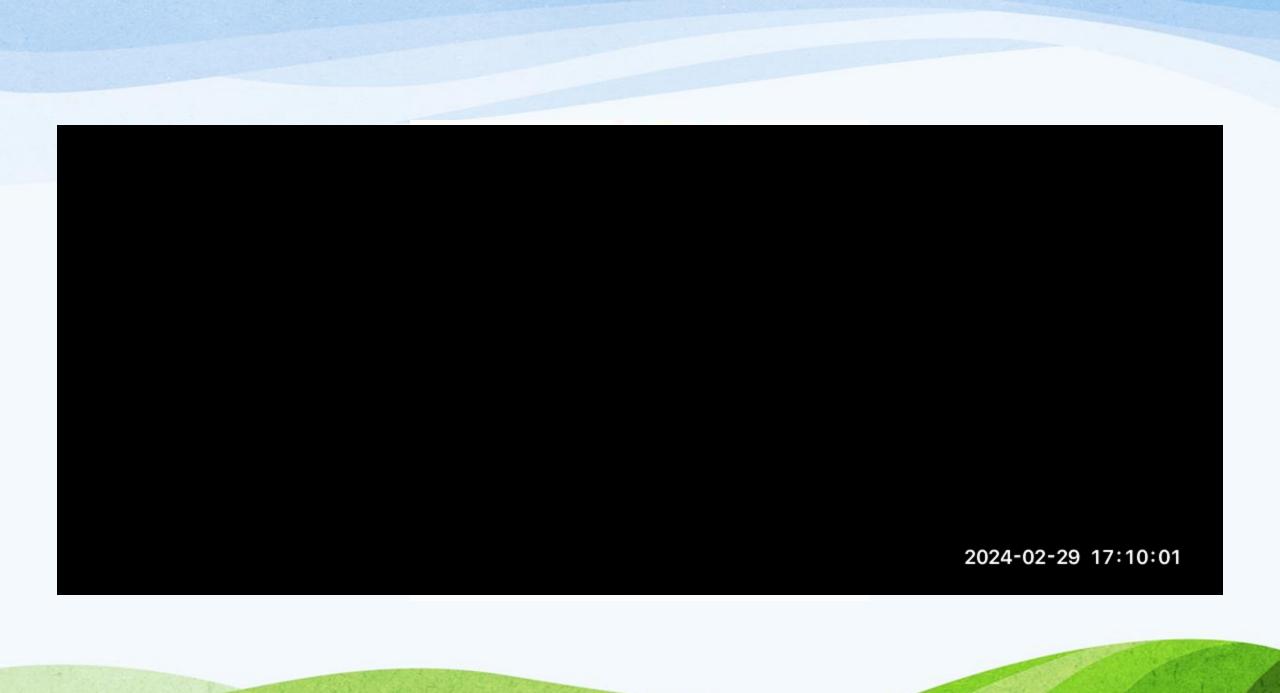
Autism | ADHD Neurodiverse Conditions

Bookable through Space Herts website





























Autism | ADHD Neurodiverse Conditions

Introduction to SPACE



- SPACE is a Hertfordshire based charity empowering and supporting neurodivergent children and young people, their families, and the professionals who work with them. We support over 9,000 families.
- We are Needs Led. No formal diagnosis is necessary to access our support.
- We also work with other local and national charities, private businesses and community and statutory services across local government, health, education and social care to support our families.
- Our aim is to promote inclusion, reduce isolation and help our families build confidence and resilience to feel empowered.
- Our services cover our 3 key pillars of support, learn and socialise



Support

• SPACE provides end-to-end holistic support to over 9,000 families with neurodivergent children and young people. This includes families who are just starting out on their SEND journey through to complex casework involving external services and agencies such as Social Care, PALMS and CAHMS.

STARTING SPACE

A 2 week nurturing course and support group.

Deliberately designed as a small, safe, inclusive environment for families with younger children who are often particularly vulnerable, and just starting out on their SEND journey.

FACEBOOK AND INPERSON SUPPORT GROUPS

In person groups where demand is the highest.

The biggest and most active Facebook Support group in Hertfordshire with over 7.6k members.

SEND FAMILY SUPPORT SERVICE

Bespoke practical support tailored to the needs of each family.

Strategies, resources and advice on a 1:1 basis.

Telephone, email and in-person support including home visits as appropriate.

COMPLEX CASEWORK

This includes an HCC and NHS contract supporting some of the most vulnerable CYP in our community on Hertfordshire's Dynamic Support Register (DSR) and at risk of mental health hospital admission.

Will include working with social services, CAHMS, PALMS, attending TAF and CETR meetings.

> Initial EHCP application support <u>(one ho</u>ur)

Opportunity to meet other families at a similar stage in the journey. Advice, Support, Friendship, Connection. Bringing parent/carers together to share experience and support and increase understanding.

In-depth, personalised, multichannel support for families navigating significant challenges. Completely person centred package of support, managed by a key worker and underpinned by robust and thorough communication.

Autism | ADHD Neurodiverse Conditions

First Steps – for the early years

- A brand new, evidence based 6-week in person course for parents and carers of children aged 0-5 years with a diagnosis or on the pathway for a diagnosis of Autism.
- Accessible, interactive, outcome focused
- Parents and Carers develop a good understanding of their child's and are empowered with a tool kit of strategies and interventions
 - Understanding neurodiversity in their child
 - Understanding sensory needs
 - Understanding communication differences and preferences
 - Supporting and modelling interactions, inventions, and strategies
 - Understanding and supporting behaviour
 - Supporting and promoting independence skills
- Delivered by our SEND Family Support Team who have extensive experience and training to support and train parents and carers of neurodiverse children including: early years inclusion specialism, the nurture programme, Hertfordshire STEPS, mental health first aid, early bird trainers, AET Train the Trainer and Parental Conflict training.



Lending SPACE Hertfordshire's specialist SEND equipment library. Funded by HCC.

• Sensory, educational and practical resources.

Community Hub

Inclusive

All our resources are FREE for Hertfordshire families to borrow

Friendly Advice

Suggestions on equipment for specific needs

Drop in support

Emotional and practical

Signposting

Knowledge of local resources and services

Social

Stay for a drink and a chat. Children are welcome.

Community Outreach

Outreach services available to all SEND schools and settings or the SEND community of mainstream settings.

> Drop off and collect from parent/carers at coffee mornings/SEND Meetings.

In some circumstances delivery/collection points can be arranged for vulnerable families.

> EHCP Support Appointmen

Our workshops, courses, conferences

- SPACE training equips parents and carers with increased understanding, strategies and tools to • scaffold and support their children and young people
- Our experienced team also delivers CPD accredited neurodive settings workplaces and community groups For Parent/Carers:

Equip delegates with skills to support their child(ren) to be confident, happy, and socially included.

Increase their understanding of neurodiverse conditions and strategies to support these.

Help them feel empowered to use these strategies.

Provide them with strategies to increase their own resilience and confidence when supporting neurodivergent child(ren).

Provide them with tools to help them navigate the right support for their family.

Focus on the family as a whole.

Monday 8th January	10:00-12:00	EHCP New Applications
Tuesday 9th January	18.30-20.00	Autistic Girls
Wednesday 10th January	10:00-11:30	Anger and Conflict
Thursday 11th January	18:30-20:30	Navigating the SEND World
Friday 12th January	10:00-11:00	Understanding Autism
Monday 15th January	18:30-20:00	Understanding Specific Literacy Difficulties Including Dyslexia
Wednesday 17th January	10:00-12:00	Anxiety and SEND
Thursday 18th January	19:00-20:00	Understanding ADHD
Friday 19th January	10:00-12:00	Navigating the SEND World Post 16
Monday 22nd January	19:00-21:00	Sensory Signs, Signals and Solutions
Thursday 25th January	18:3020:30	ADHD in Girls and Women
Friday 26th January	10:00-12:00	Understanding Dual Diagnosis: Autism and ADHD
Monday 29th January	10:00-12:00	Autism Plus: Co-occuring Conditions and Cognitive Theories
Monday 29th January	18:30-20:00	Access Arrangements
Wednesday 31st January	10:00-12:00	Understanding Behaviour as Communication
Friday 2nd February	10:00-12:00	PDA, ODD and ADHD: Understanding the Differences
Monday 5th February	19:00-21:00	Sleep Workshop
Tuesday 6th February	10:00-11:30	Understanding and Supporting Executive Functioning Difficultie
Friday 9th February	10:00-12:00	No Two Brains Are The Same: What is Neurodiversity
Monday 12th February	18:30-20:00	Understanding and Supporting Emotional Regulation
Wednesday 14th February	10:00-12:00	Navigating the SEND World Post 16
Thursday 15th February	10:00-11:30	Tourettes
Friday 16th February	10:00-12:00	Anxiety and SEND
HALF TERM	-	
Monday 26th February	19:00-20:30	EHCP: Annual Reviews
Tuesday 27th February	10:00-12:00	Understanding Dual Diagnosis: Autism and ADHD
Wednesday 28th February	10:00-12:00	Navigating the SEND World
Thursday 29th February	19:00-20:00	Understanding Autism
Friday 1st March	10:00-12:00	PDA, ODD and ADHD: Understanding the Differences
Wednesday 6th March	10:00-12:00	Anxiety and SEND
Thursday 7th March	10:00-11:30	Understanding Specific Literacy Difficulties Including Dyslexia
Thursday 7th March	18:30-20:00	Tourettes
Friday 8th March	10.00-11.30	Autistic Girls
Monday 11th March	18:30-20:00	Understanding and Supporting Executive Functioning Difficultie
Thursday 14th March	10:00-12:00	Navigating the SEND World Post 16
Friday 15th March	10:00-12:00	Sleep Workshop
Monday 18th March	10:00-12:00	ADHD in Girls and Women
Wednesday 20th March	10:00-12:00	Sensory Signs, Signals and Solutions
Thursday 21st March	18:30-20:00	Anger and Conflict
Friday 22nd March	10:00-12:00	Anger and Connect
Monday 25th March	10:00-12:00	Navigating the SEND World
Tuesday 26th March	10:00-12:00	Understanding ADHD
Tuesday 26th March	19:00-21:00	Understanding ADHD EHCP Process from Submission to Finalisation
	17:00-21:00	criur Process from Submission to Finalisation





Neurodiverse Condition

SPACE

SPACE to Connect: Primary and Secondary

- Pioneering, ground -breaking social communication groups that support neurodivergent young people with their communicative confidence and advocacy.
- Developed in partnership with specialist Speech and Language therapists and focused on fun, engaging activities to promote self awareness, develop conversation skills and reflect on friendships.
- Safe, supportive and nurturing.
- Can also be run in school based nurture groups, home ed groups and other community settings.

Nice to Meet You Knowing Me, Knowing You **Body Image** proximity. Talk About Talking **Friends**

Learning about why communication can be helpful, with activities to get to know each other.

Promoting self-awareness (including appearance, likes/dislikes, personality traits and emotions) and self esteem.

Increasing awareness of how we use our bodies to communicate, including facial expressions, posture, gesture and proximity.

Developing conversation skills, e.g. starting a conversation, listening, taking turns and ending a conversation.

Reflecting on friendship and trust, including what we look for in a friend and how we show friendship.

Social Events and Activities

Exclusive and Inclusive: in-person and online

- Roller Skating
- Girls Groups
- Animal Encounters
- Golf
- Fishing

- Pottery painting
- Driving experiences
- SUP and Kayaking
- Yoga
- Therapeutic Farming

- Cookery
- Lego
- Art
- Outdoor Play
- Doughnutting

- Graffiti
- Ariel Gymnastics/Relaxation
- Climbing
- Independent Shopping
- Gardening
- And more...

Building confidence Making friends Developing skills Promoting self-esteem Having FUN Being themselves









SPACE SBLO Activities

- SPACE is a Short Break Local Offer (SBLO) provider
- £2 an hour, 40 hours a year for children who meet the criteria
 - Live in Hertfordshire
 - Aged between 5-19
 - Have an identified additional need (Evidence of a formal diagnosis won't be needed, just evidence from eg SENCO, GP or another professional that their needs mean Short Breaks is appropriate.)
- Parents apply online: https://www.hertfordshire.gov.uk/microsites/local-offer/support/short-breaks.aspx
- Several of our social events and activities are also available as SBLO
- You can encourage families to apply for SBLO and also provide supporting evidence













1-1 Therapeutic Support and Life Skills

• Therapy

- Delivered by professionals who have significant expertise in their specific areas coupled with extensive experience of working with and supporting neurodivergent children and young people
- Increase confidence and motivation
- Ideal for those who are unable to access school or group activities including those on part time timetables or EBSA
- Transition children and young people into our exclusive and inclusive social activities



...so patient and

Alternative Provision

TUTORING



Effective, supportive tuition for neurodivergent children and young people. Bespoke to the needs of each individual student. Face to face and online tuition for all ages in a wide range of subjects. Commissioned by HCC and available as a service to families, schools, DSPLs etc

I-I THERAPEUTIC AND THERAPY SESSONS

Bespoke interventions tailored to each individual and run by professionals with significant expertise in both their specific areas and working with neurodivergent children and young people.





OCCUPATIONAL THERAPY

Bespoke therapy to support with complex needs in various Neurodevelopmental conditions, as well as Sensory issues.

SUPPORT AND MENTORING

Individual support including counselling, mentoring, and coaching bespoke to the needs of the individual.

SPEECH AND LANGUAGE THERAPY



Bespoke therapy to support with speech disorders and communication difficulties. Our qualified SLTs help develop skills such as comprehension, clarity, voice, fluency and sound production.

Your SPACE

- Transforming care contract supporting some of the most vulnerable CYP in our community
- Enables CYP on Hertfordshire's Dynamic Support Register (DSR) to access bespoke activities to meet their complex needs
- CYP on the DSR have a learning disability and/or autism and are at risk of mental health hospital admission
- The DSR exists to help prevent, where possible admission to a mental health hospital
- They require an intensive support package
- Since the start of the project we have successfully delivered over 170 hours of bespoke 1:1 activities with a further 240 hours booked

He has horrific anxiety, he always wanted to go out and try new things but we couldn't get him in the car – this is the first time he's been able to access anything at all. We can't leave a more glowing review, thank you so much.

QBCheck

- SPACE is a certified provider of the QBCheck
- ADHD assessment tool for children and adults (aged 7+)
 - Supports early identification
 - Can be used to support a diagnosis
 - Often a first step
- QBChecks take place under controlled conditions at our studio
- Administered by a chartered clinical psychologist

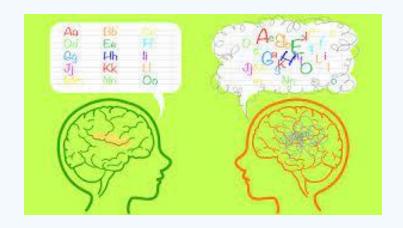
QbCheck



Paid for service

Services

- SPACE provides bespoke consultations to explore concerns as well as a young person's strengths, needs and history
- **Dyslexia and Specific Literacy Screenings** with our qualified dyslexia assessors
 - For children and young people aged 7-16
 - Possible strategies or support that may help will also be discussed
 - A screening for any signs that may indicate dyslexia.
- Educational Psychology Clinics
 - A 45 minute consultation with an Educational Psychologist
 - Parents/carers will receive strategies and an action plan specific to their child.
- Speech and Language Clinics



www.spaceherts.org.uk





Autism | ADHD Neurodiverse Conditions



As parents, we understand the struggles and challenges of parenting a diverse family. Lesley and Francine started Families in Focus in 2007 and are ranked first by Hertfordshire County Council Targeted Parenting commissioners for our online, evidence-based, and award-winning SEND courses for parents of children on assessment pathways or with a diagnosis:

A complete guide to parenting children with SEND Handling anger of primary-aged children with Autism/ADHD

Also:

Handling anger of primary-aged children in your family for parents of children not on assessment pathways.

Website: www.familiesinfocus.co.uk

Imagination Dance

Community Interest Company

Imagination Dance was **founded in 201**8 to provide dance and movement opportunities **for those who are rarely offered them**.

We regularly provide dance and movement in care homes; day services; schools and respite services all whilst running **our own timetable of classes** within the community.

Currently, we have 6 branches of classes for children and young people with additional needs in Hertfordshire and Bedfordshire. These branches are grouped into ages 3+ for sensory movement for those who struggle to follow instruction, 7+ for creative dance and 16+ for a structured dance session – both for dancers who can follow instruction and participate independently.

<u>info.imaginationarts@yahoo.com</u> | 07394934911 Hannah Reynolds – Company Director





Imagine & Move (ages 3+)

Sensory movement classes using props, music and dance-based activities to improve social interaction and explore a child's imagination. Suitable for those who struggle to follow instruction and need support from a parent/carer to participate. *"This is the only appropriate out of school activity that we have found for our daughter[...] this develops her sense of self and builds her self-esteem"*



Magic Movers (ages 7+)



Creative dance classes that use movement to explore different dance styles and improve children's confidence, creativity and communication skills. Suitable for those who can participate independently and follow clear instructions. "Since attending this class, his confidence has grown and it has helped him to process his thoughts and feelings"

Moving on Up! (ages 16+)

A structured dance class where we aim to improve dance technique and performance skills through different dance routines and exercises. Suitable for those who can participate independently and follow clear instructinons. *"This is the best dance class I could ask for!"*









Community Interest Company

Classes for those with suspected or diagnosed additional needs

() Imagine & Move (Age guidance 3+) ()

Sensory movement classes using props, music and dance-based activities to improve social interaction and expand a child's imagination. Suitable for children who need to improve their social skills and awareness of self.

★; <u>Magic Movers</u> (Age guidance 7+) 🖈

Creative dance classes using movement to explore dance styles and improve children's confidence in performing. Perfect for those who love to dance and express themselves!

<u>Stevenage: Tuesdays</u> Hampson Park Community Centre, SG1 5QU Imagine & Move: 4:30-5pm | Magic Movers: 5:15-6pm

Flitwick: Tuesdays Flitwick Leisure Centre, MK45 1TH Imagine & Move: 4:30-5pm | Magic Movers: 5-5:45pm

<u>Hitchin: Wednesdays</u> Westmill Community Centre, SG5 2PG Imagine & Move: 4-4:30pm | Magic Movers: 4:45-5:45pm

Welwyn Garden City: Wednesdays Digswell Village Hall, AL6 0AT Imagine & Move: 4:30-5pm | Magic Movers: 5:15-6pm

Hertford: Thursdays Hertford Wellbeing Hub, SG14 2HN Imagine & Move: 3:45-4:15pm | Magic Movers: 4:15-5pm

Biggleswade: Fridays Saxon Pool & Leisure Centre, SG18 8SU Imagine & Move: 4:30-5pm | Magic Movers: 5-5:30pm

BOOK: info.imaginationarts@yahoo.com | 07394 934911



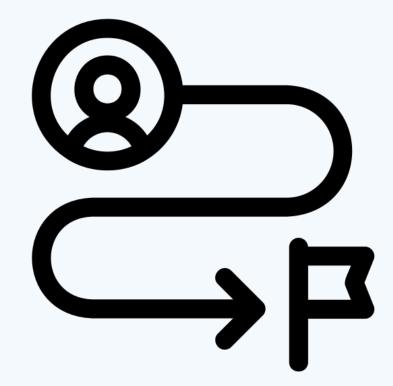








Our journey: September 2022 to now



Created by Rutmer Zijlstra from Noun Project











Communication



Created by Nuricon from Noun Project



Created by Good Wife from Noun Project Knowledge



Created by Articon from Noun Project

"Ask for help. Not because you are weak but because you want to remain strong." Les Brown.



Reaching high for the best for your child



How we support SEND pupils at Fairlands

Communication



Created by Nuricon from Noun Project How we support families of SEND children at Fairlands

Signposts to support families

Glossary of acronyms

Links to our school SEND documents

Links to Herts Local Offer and the Stevenage DSPL offer

Knowledge



Created by Articon from Noun Project

Pupil plans

Parent guides explaining these plans can be found by clicking on the links below:

- Education, Health and Care Plan (EHCP)
- <u>Personalised Learning Plan</u> (PLP)
- Personal Emergency Evacuation Plan (PEEP)
- <u>Therapeutic Plan</u> (formerly known as an Individual Risk Management Plan or Risk Reduc
- Safety and Support Plan (SSP)
- <u>Risk Assessment Management Plan</u> (RAMP)
- <u>Pastoral Support Programme</u> (PSP)
- <u>Personal Education Plan</u> (PEP)
- <u>Healthcare plan</u> (HCP)

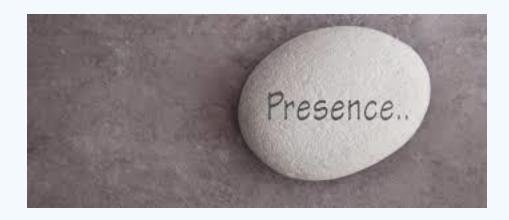


- Discussions over the telephone or face-to-face with class teachers and SENDCo
 Each year group hosts a 'New to' meeting at the end of the summer term to share information about child's new year group
- •Glossary of acronyms on the school website to help navigate the jargon-filled world of SEND!
- •Workshops held throughout the year to support a range of issues including supporting healthy eating, sleep issues and phonics workshops, to name a few
- •Signposted links on the website to external support groups and resource websites
- •Links and courses shared via Arbor, on the <u>SEND blog, on Facebook</u> and on displays outside of the school gates
- •Support from school staff to complete applications and referral forms (by appointment via the school office)
- •Access to a computer and school wi-fi to complete paperwork for child can be arranged via the school office

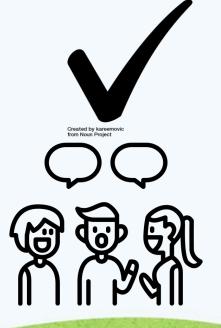


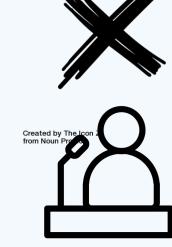


Created by Good Wife from Noun Project









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Questions



Created by Tinashe Mugayi from Noun Project





Context

- Secondary school in Letchworth, NOR 604, four form entry 11–18
- Fearnhill involved from Year 1 Jan 22
- Special Educational Needs profile January 2022
 National 15.9% (Herts 15.2%), Fearnhill 17.2%
- Autism as need
 - National 12.5%, Fearnhill 33% (50 families)
- Special Educational Needs currently 25% including monitoring, 15.4% (K&E)

Beginnings

• Aims

- To improve SEND provision across the school
- To increase staff awareness of autism
- To provide specific needs training for staff
- To improve early support, identification and referrals for students
- To improve communication with parents

Impact

- 80% of teachers report increased awareness of autism and related needs
- Improved provision across the school
- Improved communication with parents
 - Coffee mornings
 - SENDCo appointments at parents evening
 - APDR 'Provision Map' access for parents
 - Reasonable adjustments
- Level 1 and 2 training rolled out across school with Inclusion team Level 2 trained
- Specific support from NESSIE mental health, My World and Me.
- Interventions social skills, Autism & Girls wellbeing, GRIT, movement therapy

Impact

- Increased variety of reasonable adjustments
- Improved work across the pastoral team
- student voice NHS sessions
- Improved understanding of EBSA and autism

"____ is doing so well. I am so proud of how hard he has been trying. He has already done far more than we agreed in our meeting and is pushing himself to stay all day for 3 days each week. He has even said he may try to do 5 full days next week. Thank you so much. His attitude has been brilliant and he seems to really be enjoying getting involved in the clubs as well...He's like a totally different boy!"

Next Steps

- Parent forum in school
- Advice / information evenings
- Continue work on student voice
- Continue work with project
- Autism mentors
- Creating a quiet / relaxing space in our inclusion room

Thank you for listening, we appreciate you spending your time with us this morning!

We hope that you have gained further knowledge from attending the event and we will be in contact shortly with organisation details, as advised at the beginning of the webinar.



Herts Parent Carer Involvement www.hertsparentcarers.org.uk

Kirsty Turner