



Berkshire Neuro Inclusive Early Help Systems Change

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Our context

- Our recent SEND reviews and inspections in Berkshire highlight the impact on our children and families of waiting times to understand neuro divergence (due to the pressures on our system).
- Our families and young people have been very vocal about the impact that waiting for neuro divergent clinical assessment often has on them.
- The sooner a child and those who care for a child can understand neurodivergence and adapt home, school and community, the better the outcomes for our children.
- Burnout, crisis and relationship breakdown at school and at home are sometimes associated with assessment delays.



What are we proposing?

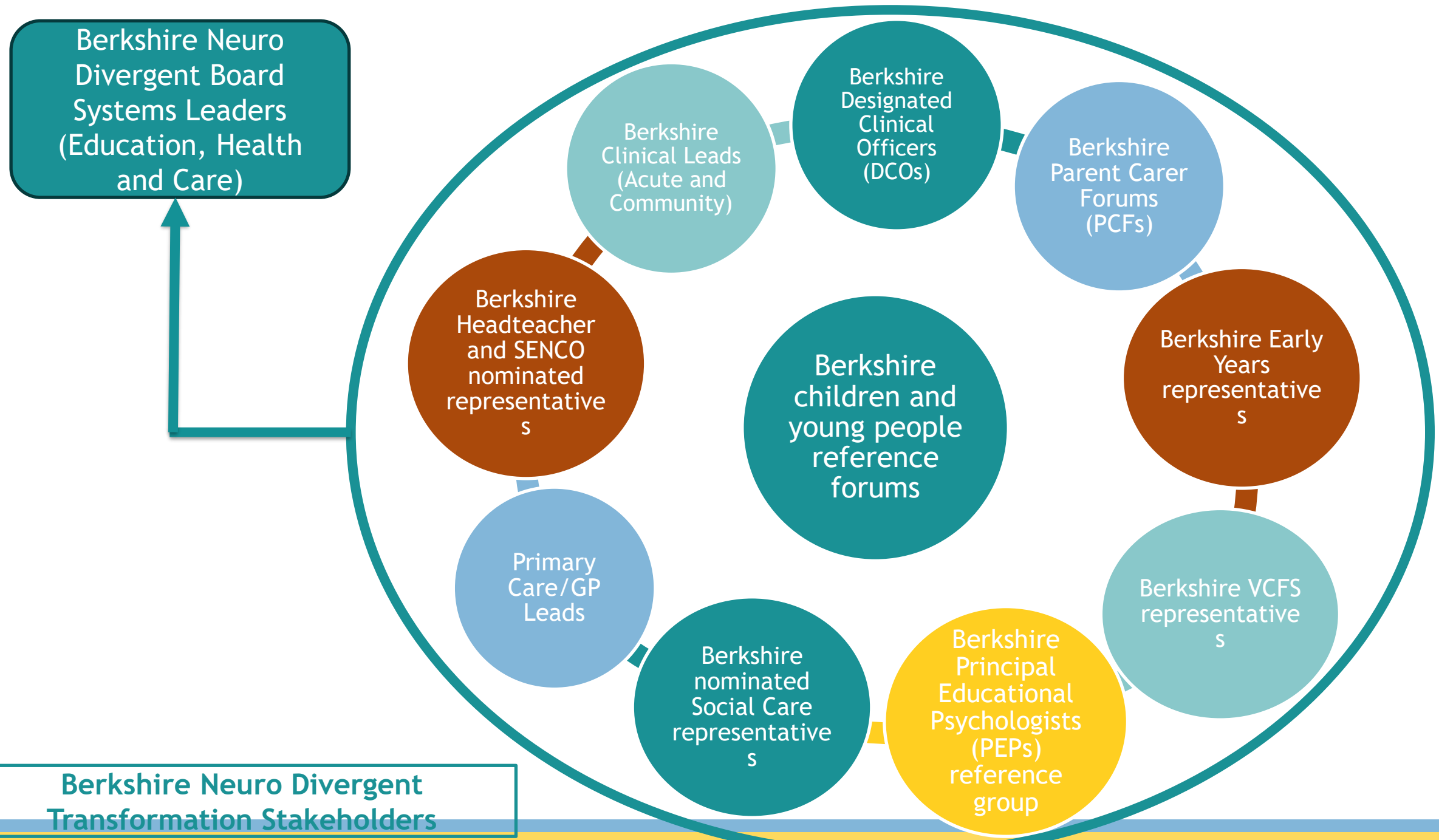
- We want our children's individual strengths and support needs to be understood better quicker to get the right support more promptly (right help, right time, right place) – based on need & strength, not diagnosis.
- We recognize the recent tensions in our system. It's important to be honest about that. We want to focus on improving outcomes for children.
- We need to work together across Berkshire (all six Local Authorities), Frimley and BOB ICB and Berkshire Healthcare, with our families to find another way – working 'with' each other
- We want to learn from regional and national best practice, and what's worked in the county – to introduce [screening] practice
- We don't yet have a language to describe this approach, screening isn't quite right, we'd like our families to lead the naming of our approach.

What are we proposing?

- We know that the sooner a child/young person and the people who care for them can understand their diverse strengths, needs and identity (divergence) and the adaptations/support that might be needed, the better.
- It helps us avoid the wrong pathways for our children
- It helps us adapt in home, in community and in school, promptly – increasing our chances of providing the right help, at the right time, in the right place.
- It will also help us to reduce the likelihood of burnout, which our hospitals are seeing.
- Those children who need specialist assessment will continue to receive it – in time we hope this will make access easier.

Specifically we will

- Explore the co-design and impact of these tools that help us understand neurodivergence/strengths/needs early (in the community) – whilst still enabling access to assessment (hopefully, in time, sooner)
- We want to look at tools that are easy for a breadth of our workforce to use, but feel comfortable for our experts by experience (our families and young people) too
- We have committed to bringing leaders from our parent carer forums, early years settings, schools, therapies, hospitals, early help, social care services together on 27th June to look at three examples of good practice and see which we prefer



Berkshire Neuro Divergent
Transformation Stakeholders

We recognize that.....

- Our preferred approach will likely need adaptation to Berkshire's system – our strengths, and our vulnerabilities
- Each Place is different – we need a plan for Bracknell Forest, Slough, Reading, etc - that is right for each place (Place Plan)
- But also a unified overarching plan that helps us hold Berkshire East (Frimley) and Berkshire West (BOB) and all of Berkshire together sufficiently (County Plan)
- This is an agile programme management approach.

We need to pay close attention to

- The benefits and the risks
- The consequences....including unintended consequences.... responding in an agile way, learning iteratively
- The assumptions in our system – the places where a diagnosis is expected, or required and how we together manage that
- Making sure the children who need clinical assessment are getting it and monitoring children's journeys into our specialist services where that support is needed



We will together, need to remain open to....

- Curious questions – for example: complex trauma and neuro divergence present very similarly at times – what is it that we're seeing? Are our children getting the right support?
- A child-centred recognition that this system is complex – we need to be honest that the tension in our system is high around this and none of us feel like we are helping our neuro diverse children as we want to. When it feels hard, when we don't agree – we will focus back on the needs of our children.

We are looking for meaningful co-design

- We sit together on the 27th June
- We are talking with all PCF/Family Forums and specialist groups
- Schools are facing significant pressures. Our commitment is to reduce pressures rather than increase them.
- We need a few nominated Headteacher & SENCO leads from West Berkshire, Slough, RBWM, Wokingham, Bracknell and Reading to help inform the co-design this approach and to represent the needs of to the Berkshire Transformation Board.
- Connectivity with Primary Care via Clinical Leads



Provisional Timescales

Time Period	Focus
April to June 25	<p>Raising awareness, reaching out to our communities and our partners across Berkshire to explain what we're trying to do and why. To ask for interested parties to join the coproduction.</p> <p>Establish the Berkshire Neuro Diverse Systems Transformation Board and shared agreements.</p>
27 th June 25	<p>Gather together to review the examples of good practice and agree our preferred approach for Berkshire</p>
July & August 25	<p>Deep dive on our preferred model and start to understand the opportunities, risks, interdependencies for Berkshire</p>
September to December 25	<p>Workshops with local leaders in each Place (Local Authority area) - to respond to the specific strengths, vulnerabilities, risks, barriers and opportunities to implementation.</p> <p>Creating a plan for each Place (Wokingham, RBWM, Slough, etc)</p>

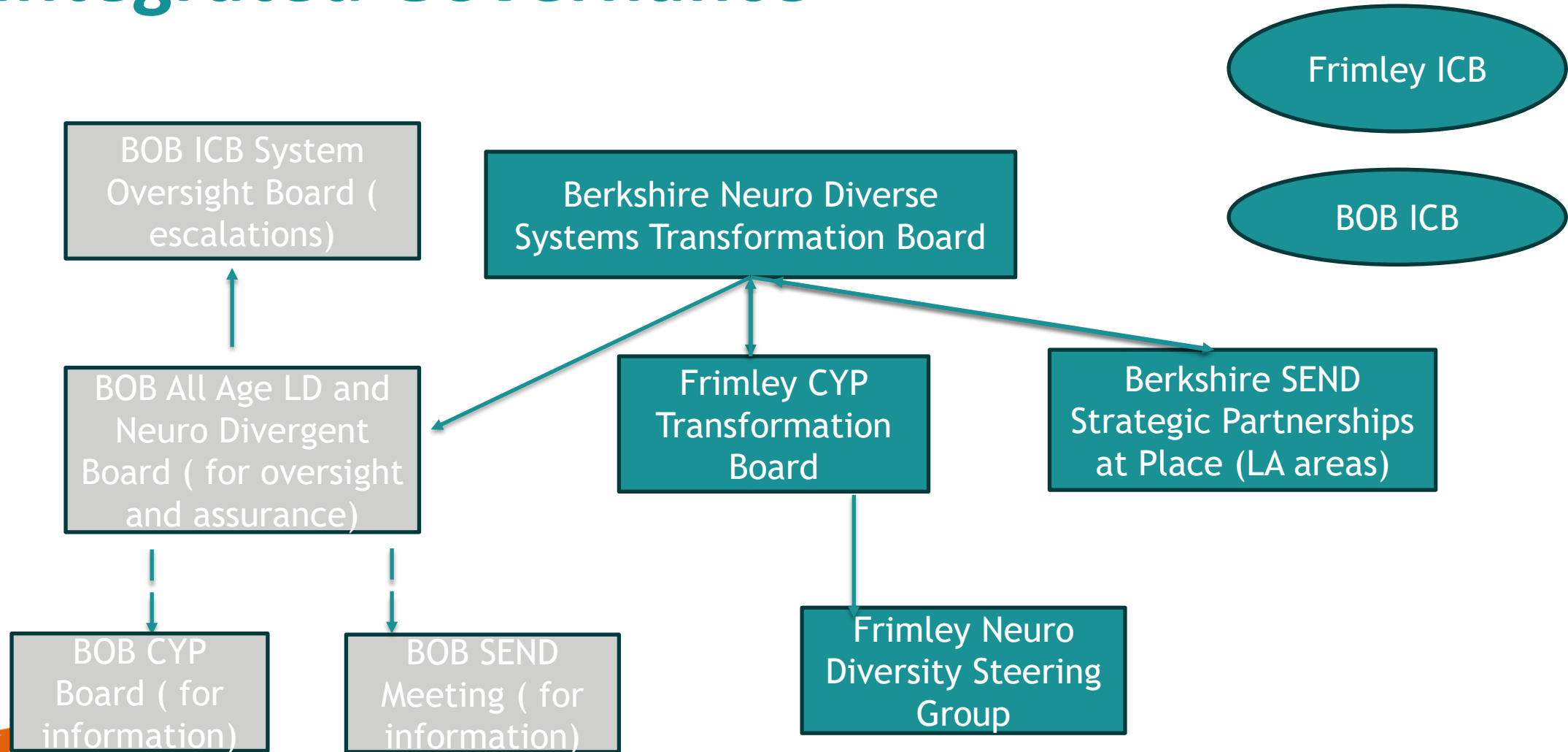


Provisional Timescales

Time Period	Focus
January to April 26	<p>Adaptation of the neuro-divergent tool to the local context in Berkshire.</p> <p>Identification of system barriers to implementation e.g., diagnosis dependent access to resources, IT adaptations, etc; and appropriate adaptations or mitigations. Detailed implementation Place-based Plans and Communication Plan</p>
May to August 26	<p>Workforce training in the approach at Place, and across East/West Berkshire footprints. Adjustments to Ordinarily Available/Early Help and Graduated support to commence; and adaptations to routes to specialist support. Discussions with Adults Services, JCP, employers forums, etc to ensure changes are understood.</p>
September 26 onwards	<p>Embedding of practice in areas of focus for each Place. Close monitoring of risk and unintended consequences. Review and monitoring of impact on outcomes, and careful listening with a strong focus on the lived experience of children and families.</p> <p>‘Learn and Adapt’ model.</p>



Integrated Governance



Summary

- We recognise that these timescales are ambitious, this is a big systems change to seek to progress in eighteen months
- But....we are committed to significantly improving the system promptly for our children
- And to reduce the additional pressures our schools have faced
- This will require us working together as a multi-professional systems leadership team across Berkshire and bearing with each other as we work to unpick and improve the complexity of the system
- We would really value both your support and your input to the design to make sure this works well for our children and families



**Thanks for listening.
Any thoughts or questions?**

