

Bristol, North Somerset & South Glos  
Parent Carer Forums



Working together  
for SEND families



Bristol, North Somerset  
and South Gloucestershire  
Integrated Care Board

# Neurodiversity Transformation Design Conference

Outputs from 7<sup>th</sup> March 2024

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# Background

1. Aim of the day
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3. Summary of existing user insights



# Aim of the conference

The overarching aim of our Design Conference was to enable attendees across all sectors, to collaboratively generate ideas for solutions to address the current challenges faced by neurodivergent children and young people and their families in BNSSG. This was underpinned by focussing on needs and unmet needs of children and young people and how they should be supported in the future.

Idea generation focused on the following age ranges:

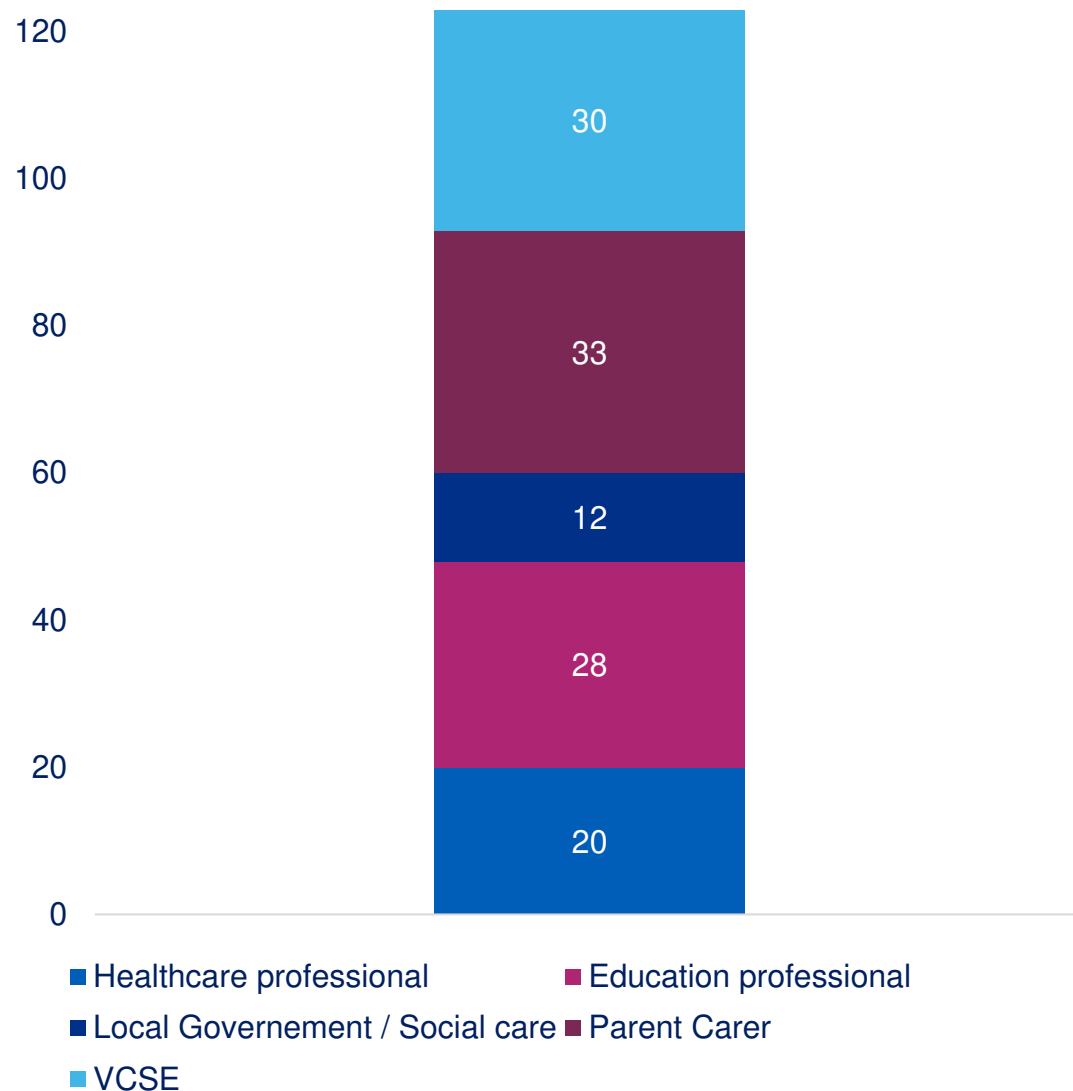
- 0 - 5 years
- 5 – 11 years
- 11 – 16 years
- 16 years+

Our key themes throughout the day were:

- Early needs identification
- Improving support and experience
- Breaking the diagnostic barrier to meet need

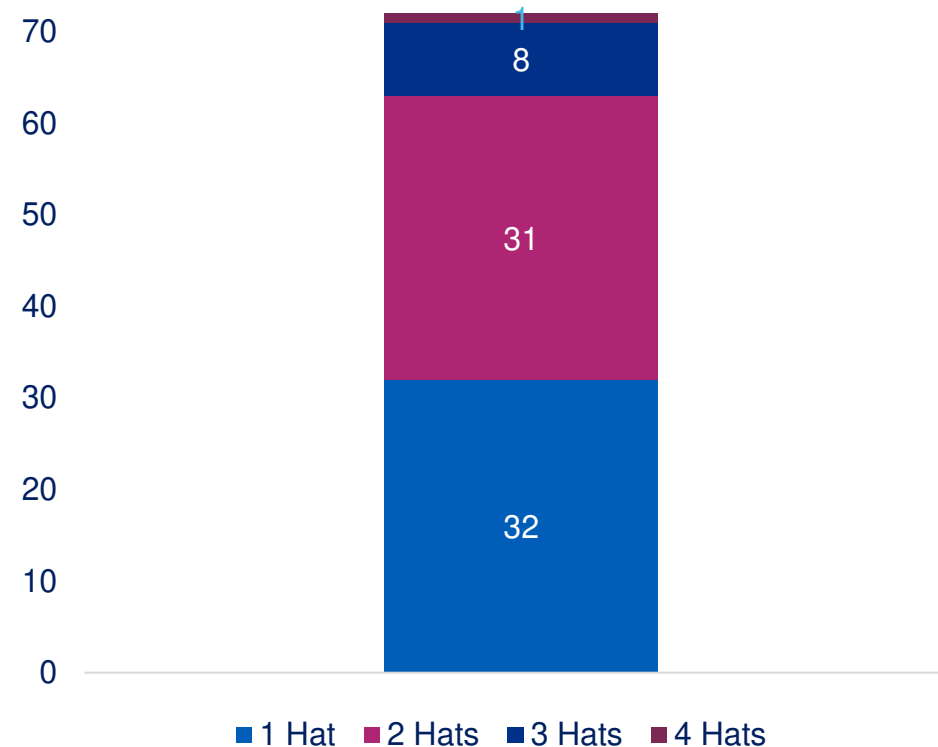
# Attendee analysis

## How many Hats in the room



	Total
People attended	85+
People completed Menti	72
Total number hats in the room	122

## How many Hats people wore



# Approach to generating ideas

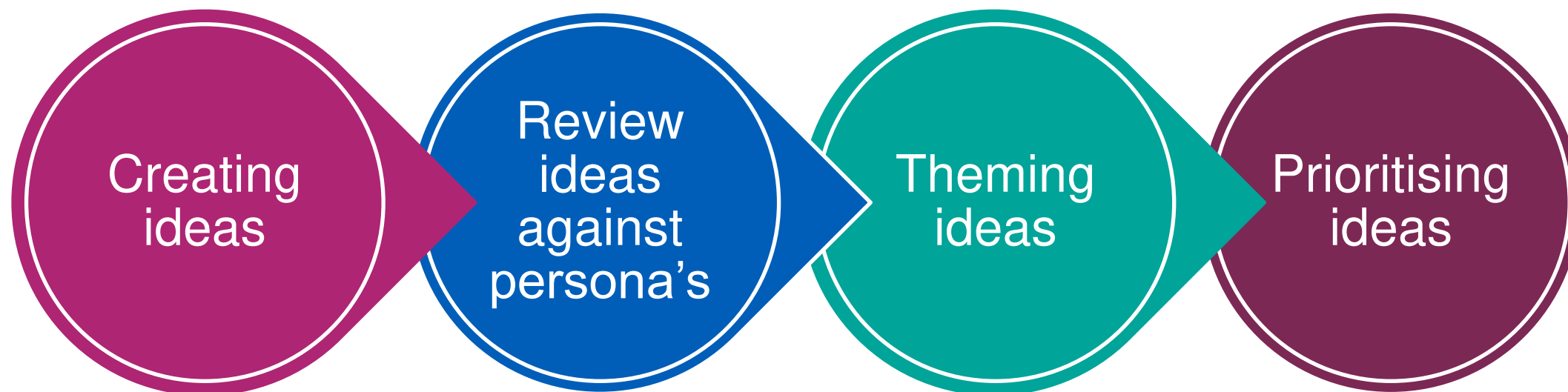


Table activity: to write down ideas, informed by individual experience, information pack and voices heard on the day.

Tables considered the ideas generated and reviewed them against the persona's

Tables plotted their ideas into high level themes

- Early needs identification
- Improving support and experience
- Breaking the diagnostic barrier to meet need
- Other

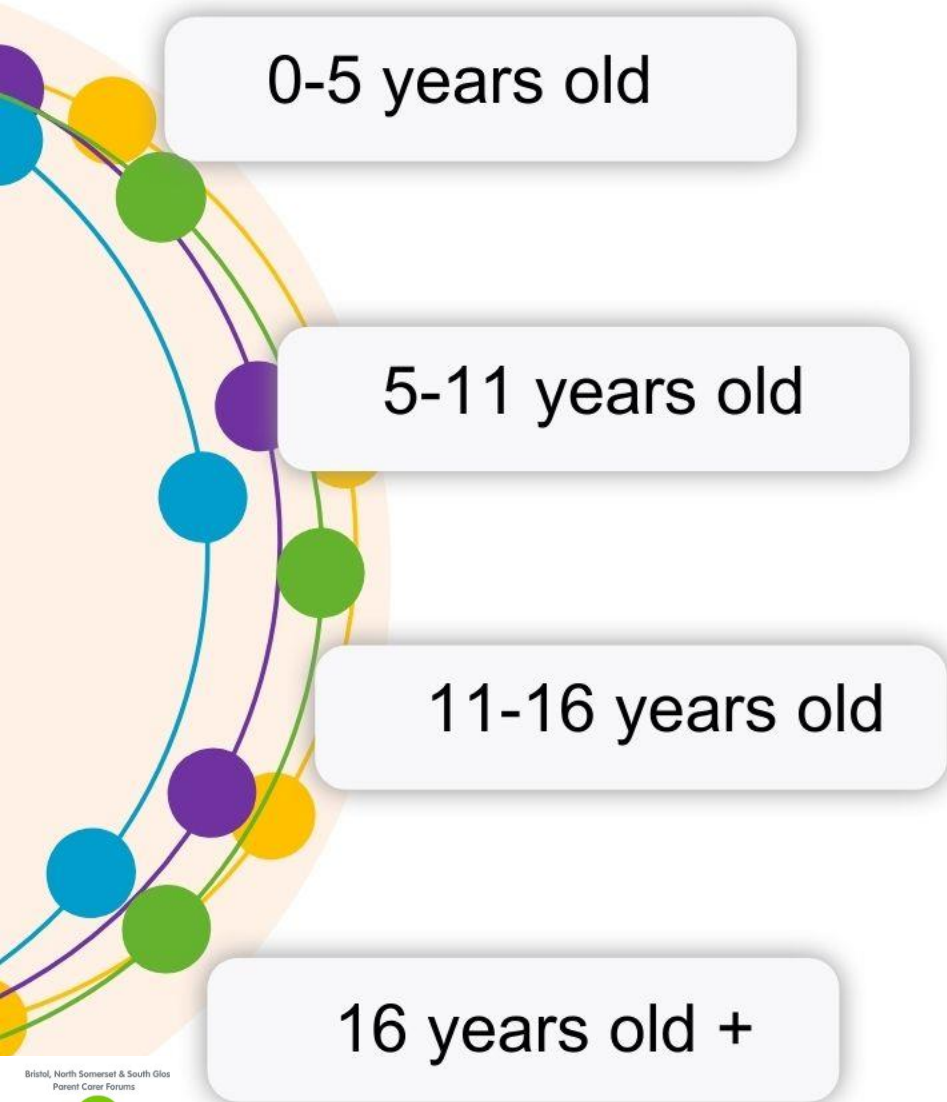
Tables were asked to prioritise one idea in each of the four themes, to be put forward for further development.

# Exec summary

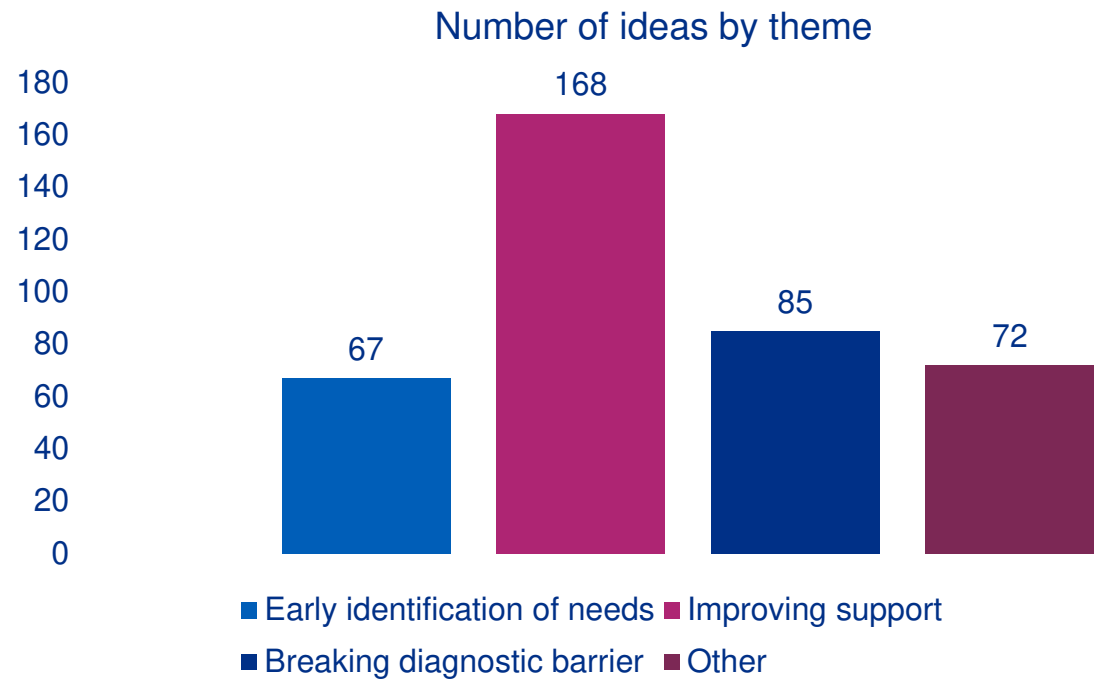
4. All CYP age's theme overview
5. Sub-themes from the conference outputs
6. All ages sub-theme overview
7. Sub-theme overview by age ranges
8. All ages ideas by high – level theme



# All CYP age's theme overview



To ensure the ideas generated covered the needs of all stages of a child and young person, we structured the conference tables by age ranges. Whilst ideas generated focussed on specific age groups, they would also cover different stages of a childhood, to ensure we did not have a fragmenting future model. Ideas were also plotted into themes on the day, as seen below.



Please note, as this chart represents ideas generated across all ages, all duplicated ideas have been amalgamated. Therefore, any of the same ideas suggested on multiple occasions are represented only once.



# Sub-themes from the conference outputs

Following the review and collation of the ideas and recommendations for solutions generated during the conference, the following sub-themes emerged:

Employment and Training Opportunities for CYP

Finances and Funding for Individuals and Services

Guidance, Support And Training For Professionals

Language, Awareness and Culture Of Inclusivity

Mental Health and Wellbeing

Models of Information, Advice, Support And Guidance

Multi-disciplinary Team Approach

Voices of Children and Young People, Families and Lived Experience

Reducing Inequalities

Referrals, Assessments and Pathways

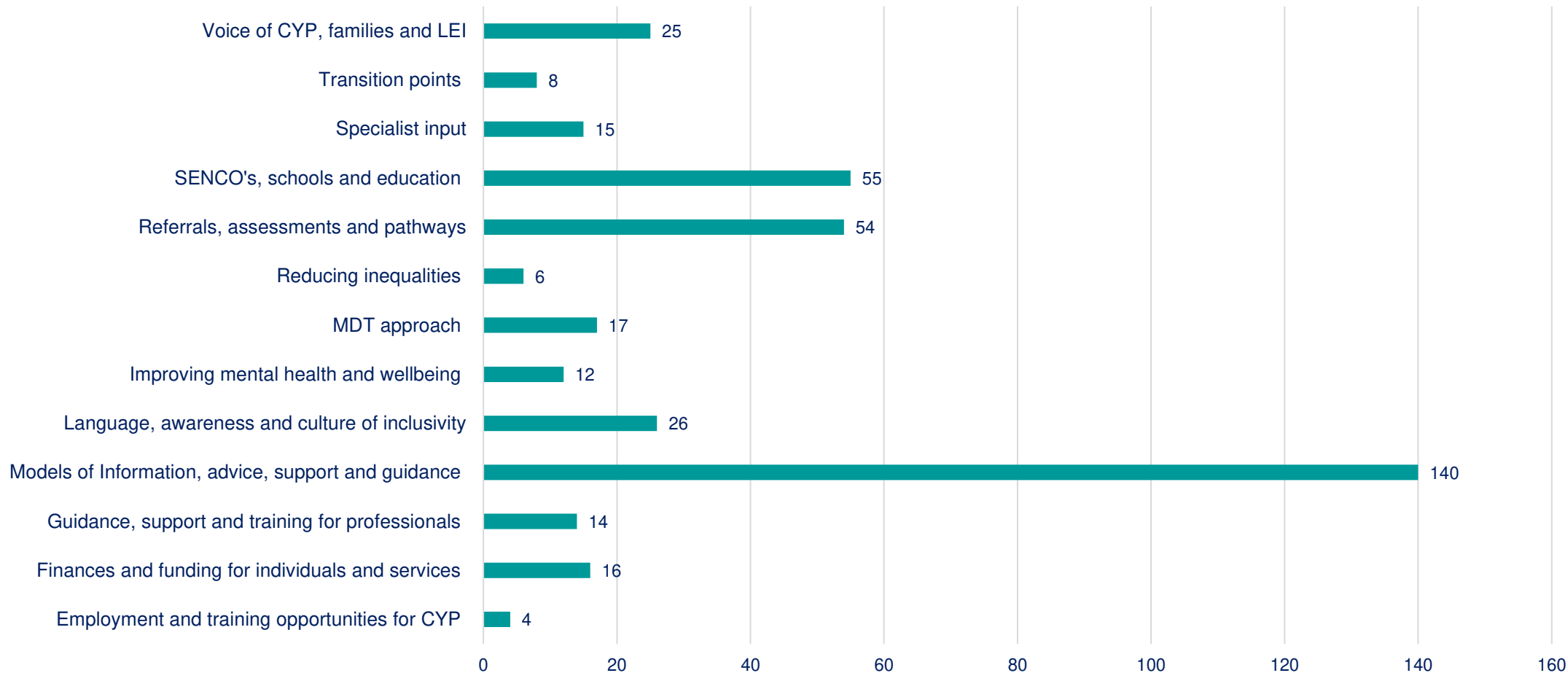
Senco's, Schools and Education

Specialist Input

Transition Points

# All ages sub-theme overview

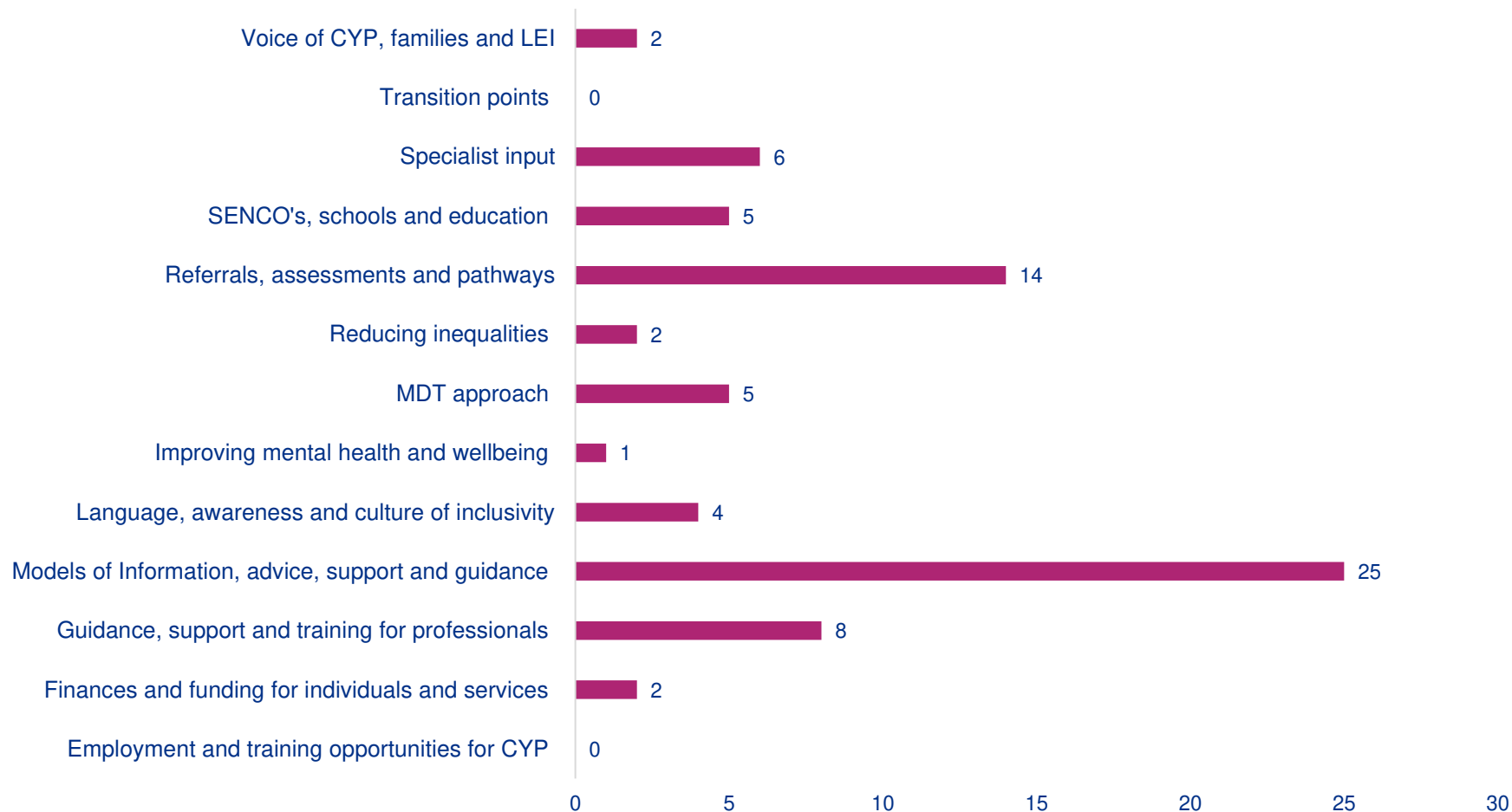
Number of ideas generated for sub-theme, for all ages



Please note, as this chart represents ideas generated across all ages, all duplicated ideas have been amalgamated. Therefore, any of the same ideas suggested on multiple occasions are represented only once.

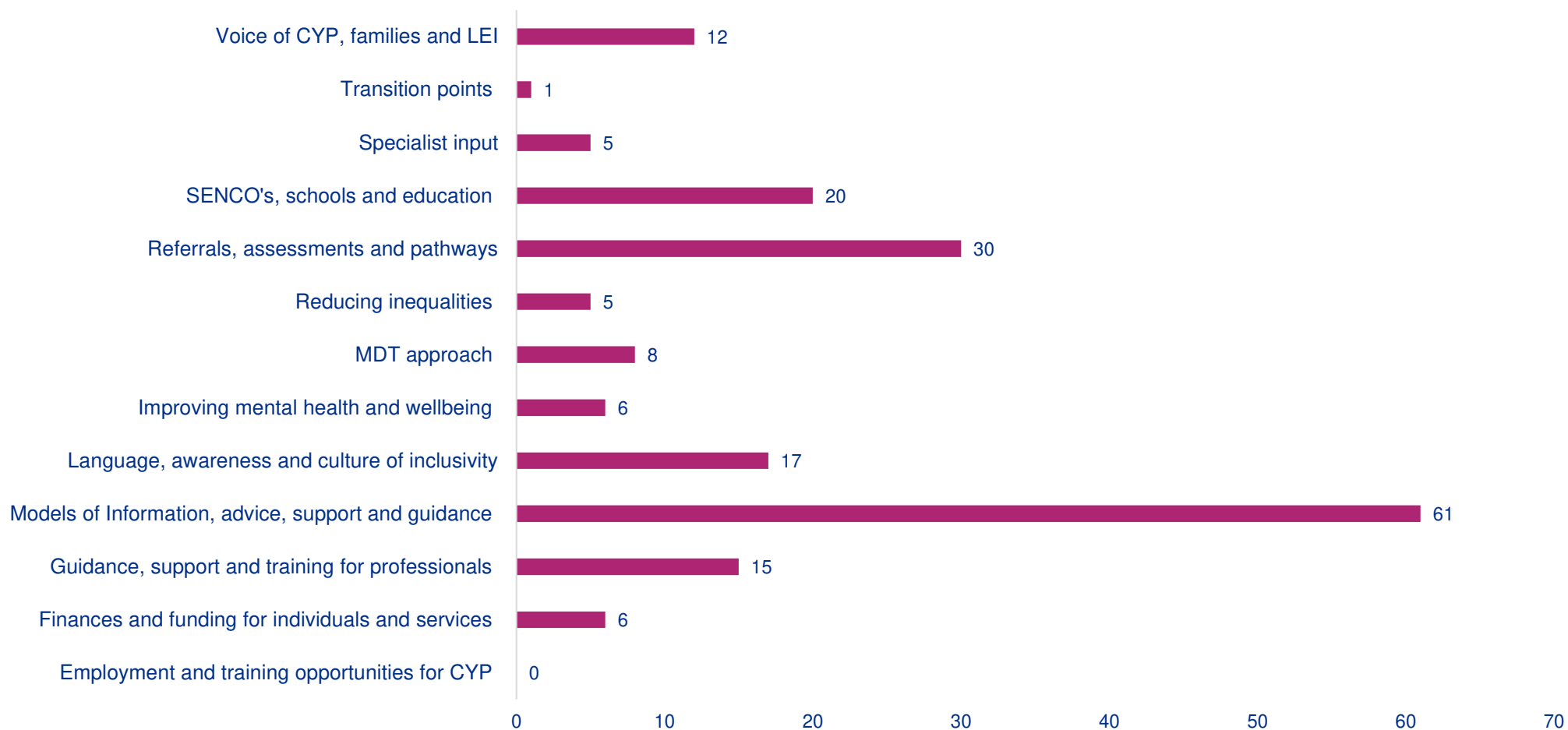
# 0 to 5 years sub-theme overview

Number of ideas generated for sub-theme, for ages 0 – 5 years



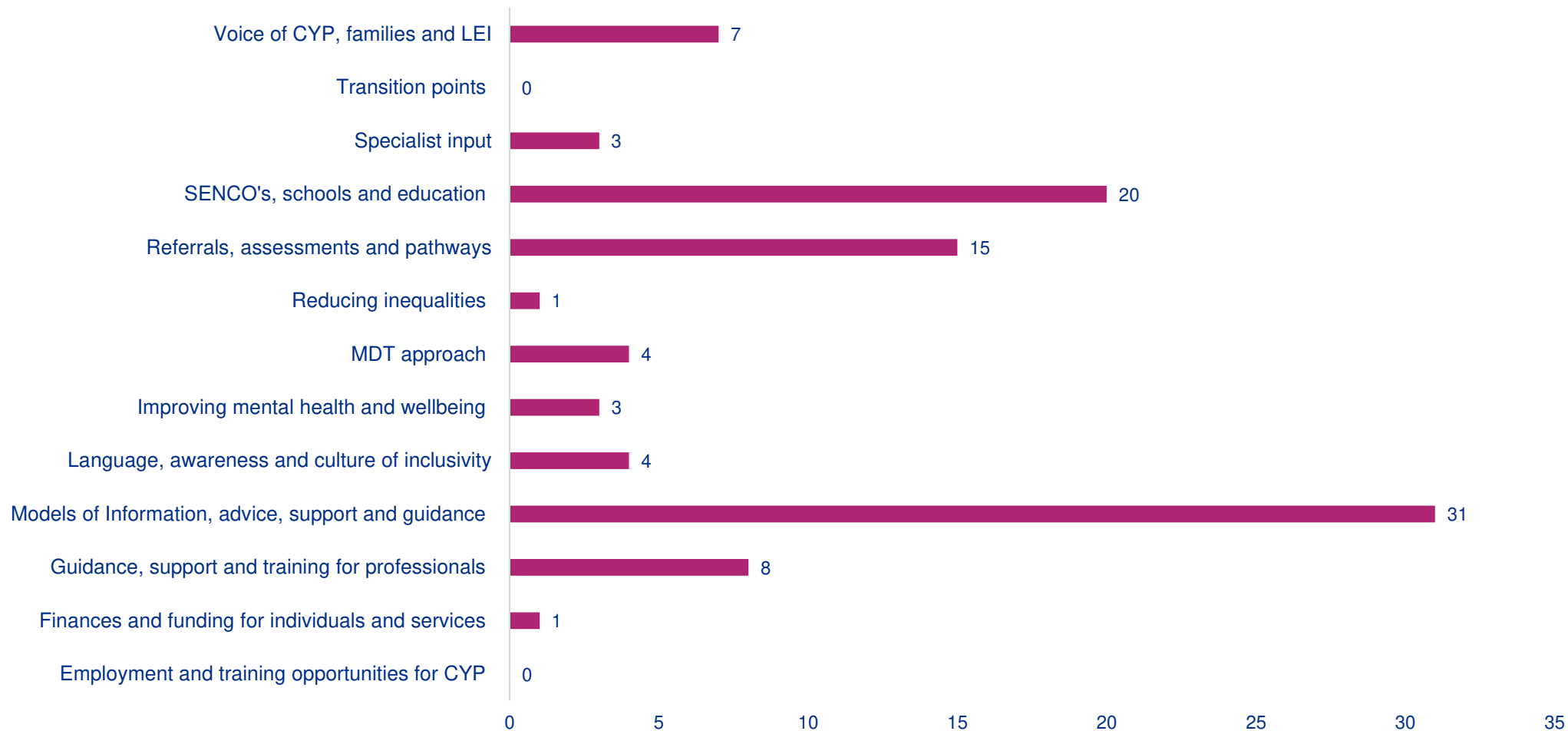
# 5 to 11 years sub-theme overview

Number of ideas generated by sub-theme, for ages 5 – 11 years



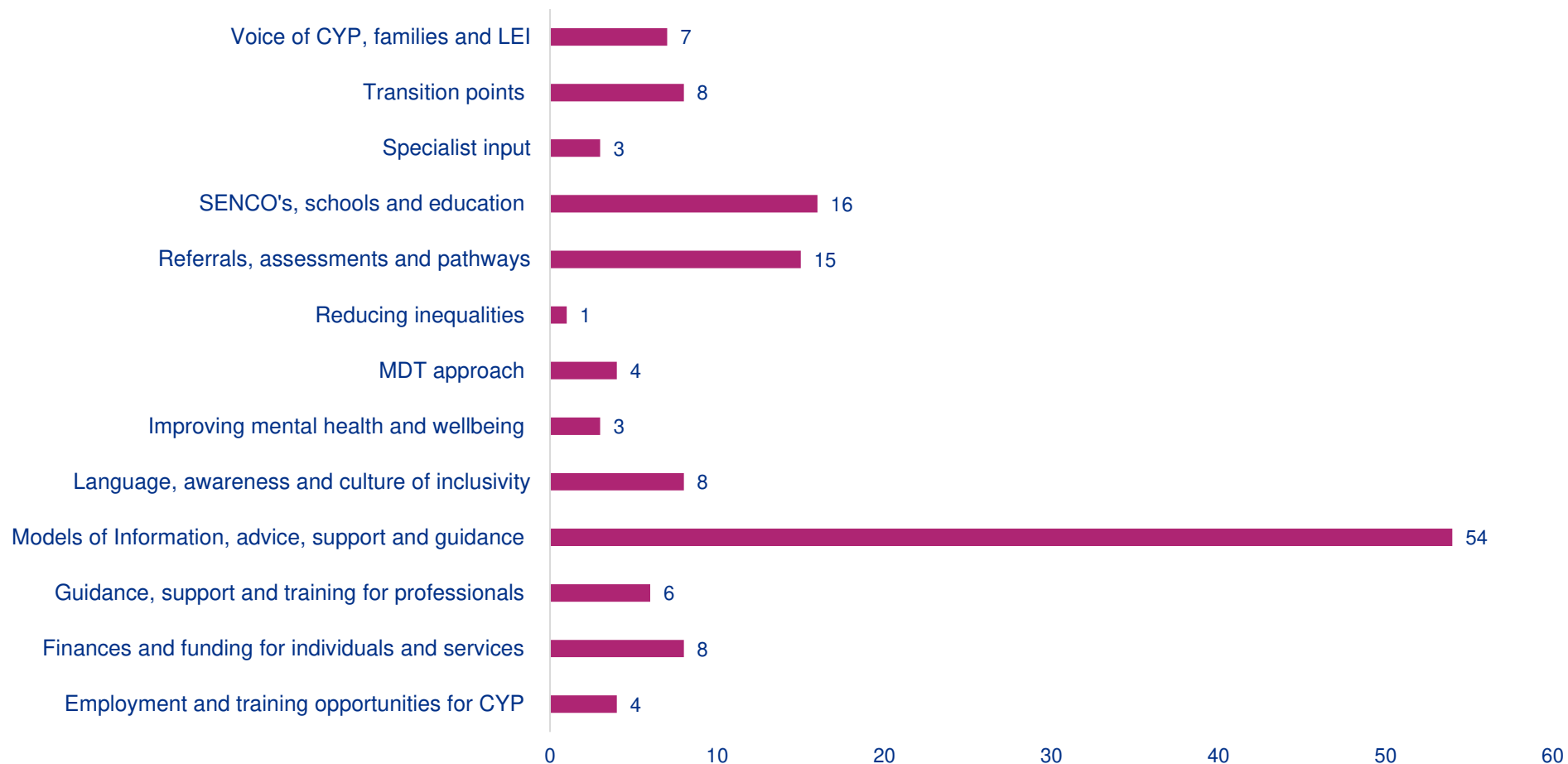
# 11 to 16 years sub-theme overview

Number of ideas generated for sub-theme, for ages 11 – 15 years



# 16 years+ sub-theme overview

Number of ideas generated for sub-theme, for ages 16+ years



# All ages ideas – Early Needs Identification

The ideas, by sub-theme, with the top 4 highest number of votes and mentions across all age groups were as follows:

Top 4 ideas by number of votes :

Theme	Idea	No. of votes
<u>Guidance, support and training for professionals</u>	Training for professionals and parent carers co-created	6
<u>Models of Information, advice, support and guidance</u>	Tell Me Once - first point of contact for a family and then a central system for next steps/ signposting and information sharing	4
<u>Models of Information, advice, support and guidance</u>	Priority for children not accessing school - plan to help reengage	4
<u>Voice of CYP, families and LEI</u>	Parents early concerns listened to and support at the earliest sign to wrap around the family	4

# All ages ideas – Improving support and experience

The ideas, by sub-theme, with the top 4 highest number of votes and mentions across all age groups were as follows:

Top ideas by number of votes: (seven ideas received the third highest number of votes):

Theme	Idea	No. of votes
<u>Specialist input</u>	Health therapies available to work with parents and children	8
<u>Referrals, assessments and pathway improvements</u>	School based assessment and support with training	3
<u>Transition points</u>	Package of support around transition points and follow-up	3
<u>Guidance, support and training for professionals</u>	Training for school staff as early as possible on how to meet needs e.g. during initial teacher training	3
<u>Models of Information, advice, support and guidance</u>	Commission 0-90 not 0-18, avoids transition and repetition	3
<u>MDT approach</u>	Services to work together to share an offer which can be taken up as much as needed i.e. you take the bit you need from each service to provide the package for the CYP	3
<u>SENCO's, schools and education</u>	Greater capacity for support for schools - social care	3
<u>SENCO's, schools and education</u>	OFSTED accountability	3



# All ages ideas – Breaking the diagnostic barrier

The ideas, by sub-theme, with the top 4 highest number of votes and mentions across all age groups were as follows:

Top ideas by number of votes: (five ideas received the third highest number of votes):

Theme	Idea	No. of votes
<u>Models of Information, advice, support and guidance</u>	Remove diagnosis as a barrier to support 'charter' and enable access to support and services across BNSSG regardless of diagnosis	18
<u>Referrals, assessments and pathway improvements</u>	Combined screening/ assessment (Neuroprofiling?) rather than separate lists and services	7
<u>Models of Information, advice, support and guidance</u>	Consistent offer across BNSSG for all SEND	3
<u>Referrals, assessments and pathway improvements</u>	Joint assessment in health (SALT, Paed's, OT), invite SENCO, HV, social worker - colour blind production	3
<u>Funding and finances</u>	£ share cost benefit so parents can go back to work	3
<u>Referrals, assessments and pathway improvements</u>	Have more integrated assessments i.e. can cover ADHD and Autism	3
<u>Referrals, assessments and pathway improvements</u>	Allow people to self-identify needs and self-diagnose, only 'validation through assessment' is for medication purpose	3

# Early Needs Identification – full outputs

- 9. All ages – Early Needs Identification
- 10. 0 – 5 years – Early Needs Identification
- 11. 5 – 11 years – Early Needs Identification
- 12. 11 – 16 years – Early Needs Identification
- 13. 16+ years – Early Needs Identification



# All ages – Early Needs Identification

The ideas, by sub-theme, with the top 4 highest number of votes and mentions across all age groups were as follows:

## Top 4 ideas by number of votes :

Theme	Idea	No. of votes	No. of mentions
<u>Guidance, support and training for professionals</u>	Training for professionals and parent carers co-created	6	1
<u>Models of Information, advice, support and guidance</u>	Tell Me Once - first point of contact for a family and then a central system for next steps/ signposting and information sharing	4	1
<u>Models of Information, advice, support and guidance</u>	Priority for children not accessing school - plan to help reengage	4	1
<u>Voice of CYP, families and LEI</u>	Parents early concerns listened to and support at the earliest sign to wrap around the family	4	1

## Top 4 ideas by number of mentions :

Theme	Idea	No. of votes	No. of mentions
<u>Referrals, assessments and pathway improvements</u>	Self-diagnosis and online profiling assessment tool developed	2	6
<u>Models of Information, advice, support and guidance</u>	Early intervention with or without diagnosis (from health, social care and education)	0	4
<u>Guidance, support and training for professionals</u>	More training in education, including yearly training for SALT and training on masking and AET	1	4
<u>MDT approach</u>	Joined up understanding of individuals' needs and information sharing i.e. not all working on own priorities. Current lack of health involvement in EHCP	0	4

# 0 to 5 years – Early Needs Identification

The ideas, by sub-theme, with the top 3 highest number of votes and mentions were as follows:

## Top 3 ideas by number of votes:

Theme	Idea	No. of votes	No. of mentions
<u>Guidance, support and training for professionals</u>	Training for professionals and parent carers co-created	6	1
<u>Models of Information, advice, support and guidance</u>	Tell Me Once - first point of contact for a family and then a central system for next steps/ signposting and information sharing	4	1
<u>Models of Information, advice, support and guidance</u>	Early identification of needs	2	1

## Top 3 ideas by number of mentions:

Theme	Idea	No. of votes	No. of mentions
<u>Models of Information, advice, support and guidance</u>	Early intervention with or without diagnosis (from health, social care and education)	0	4
All other entries received one mention			

# 0 to 5 years – Early Needs Identification

The full list of ideas, by sub-theme, addressing early needs identification for children and young people aged 0 – 5 years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>Finances and funding for individuals and services</u></b>	More OT and SALT funding	0	1
<b><u>Guidance, support and training for professionals</u></b>	Training for professionals and parent carers co-created	6	1
	Knowledge improved across the whole CYP workforce	0	1
<b><u>Models of Information, advice, support and guidance</u></b>	Tell Me Once - first point of contact for a family and then a central system for next steps/ signposting and information sharing	4	1
	Early identification of needs	2	1
	Acknowledge needs formally	1	1
	Guidance for parents on what to expect in the early years largely neurotypical development focused - which leads to anxiety around 'what's wrong with my child'	1	1
	Early intervention with or without diagnosis (from health, social care and education)	0	4
	Families supported to help their young person	0	1
	Bring back children's centres as hubs of advice, signposting and support	0	1
	More support before children hit school age (5) being able to access more services when they are ready	0	1

# 10 0 to 5 years – Early Needs Identification continued

The full list of ideas, by sub-theme, addressing early needs identification for children and young people aged 0 – 5 years is as follows:

Theme	Idea	No. of votes	No. of mentions
<u>Models of Information, advice, support and guidance</u>	Provide more early years stay and play opportunities where difference is celebrated	0	1
	All processes and resources available across the partnership between health, education, social care	0	1
<u>Improving mental health and wellbeing</u>	Support to overcome Imposter Syndrome	0	1
<u>Referrals, assessments and pathway improvements</u>	Profiling tool done early to give all professionals an understanding of differences and needs	1	1
	Collaborative single one-stop shop child centred assessment	1	1
	Routine screening at 2 years by - Health Visitor - Drop in SALT sessions - Referral and support based on need	0	1

# 1 1 5 to 11 years – Early Needs Identification

The ideas, by sub-theme, with the top 3 highest number of votes and mentions were as follows:

## Top 3 ideas by number of votes:

Theme	Idea	No. of votes	No. of mentions
<u>Models of Information, advice, support and guidance</u>	Priority for children not accessing school - plan to help reengage	4	1
<u>Voice of CYP, families and LEI</u>	Strengthen parent carer voices across services	3	1
<u>Referrals, assessments and pathway improvements</u>	Self-diagnosis and online profiling assessment tool developed	2	6

## Top 3 ideas by number of mentions:

Theme	Idea	No. of votes	No. of mentions
<u>Referrals, assessments and pathway improvements</u>	Self-diagnosis and online profiling assessment tool developed	2	6
<u>Guidance, support and training for professionals</u>	More training in education, including yearly training for SALT and training on masking and AET	1	4
<u>MDT approach</u>	Joined up understanding of individuals' needs and information sharing i.e. not all working on own priorities. Current lack of health involvement in EHCP	0	4

# 1 1 5 to 11 years – Early Needs Identification

The full list of ideas, by sub-theme, addressing early needs identification for children and young people aged 5 – 11 years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>Finances and funding for individuals and services</u></b>	Early intervention is much cheaper than crisis intervention	0	1
<b><u>Guidance, support and training for professionals</u></b>	Building confidence/ resilience in all the system re. equipping nurseries with the staff to observe	0	1
	More training in education, including yearly training for SALT and training on masking and AET	1	4
	Guidance/ support from experts for education to be able to refer and ensure the referral is successful and appropriate	1	1
<b><u>Models of Information, advice, support and guidance</u></b>	Priority for children not accessing school - plan to help reengage	4	1
	Have a single point of access and central location for signposting and follow-up conversations with parents and CYP	1	2
	Family hub but on portable transport system e.g. mobile library type system where you can find SEND information	1	1
	More peer support workers who can do 1:1's with parents to connect them to support and ensure support is accessible, ensure they know where to go, next steps etc.	0	2
	Sensory needs - why is this not part of the core offer	0	1
	Genuinely embrace the narrative of naturally occurring variation and a strengths-based approach	0	1



# 5 to 11 years – Early Needs Identification continued

The full list of ideas, by sub-theme, addressing early needs identification for children and young people aged 5 – 11 years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>Models of Information, advice, support and guidance</u></b>	Early support - parental support before diagnosis (Cygnet is often too late on a parent's journey)	0	1
	There is no early support	0	1
	An external body can make body not just healthcare or education can make decisive decisions and support through changes and transitions	0	1
	Have a support system for parents, counselling support, info to give to families etc	0	1
	Early recognition from 'Sure Start' like hubs with nurses and HV's	0	1
	Neurodiversity champions in every setting	0	1
	Social model, not medical	0	1
	No waiting	0	1
	Increased awareness of challenges	0	1

# 5 to 11 years – Early Needs Identification continued

The full list of ideas, by sub-theme, addressing early needs identification for children and young people aged 5 – 11 years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>Improving mental health and wellbeing</u></b>	Don't just support in crisis	0	1
<b><u>MDT approach</u></b>	Joined up understanding of individuals' needs and information sharing i.e. not all working on own priorities.	0	4
	Current lack of health involvement in EHCP		
	Multi- agency leadership by all sectors to see system as a whole	0	2
<b><u>Reducing inequalities</u></b>	Specific work with communities that have different understanding of SEN due to language, cultural, socio-economic barriers	0	1
<b><u>Referrals, assessments and pathway improvements</u></b>	Self-diagnosis and online profiling assessment tool developed	2	6
	Have discussions about needs in early screening forms or information going out to parent carers	0	1
	Pathway to support needs to be regardless of diagnosis and start earlier	0	1
	Prompt pathwaying at first point of contact	0	1
	- Parent carers share early identified differences in their child to the same service		
	Siblings should be assessed/ neuroprofiled when one child is diagnosed to reduce lists and prevent families with multiple referrals to manage	0	1
	Ensure all information about the child since birth is taken into consideration	0	1

# 1 1 5 to 11 years – Early Needs Identification continued

The full list of ideas, by sub-theme, addressing early needs identification for children and young people aged 5 – 11 years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>SENCO's, schools and education</u></b>	Understanding of early intervention in schools and for parents and systems and advantages of identifying early	0	1
	Working on cultural shift of SALT/ CEO in school to align SEND to wider areas	0	1
	SENCO's/ pastoral staff need more time - they are a key part of the process	0	1
<b><u>Specialist input</u></b>	Need for sensory OT, not just functional. This means children can regulate and cope with school	0	1
<b><u>Voice of CYP, families and LEI</u></b>	Strengthen parent carer voices across services	3	1
	Believe parents	0	1
	Believe CYP	0	1

# 11 to 16 years – Early Needs Identification

The ideas, by sub-theme, with the top 3 highest number of votes and mentions were as follows:

Top ideas by number of votes (six ideas received the same top number of votes :

Theme	Idea	No. of votes	No. of mentions
<u>Guidance, support and training for professionals</u>	All SENCO's and teachers to have Oliver McGowan training levels 1-3	3	1
<u>Models of Information, advice, support and guidance</u>	Embed awareness and models of practice across all areas of support: - Trauma - Social model of disability - Person-centred approaches	3	2
	CYP and family give story and views once	3	1
<u>MDT approach</u>	Pooling resources and using the expertise of different professionals and sectors to focus on a holistic approach to the offer with focus around the individual and entire family/ support network	3	2
	Cross-system discussions about CYP with complex needs	3	0
<u>Referrals, assessments and pathway improvements</u>	Assess sensory profiles early in schools and stream to different sized schools based on this	3	1

Top 3 ideas by number of mentions:

Theme	Idea	No. of votes	No. of mentions
<u>Models of Information, advice, support and guidance</u>	Embed awareness and models of practice across all areas of support: - Trauma - Social model of disability - Person-centred approaches	3	2
<u>MDT approach</u>	Pooling resources and using the expertise of different professionals and sectors to focus on a holistic approach to the offer with focus around the individual and entire family/ support network	3	2
	All other entries received one mention		

# 11 to 16 years – Early Needs Identification

The full list of ideas, by sub-theme, addressing early needs identification for children and young people aged 11 – 16 years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>Guidance, support and training for professionals</u></b>	All SENCO's and teachers to have Oliver McGowan training levels 1-3	3	1
	Understanding and knowledgeable staff across health, education, social care and VCSE	1	1
	Workforce development and training	0	1
<b><u>Models of Information, advice, support and guidance</u></b>	Embed awareness and models of practice across all areas of support: - Trauma - Social model of disability - Person-centred approaches	3	2
	CYP and family give story and views once	3	1
	Early identification and support for CYP, including parent carer support	0	1
	How do we capture the views, values, goals of those unable to verbally communicate? Assumptions based on parents' views	0	1
<b><u>MDT approach</u></b>	Pooling resources and using the expertise of different professionals and sectors to focus on a holistic approach to the offer with focus around the individual and entire family/ support network	3	2
	Cross-system discussions about CYP with complex needs	3	0

# 11 to 16 years – Early Needs Identification continued

The full list of ideas, by sub-theme, addressing early needs identification for children and young people aged 11 – 16 years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>Referrals, assessments and pathway improvements</u></b>	Assess sensory profiles early in schools and stream to different sized schools based on this	3	1
	Profile at 5-6 years	1	1
	Screen for learning styles in EYFS/ KS1 so kids know how they learn best early on and stream by learning style as school progresses	0	1
<b><u>SENCO's, schools and education</u></b>	Increase in Resource Base provision in schools	0	1
<b><u>Specialist input</u></b>	Re-instigate more regular health visitor routine check to identify development need early to increase chance of resolving problems before persistence	1	1
	Use private counsellors who specialise in neurodivergence to do holistic bio-psychosocial work to support diagnosis or self-diagnosis to reduce clinical need	1	1
	OT, SALT and CAMHS in schools	0	1

# 16+ years – Early Needs Identification

The ideas, by sub-theme, with the top 3 highest number of votes and mentions were as follows:

Top 3 ideas by number of votes :

Theme	Idea	No. of votes	No. of mentions
<u>Voice of CYP, families and LEI</u>	Parents early concerns listened to and support at the earliest sign to wrap around the family	4	1
<u>SENCO's, schools and education</u>	Neurodiversity curriculum for all	3	1
<u>Referrals, assessments and pathway improvements</u>	Screeners to identify needs - universal	2	1

Top 3 ideas by number of mentions:

Theme	Idea	No. of votes	No. of mentions
<u>Models of Information, advice, support and guidance</u>	Creating profile/ passport for all CYP from nursery/ reception looking at preferences/ sensory profiling/ anxiety levels/ communication style etc to inform planning and understand needs	0	2
All other entries received one mention			

# 16+ years – Early Needs Identification

The full list of ideas, by sub-theme, addressing early needs identification for children and young people aged 16+ years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>Models of Information, advice, support and guidance</u></b>	One size fits all won't work	0	1
	Go back to person and family centred approach as expected in the children and families act 2014	1	1
	School/nursery champions offer practical solutions	1	1
	Support with presenting problems while waiting for diagnosis	1	1
	Creating profile/ passport for all CYP from nursery/ reception looking at preferences/ sensory profiling/ anxiety levels/ communication style etc to inform planning and understand needs	0	2
	Access needs of parent carers and CYP - consistent support and adjustments made between professionals and services to support decision making	0	1
	Reasonable and impactful forward thinking outcomes that impact CYP in a real practical way	0	1
	Early recognition of challenges faced	0	1
	Strength-based approach to families and CYP - support and education about neurodiversity	0	1



# 13 16+ years – Early Needs Identification continued

The full list of ideas, by sub-theme, addressing early needs identification for children and young people aged 16+ years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>Models of Information, advice, support and guidance</u></b>	Influence wider community views and understanding so that setting might recognise neurodiversity earlier	0	1
<b><u>Improving mental health and wellbeing</u></b>	Places to be heard and listened to in schools - mental health support	1	1
<b><u>Referrals, assessments and pathway improvements</u></b>	Screeners to identify needs - universal	2	1
	Combine education needs assessment with health needs assessment	0	1
	Needs based diagnosis - Communication - sensory - sleep etc	0	1
	Recognising diagnosis as a right to identity	0	1
	Change pathway to responsiveness	0	1
<b><u>SENCO's, schools and education</u></b>	Neurodiversity curriculum for all	3	1
	Give more time to schools SENCO's - full-time qualified	1	1

# 16+ years – Early Needs Identification continued

The full list of ideas, by sub-theme, addressing early needs identification for children and young people aged 16+ years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>Transition points</u></b>	Post 16 - begin transitional work together before 16, must be from 13 - 14 years	0	1
	16+ journey map to help understand options and support available, including higher education and employment	0	1
<b><u>Voice of CYP, families and LEI</u></b>	Parents early concerns listened to and support at the earliest sign to wrap around the family	4	1
	Parents early concerns listened to and acted on	0	1
	Hear the voice of CYP - Self-diagnosis - Remove medical/hierarchical attitude	0	1

# Improving support and experience – full outputs

- 14. All ages – Improving support and experience
- 15. 0 – 5 years – Improving support and experience
- 16. 5 – 11 years – Improving support and experience
- 17. 11 – 16 years – Improving support and experience
- 18. 16+ years – Improving support and experience



# All ages – Improving support and experience

The ideas, by sub-theme, with the top 4 highest number of votes and mentions across all age groups were as follows:

Top ideas by number of votes: (seven ideas received the third highest number of votes):

Theme	Idea	No. of votes	No. of mentions
<b>Specialist input</b>	Health therapies available to work with parents and children	8	2
<b><u>Referrals, assessments and pathway improvements</u></b>	School based assessment and support with training	3	1
<b><u>Transition points</u></b>	Package of support around transition points and follow-up	3	8
<b><u>Guidance, support and training for professionals</u></b>	Training for school staff as early as possible on how to meet needs e.g. during initial teacher training	3	1
<b><u>Models of Information, advice, support and guidance</u></b>	Commission 0-90 not 0-18, avoids transition and repetition	3	1
<b><u>MDT approach</u></b>	Services to work together to share an offer which can be taken up as much as needed i.e. you take the bit you need from each service to provide the package for the CYP	3	4
<b><u>SENCO's, schools and education</u></b>	Greater capacity for support for schools - social care	3	1
<b><u>SENCO's, schools and education</u></b>	OFSTED accountability	3	1

Top 4 ideas by number of mentions:

Theme	Idea	No. of votes	No. of mentions
<b><u>Transition points</u></b>	Package of support around transition points and follow-up	3	8
<b><u>Guidance, support and training for professionals</u></b>	Mandatory staff training in all schools and education - bespoke, staff sharing between mainstream and specialist schools, during PGCE so education staff to have confidence to recognise need, understand their duty and responsibility and trained in strategies they can use	1	7
<b><u>Specialist input</u></b>	Greater access to SALT including co-work with OT's and SALTs and have them present at drop-ins, HV check-ins, nurseries, community place	0	5
	Please refer to full list for all ideas with 4 mentions		

# 15 0 - 5 years – Improving support and experience

The ideas, by sub-theme, with the top 3 highest number of votes and mentions were as follows:

Top ideas by number of votes (four ideas received the second highest number of votes):

Theme	Idea	No. of votes	No. of mentions
<b>Specialist input</b>	Health therapies available to work with parents and children	8	2
<b>Models of Information, advice, support and guidance</b>	A coordinator - Similar to lead professional on EHAP but focused on neurodiversity - Clear guidance on risk factors and how to escalate	2	1
<b>MDT approach</b>	Joint MDT assessment and triage so children are referred into one place but can go to lots of different services	2	4
	A system that records education, health and social care - Parents not having to keep retelling stories - All professionals knowing who is involved	2	4
<b>Voice of CYP, families and LEI</b>	Listen to families' concerns, don't be dismissive and listen to CYP voice	2	1

Top ideas by number of mentions (five ideas received the second highest number of mentions):

Theme	Idea	No. of votes	No. of mentions
<b>Specialist input</b>	Greater access to SALT including co-work with OT's and SALTs and have them present at drop-ins, HV check-ins, nurseries, community place	0	5
<b>Models of Information, advice, support and guidance</b>	Clear pathways of signposting for support and resources co-produced and made accessible, (i.e. use of social media platforms including translations	0	4
<b>Models of Information, advice, support and guidance</b>	Peer support navigators/ advocates allocated to families	0	4
<b>MDT approach</b>	Joint MDT assessment and triage so children are referred into one place but can go to lots of different services	2	4
<b>MDT approach</b>	A system that records education, health and social care - Parents not having to keep retelling stories - All professionals knowing who is involved	2	4
<b>Specialist input</b>	Comprehensive sensory support service, including OT and sensory breaks	0	4

# 0 - 5 years – Improving support and experience

The full list of ideas, by sub-theme, focusing on improving support and experience for children and young people aged 0 – 5 years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>Guidance, support and training for professionals</u></b>	Training across organisations/ disciplines - education, health, social care	0	1
<b><u>Models of Information, advice, support and guidance</u></b>	A coordinator - Similar to lead professional on EHAP but focused on neurodiversity - Clear guidance on risk factors and how to escalate	2	1
	Clear pathways of signposting for support and resources co-produced and made accessible, (i.e. use of social media platforms including translations)	0	4
	Peer support navigators/ advocates allocated to families	0	4
	More support for whole family support and - knowledge sharing with families about neurodivergent support available and what to expect from schools, early years settings, health etc	0	3
	Unique individuals/ personal profiling - support doesn't look the same for everyone	0	1
<b><u>Language, awareness and culture of inclusivity</u></b>	Change in culture and attitudes associated with neurodivergence	0	1
	Clarity, honesty and communication in terms of what services offer	0	1
	All settings become neuroinclusive	0	2

# 0 - 5 years – Improving support and experience continued

The full list of ideas, by sub-theme, focusing on improving support and experience for children and young people aged 0 – 5 years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>MDT approach</u></b>	Joint MDT assessment and triage so children are referred into one place but can go to lots of different services	2	4
	A system that records education, health and social care - Parents not having to keep retelling stories - All professionals knowing who is involved	2	4
	Work collaboratively with settings to identify children with highest level of need	0	1
<b><u>Reducing inequalities</u></b>	Equity of services across BNSSG	0	1
	Additional support for families who have EAL/ cultural needs	0	1
<b><u>Referrals, assessments and pathway improvements</u></b>	Reduce waiting times	0	1
	Face to face assessments for children, not just SQC's which are a snapshot	0	1
	Joined up diagnosis process i.e. at final meeting	0	1
	One referral, not lots of lists	0	1
	Referral at the right time - Access all support services while waiting to be seen	0	1

# 0 - 5 years – Improving support and experience continued

The full list of ideas, by sub-theme, focusing on improving support and experience for children and young people aged 0 – 5 years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b>SENCO's, schools and education</b>	School/ nursery based model 80/20	0	1
	Schools to offer a more consistent approach to inclusion and support	0	1
	Recognition that education deals with classes/cohorts so CYP centred is important but cannot be addressed without consideration of cohort. Resources should reflect diversity of cohort	0	1
<b>Specialist input</b>	Health therapies available to work with parents and children	8	2
	Greater access to SALT including co-work with OT's and SALTs and have them present at drop-ins, HV check-ins, nurseries, community place	0	5
	Comprehensive sensory support service, including OT and sensory breaks	0	4
	More specialist schools for early years	0	1
	Support from a dietitian who understands the concerns with textures/tastes to support a food plan to allow a 'ladder' of foods to try .e.g. if they like this you might like this	0	1
	Support from specialist for parents after diagnosis	0	1
	Support from specialist for parents after diagnosis	0	1
<b>Voice of CYP, families and LEI</b>	Listen to families' concerns, don't be dismissive and listen to CYP voice	2	1



# 16 5 - 11 years – Improving support and experience

The ideas, by sub-theme, with the top 3 highest number of votes and mentions were as follows:

Top ideas by number of votes (two ideas received the second highest number of votes):

Theme	Idea	No. of votes	No. of mentions
<u>Referrals, assessments and pathway improvements</u>	School based assessment and support with training	3	1
<u>Transition points</u>	Package of support around transition points and follow-up	3	8
<u>Models of Information, advice, support and guidance</u>	Access to services to support sensory differences and create ways to develop the environment regardless of diagnosis	2	1
<u>SENCO's, schools and education</u>	ASD/ADHD - Triage relies on effectiveness and expertise of the SENCO. Children with new SENCO's may be at a disadvantage	2	0

Top ideas by number of mentions (two ideas received the third highest number of mentions):

Theme	Idea	No. of votes	No. of mentions
<u>Transition points</u>	Package of support around transition points and follow-up	3	8
<u>Guidance, support and training for professionals</u>	Mandatory staff training in all schools and education - bespoke, staff sharing between mainstream and specialist schools, during PGCE so education staff to have confidence to recognise need, understand their duty and responsibility and trained in strategies they can use	1	7
<u>Models of Information, advice, support and guidance</u>	Out of school clubs and activities - quiet sessions - support buddy	0	3
<u>Voice of CYP, families and LEI</u>	Parity of expertise between parents and professionals	0	3

# 16 5 - 11 years – Improving support and experience

The full list of ideas, by sub-theme, focusing on improving support and experience for children and young people aged 5 - 11 years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b>Funding and finances</b>	Schools to have a small budget available to try new things	0	1
	Bristol school funding - as and when to meet need	0	1
<b>Guidance, support and training for professionals</b>	Training for professionals across the system (incl. what other professionals do)	0	1
	Support line for families - advice and signposting	0	1
	Mandatory staff training in all schools and education - bespoke, staff sharing between mainstream and specialist schools, during PGCE so education staff to have confidence to recognise need, understand their duty and responsibility and trained in strategies they can use	1	7
<b>Models of Information, advice, support and guidance</b>	Following diagnosis, parent carers often still feel lost, where is the follow-up support? Check-in	1	1
	Information that is up to date is so important	0	1
	Single point of contact - Sure Start children's centre model - PCF base for support and workshops - Space outside school more approachable	0	1
	One team - no tick box. A single team for ADHD, Autism, SALT and EHCP	1	2

# 5 - 11 years – Improving support and experience

The full list of ideas, by sub-theme, focusing on improving support and experience for children and young people aged 5 - 11 years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>Models of Information, advice, support and guidance</u></b>	Out of school clubs and activities - quiet sessions - support buddy	0	3
	There shouldn't be a difference in approach of support from professionals depending on whether there is an EHCP/diagnosis in place	0	1
	Support shouldn't be depend't on post code lottery or luck of the drawer	0	2
	Hand holding throughout the journey	0	2
	When a plan is put in place ensure it is followed	0	1
	GP LES for medication reviews to release capacity in community Paeds	0	1
	Groups and support for hard to reach parents	0	2
	Pro-active signposting to resources and peer support for families	0	2
	Online resource	0	1

# 5 - 11 years – Improving support and experience

The full list of ideas, by sub-theme, focusing on improving support and experience for children and young people aged 5 - 11 years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>Models of Information, advice, support and guidance</u></b>	Neurodiversity experts and professionals in schools to identify and manage needs	0	2
	More developed and comprehensive local offer	0	1
	Mobile family hub to travel and offer drop-ins	0	1
	Interagency Info sharing online hub /database for CYP who need access to multiple services so there's somewhere to communicate	1	2
	Locality hub of multi-agency support for neurodiversity	0	2
	Access to services to support sensory differences and create ways to develop the environment regardless of diagnosis	2	1
	More support for families	0	1
	School community hubs need funding	0	1
	Increased sibling support	0	1
	Parent support: - Accessible - 'Courses' terminology might appear negative	0	1

# 5 - 11 years – Improving support and experience

The full list of ideas, by sub-theme, focusing on improving support and experience for children and young people aged 5 - 11 years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>Models of Information, advice, support and guidance</u></b>	Improve access	0	1
	Communicate	0	1
	Listen	0	1
	Independent advocacy (not everyone has equal parent carers)	0	1
	Disability social care needs to be more accessible - meeting these needs would take pressure off families and education	0	1
	Remember behaviour is always communication	0	1
<b><u>Language, awareness and culture of inclusivity</u></b>	No labels	0	1
	Neurodivergence - does using this term work for a child with dyslexia vs a child with autism?	0	1
	Be brave to accept that a CYP has a disability. Recognise it and work with the CYP and the family	1	1
	Remove syndrome/ disorder from terminology	0	1

# 5 - 11 years – Improving support and experience

The full list of ideas, by sub-theme, focusing on improving support and experience for children and young people aged 5 - 11 years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>Language, awareness and culture of inclusivity</u></b>	Abandon pre-conceived notions of neurodiversity	1	1
	Stop saying 'the CYP is fine in school'	1	1
	Campaigns to get more males into caring professions	0	1
	Improve environment so greater inclusion for neurodiversity	0	1
	Helping children understand and accept neurodiversity from EY onwards	0	2
	Improve neurodiverse culture - different, not less	0	1
<b><u>Improving mental health and wellbeing</u></b>	Access to PMHS for schools. Schools need greater understanding of where to signposting and how to support	0	1
	Access to CAMHS only before diagnosis - what help is there post diagnosis?	0	1
	Access to CAMHS often not suitable for neurodiverse CYP - alternatives needed such as equine, creative therapies and mentor-based training	1	1
<b><u>MDT approach</u></b>	Multi-agency joint assessment process - parents, school, health and social care to identify needs and build provision	0	1

# 5 - 11 years – Improving support and experience

The full list of ideas, by sub-theme, focusing on improving support and experience for children and young people aged 5 - 11 years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>MDT approach</u></b>	Partner links - OT/ SALT in school regularly and named links to Comms Paeds	0	1
	More opportunity for multi-agency collaboration to ensure better understanding of the different roles	0	1
<b><u>Reducing inequalities</u></b>	Consistent approach across BNSSG	0	1
	Cultural competency - ensuring accessibility for services for those who experience barriers with languages and cultural difference i.e. by ensuring a speaker of the same language is available	0	1
<b><u>Referrals, assessments and pathway improvements</u></b>	Forms take hours to complete	0	1
	School based assessment and support with training	3	1
	Greater use of observation and assessment model to support CYP family and settings	0	1
	Somewhere you can track where child is on waiting list to ensure forms have been submitted	0	1
<b><u>SENCO's, schools and education</u></b>	More consistent SENCO provision	1	2
	ASD/ADHD - Triage relies on effectiveness and expertise of the SENCO. Children with new SENCO's may be at a disadvantage	2	0

# 5 - 11 years – Improving support and experience

The full list of ideas, by sub-theme, focusing on improving support and experience for children and young people aged 5 - 11 years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>Specialist input</u></b>	Outreach from specialist	0	1
<b><u>Transition points</u></b>	Package of support around transition points and follow-up	3	8
<b><u>Voice of CYP, families and LEI</u></b>	Have fluid conversations with families and parents where they feel heard and believed	0	1
	CYP need to be part of the planning in school	0	1
	Parity of expertise between parents and professionals	0	3
	Importance of asking what their needs are and then action this	0	1



# 11 - 16 years – Improving support and experience

The ideas, by sub-theme, with the top 3 highest number of votes and mentions were as follows:

Top ideas by number of votes (four ideas received the highest number of votes):

Theme	Idea	No. of votes	No. of mentions
<u>Guidance, support and training for professionals</u>	Training for school staff as early as possible on how to meet needs e.g. during initial teacher training	3	1
<u>Models of Information, advice, support and guidance</u>	Commission 0-90 not 0-18, avoids transition and repetition	3	1
<u>MDT approach</u>	Services to work together to share an offer which can be taken up as much as needed i.e. you take the bit you need from each service to provide the package for the CYP	3	4
<u>SENCO's, schools and education</u>	Greater capacity for support for schools - social care	3	1

Top ideas by number of votes (four ideas received the highest number of votes):

Theme	Idea	No. of votes	No. of mentions
<u>Models of Information, advice, support and guidance</u>	Outreach/ keyworker/ VCSE worker to provide support in navigating services and for specific communities (helping them to understand specific CYP needs)	0	4
<u>MDT approach</u>	Services to work together to share an offer which can be taken up as much as needed i.e. you take the bit you need from each service to provide the package for the CYP	3	4
<u>SENCO's, schools and education</u>	CYP has sense of belonging and someone and somewhere they can go to when struggling who will listen and work with them in education. Someone they can trust and relate to and call by their first name, including sensory quiet area	2	4
<u>SENCO's, schools and education</u>	Smaller classes and secondary schools run on primary school model i.e. retain same teacher	2	4

# 11 - 16 years – Improving support and experience

The full list of ideas, by sub-theme, focusing on improving support and experience for children and young people aged 11 - 16 years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>Funding and finances</u></b>	Extended funding for parent and family support and intervention prior to crisis	0	2
<b><u>Guidance, support and training for professionals</u></b>	Training for school staff as early as possible on how to meet needs e.g. during initial teacher training	3	1
	Educate everyone in schools, all staff and all CYP	1	1
	Group supervision for teachers and school staff led by a neurodivergent counselling supervisor	1	1
	Better understanding of menstrual cycle and impact this has on regulation abilities for young females who menstruate	0	1
	NHS staff and education professionals being able to have time to be creative	0	1
<b><u>Models of Information, advice, support and guidance</u></b>	Commission 0-90 not 0-18, avoids transition and repetition	3	1
	Working with parent carers to create understanding of what is available and create outside groups e.g. ADHD, Autism groups across BNSSG	1	1
	Outreach/ keyworker/ vcse worker to provide support in navigating services and for specific communities (helping them to understand specific CYP needs)	0	4
	Online tools to help young people understand their individual needs	0	2

# 11 - 16 years – Improving support and experience

The full list of ideas, by sub-theme, focusing on improving support and experience for children and young people aged 11 - 16 years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>Models of Information, advice, support and guidance</u></b>	Autism support website - All resources - Interactive form to will in with your CYP (personalised search)	0	1
	Longevity of support - not time limited	0	1
	Online and peer training for parents and offer support, services and pathways	0	1
	GP's to have access to social prescribing to support young people	0	1
	Think outside the box - flexibility with timetables and attendance for CYP who cannot cope with 5 full days of being in school	0	1
	Align age ranges of services to come together and support at key transitions	0	1
	Looking at the social model	0	1
	Looking at what the child can do and focusing on that	0	1
	Providing reasonable adjustments to - Appointments - lessons - clubs - time, space, privacy	0	1

# 11 - 16 years – Improving support and experience

The full list of ideas, by sub-theme, focusing on improving support and experience for children and young people aged 11 - 16 years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>Models of Information, advice, support and guidance</u></b>	Allow GP's to prescribe ADHD meds	0	1
	Be creative with providing access to individual needs	0	1
<b><u>Language, awareness and culture of inclusivity</u></b>	Remove the need for a diagnosis across BNSSG	2	1
	Improvement of language, translations, easy-read resources and support, outreach	1	1
	Don't ask the person to change	0	1
	Being aware that everyone's' brains are different and that can be positive	0	1
<b><u>Improving mental health and wellbeing</u></b>	Emphasis on needs-based services rather than diagnosis, support regardless of diagnosis	0	1
	Emotional based school support - schools to have clear pathway	0	1
	Fully-inclusive trauma informed play and youth services	0	1

# 11 - 16 years – Improving support and experience

The full list of ideas, by sub-theme, focusing on improving support and experience for children and young people aged 11 - 16 years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>MDT approach</u></b>	Services to work together to share an offer which can be taken up as much as needed i.e. you take the bit you need from each service to provide the package for the CYP	3	4
	Gaining consent and having more widespread info sharing and discussion across system, including one digital system that all sectors input into	0	1
<b><u>Reducing inequalities</u></b>	Providing families with translation service where English is not their first language and culturally informed information and support regarding neurodiversity	0	1
<b><u>Referrals, assessments and pathway improvements</u></b>	One pathway (ASD, ADHD etc) with triage to support	0	1
	Enough provision for all - no more waiting lists	0	1
<b><u>SENCO's, schools and education</u></b>	Greater capacity for support for schools - social care	3	1
	CYP has sense of belonging and someone and somewhere they can go to when struggling who will listen and work with them in education. Someone they can trust and relate to and call by their first name, including sensory quiet area	2	4
	Smaller classes and secondary schools run on primary school model i.e. retain same teacher	2	4
	Flexibility - Hybrid learning in schools of online and in-class either at home or in library. Teaches self-regulation and empowerment	1	2
	Re-write policies to be neuro-affirming, particularly school behaviour policies	1	1

# 11 - 16 years – Improving support and experience

The full list of ideas, by sub-theme, focusing on improving support and experience for children and young people aged 11 - 16 years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>SENCO's, schools and education</u></b>	Environment review in schools	0	2
	School outreach to families	0	1
	Targeted interventions in schools	0	1
	Dyslexia support in schools	0	1
	Inclusivity and setting in schools where peers accept each other, no bullying, reduced isolation	0	1
	Enhance support in schools so it's national standards and learning or support in schools aged 12 - 16 years	0	1
	National SLC strategy with embedded school resources	0	1
	Education provision for children who are academically bright but can't manage mainstream school system	0	1
	ND mentors for young people, buddy system in and outside of school i.e. buddy 13/14 year old with 18/19 year old	0	1
	Uniform more inclusive for sensory sensitivities i.e. jumper not shirt	0	1

# 11 - 16 years – Improving support and experience

The full list of ideas, by sub-theme, focusing on improving support and experience for children and young people aged 11 - 16 years is as follows:

Theme	Idea	No. of votes	No. of mentions
<u>SENCO's, schools and education</u>	Assess learning styles early and offer choice of learning environments	0	1
	School PE lessons that focus on exercises that integrate reflexes and sensory integration	0	1
<u>Voice of CYP, families and LEI</u>	Employ ND staff in SEND departments	1	1
	Talk to the CYP, ask them what they need from you, listen, be open and honest about what you can do, don't make promises you can't keep, trust is important, don't clock watch	2	1
	Representative group of CYP to act as a review body for new process	0	1
	Student voice being heard - more flexibility within school curriculum to allow for more interventions	0	1
	Putting the parent's views first	0	1
	Normalise/ give neurodiverse people a platform	0	1
	Being aware of child and families thoughts and feelings, keeping positive	0	1

# 16+ years – Improving support and experience

The ideas, by sub-theme, with the top 3 highest number of votes and mentions were as follows:

Top ideas by number of votes (six ideas received the third highest number of votes):

Theme	Idea	No. of votes	No. of mentions
<u>SENCO's, schools and education</u>	OFSTED accountability	3	1
<u>Models of Information, advice, support and guidance</u>	Signposting is not delivering a service or offering practical support	2	1
<u>Guidance, support and training for professionals</u>	Better training for housing and social care providers	1	1
<u>Models of Information, advice, support and guidance</u>	Safe spaces for kids/ organic peer groups	1	1
<u>Models of Information, advice, support and guidance</u>	Access needs of parent carers and young people - consistent support and adjustments between professionals and services to support decision making	1	1
<u>Models of Information, advice, support and guidance</u>	Skilled, trained people who can help in a practical way	1	1
<u>Language, awareness and culture of inclusivity</u>	Can environment be neurodiverse friendly as a norm rather than separate areas - inclusivity	1	1
<u>SENCO's, schools and education</u>	All school staff to go to SEN school placement or attend SEN training as part of training	1	4

Top ideas by number of votes (four ideas received the highest number of votes):

Theme	Idea	No. of votes	No. of mentions
<u>Employment and training opportunities for CYP</u>	Ensuring meaningful and impactful circumstances and opportunities for 16 - 25 year olds at the end of their EHCP journey	0	4
<u>Models of Information, advice, support and guidance</u>	Post 16 - what groups are available to help those with neurodiversity (and associated vulnerabilities) to discuss their community network, relationships	0	3
<u>SENCO's, schools and education</u>	All school staff to go to SEN school placement or attend SEN training as part of training	1	4



# 16+ years – Improving support and experience

The full list of ideas, by sub-theme, focusing on improving support and experience for children and young people aged 16+ years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>Employment and training opportunities for CYP</u></b>	Ensuring meaningful and impactful circumstances and opportunities for 16 - 25 year olds at the end of their EHCP journey	0	4
<b><u>Funding and finances</u></b>	Barrier = funding	0	1
	Needs decisions should not be taken to person holding budget	0	1
<b><u>Guidance, support and training for professionals</u></b>	Better training for housing and social care providers	1	1
	Quality assurance of having trained staff in education, especially where CYP are identified as having SEND	0	2
	Equip professionals to support CYP and families	0	1
	Role modelling to be shared the possible journeys post 0-16 education	0	1
<b><u>Models of Information, advice, support and guidance</u></b>	Signposting is not delivering a service or offering practical support	2	1
	Safe spaces for kids/ organic peer groups	1	1
	Access needs of parent carers and young people - consistent support and adjustments between professionals and services to support decision making	1	1

# 16+ years – Improving support and experience

The full list of ideas, by sub-theme, focusing on improving support and experience for children and young people aged 16+ years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>Models of Information, advice, support and guidance</u></b>	Skilled, trained people who can help in a practical way	1	1
	Post 16 - what groups are available to help those with neurodiversity (and associated vulnerabilities) to discuss their community network, relationships	0	3
	Post 16 - information/ discussion and network groups around how to support your CYP into adulthood - relationships - puberty - vulnerability	0	2
	Family/ parent carer support coordinator/ champions	0	1
	Education and signposting for parents as part of home visits 0-2 years	0	1
	Educational videos - one stop shop to access info/peer groups, referrals, signposting	0	1
	How to support families without being condescending? It's not always about bad parenting	0	1
	Local services fit for local people	0	1

# 16+ years – Improving support and experience

The full list of ideas, by sub-theme, focusing on improving support and experience for children and young people aged 16+ years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>Models of Information, advice, support and guidance</u></b>	Starting points to begin finding out about services and support in the area, must be shared knowledge and universal	0	1
	Transparency about what is available in the area (services, information, support etc)	0	1
	Signposting to what? Do we have the services right? Education and signposting for parents of 0-25 y.o. as part of home visits	0	1
	Dynamic attitude to challenges faced	0	1
	Consequences if not being inclusive/ following equality law/ SEND code of conduct	0	1
	Respite support at home for parent carers	0	1
	EHCP/ diagnosis should not be a barrier, all settings/ services should receive funding to enable support for all needs straight away, not to wait to apply for funding to meet needs	0	1
	Implemented graduated response - held accountable	0	1
	Universal sensory support in all workplace/ education settings for all children, with extra for those it makes a positive difference for	0	1

# 16+ years – Improving support and experience

The full list of ideas, by sub-theme, focusing on improving support and experience for children and young people aged 16+ years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>Models of Information, advice, support and guidance</u></b>	Remove need for diagnosis to access any service	0	1
	Key = right support for universal/ self-identifiable needs. Real support to understand to prevent needs increasing	0	1
	Evening support or activities	0	1
<b><u>Language, awareness and culture of inclusivity</u></b>	Can environment be neurodiverse friendly as a norm rather than separate areas - inclusivity	1	1
	Everyone in the process needs to understand the Equality Act 2010 and the relevance to neurodiversity	0	1
	Choice/ person centred always. Use the language the person uses	0	1
	Influence wider communities views and understanding of neurodiversity	0	1
<b><u>Reducing inequalities</u></b>	Change/ improve access to wider services - make these accessible	0	1

# 16+ years – Improving support and experience

The full list of ideas, by sub-theme, focusing on improving support and experience for children and young people aged 16+ years is as follows:

Theme	Idea	No. of votes	No. of mentions
<u>Referrals, assessments and pathway improvements</u>	Self-assessment when contact GP to help guide the initial discussion	0	1
<u>SENCO's, schools and education</u>	OFSTED accountability	3	1
	All school staff to go to SEN school placement or attend SEN training as part of training	1	4
	Learning journeys should be transparent, so we know what school life is like all the time	0	1
	Better whole school approach	0	1
	Access to education is provided as is, with specific learning differences i.e. needs led	0	1
	Children to support each other - Mentors - training	0	1
	Support services in higher education	0	1
	Design and plans schools for the neurodiverse	0	1

# 16+ years – Improving support and experience

The full list of ideas, by sub-theme, focusing on improving support and experience for children and young people aged 16+ years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>Specialist input</u></b>	Ongoing specialist support for all needs - Sleep - ARFID - Communication - Sensory	0	1
	More OT's and EP's	0	1
	Neurodiversity specialists in schools	0	1
<b><u>Transition points</u></b>	Transition across services/ areas made easier and clearer to navigate	0	2
	University/ post-16 - Diagnosis not a barrier to get support higher education when plans cease	0	1
	Pre and post 16 - involve employers in this system	0	1
	Preparation for adulthood - the unknown's - the maskers	0	1
<b><u>Voice of CYP, families and LEI</u></b>	Ask the individual what would help/ changes to environment etc	0	1

# Breaking the diagnostic barrier to meet need – full outputs

- 19. All ages – Breaking the diagnostic barrier to meet need
- 20. 0 – 5 years – Breaking the diagnostic barrier to meet need
- 21. 5 – 11 years – Breaking the diagnostic barrier to meet need
- 22. 11 – 16 years – Breaking the diagnostic barrier to meet need
- 23. 16+ years – Breaking the diagnostic barrier to meet need



# All ages – Breaking the diagnostic barrier

The ideas, by sub-theme, with the top 4 highest number of votes and mentions across all age groups were as follows:

Top ideas by number of votes: (five ideas received the third highest number of votes):

Theme	Idea	No. of votes	No. of mentions
<u>Models of Information, advice, support and guidance</u>	Remove diagnosis as a barrier to support 'charter' and enable access to support and services across BNSSG regardless of diagnosis	18	13
<u>Referrals, assessments and pathway improvements</u>	Combined screening/ assessment (Neuroprofiling?) rather than separate lists and services	7	2
<u>Models of Information, advice, support and guidance</u>	Consistent offer across BNSSG for all SEND	3	1
<u>Referrals, assessments and pathway improvements</u>	Joint assessment in health (SALT, Paed's, OT), invite SENCO, HV, social worker - colour blind production	3	2
<u>Funding and finances</u>	£ share cost benefit so parents can go back to work	3	1
<u>Referrals, assessments and pathway improvements</u>	Have more integrated assessments i.e. can cover ADHD and Autism	3	1
<u>Referrals, assessments and pathway improvements</u>	Allow people to self-identify needs and self-diagnose, only 'validation through assessment' is for medication purpose	3	3

Top ideas by number of mentions:

Theme	Idea	No. of votes	No. of mentions
<u>Models of Information, advice, support and guidance</u>	Remove diagnosis as a barrier to support 'charter' and enable access to support and services across BNSSG regardless of diagnosis	15	12
<u>Funding and finances</u>	Fund the services that can make change happen	2	4
<u>Referrals, assessments and pathway improvements</u>	Allow people to self-identify needs and self-diagnose, only 'validation through assessment' is for medication purpose	3	3
<u>Referrals, assessments and pathway improvements</u>	Clear/ consistent guide/ route/ information for support/ diagnosis depending on need	0	3



# 0 - 5 years – Breaking the diagnostic barrier

The ideas, by sub-theme, with the top 3 highest number of votes and mentions were as follows:

Top ideas by number of votes (six ideas received the third highest number of votes):

Theme	Idea	No. of votes	No. of mentions
<u>Models of Information, advice, support and guidance</u>	No services within BNSSG can use diagnosis as a barrier to accessing support	8	3
<u>Models of Information, advice, support and guidance</u>	Consistent offer across BNSSG for all SEND	3	1
<u>Referrals, assessments and pathway improvements</u>	Joint assessment in health (SALT, Paed's, OT), invite SENCO, HV, social worker - colour blind production	3	2

Top 3 ideas by number of mentions:

Theme	Idea	No. of votes	No. of mentions
<u>Models of Information, advice, support and guidance</u>	No services within BNSSG can use diagnosis as a barrier to accessing support	8	3
<u>Referrals, assessments and pathway improvements</u>	Joint assessment in health (SALT, Paed's, OT), invite SENCO, HV, social worker - colour blind production	3	2
All other ideas received 1 mention			

# 0 - 5 years – Breaking the diagnostic barrier

The full list of ideas, by sub-theme, focusing on ways to break the diagnostic barrier and meets the needs of children and young people aged 0 - 5 years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>Funding and finances</u></b>	Financial support from LA must be available without diagnosis (to schools and settings)	0	1
<b><u>Guidance, support and training for professionals</u></b>	Myth busting/ info sharing - Information overload at the moment - What is diagnosis for? - One course of information for health/ education/ social care/ VCSE Action plan for all agencies	2	1
<b><u>Models of Information, advice, support and guidance</u></b>	No services within BNSSG can use diagnosis as a barrier to accessing support	8	3
	Consistent offer across BNSSG for all SEND	3	1
	More recognition and support for families struggling to access services for various reasons. Sometimes families about to push and fight get support while others get left behind.	2	1
	No diagnosis for medication, LD CAMHS, Autism Intensive Teams	0	1
	Social services "support" available to under 5's (children with disabilities team)	0	1
	Accountability - Health diagnosing but education expected to deliver 'support' - It's about identity, how can we support that?	0	1
<b><u>MDT approach</u></b>	More joint working and the ability to recommend other services	0	1

# 0 - 5 years – Breaking the diagnostic barrier

The full list of ideas, by sub-theme, focusing on ways to break the diagnostic barrier and meets the needs of children and young people aged 0 - 5 years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>Referrals, assessments and pathway improvements</u></b>	Joint assessment in health (SALT, Paed's, OT), invite SENCO, HV, social worker - colour blind production	3	2
	Self-diagnosis knowledge training e.g. Early Bird to increase the capacity of parent carer	0	1
<b><u>SENCO's, schools and education</u></b>	Remove diagnosis requirements for school placement	0	1
	Academy chains held to account for SEND support more effectively	0	1
<b><u>Voice of CYP, families and LEI</u></b>	Regular conferences for parent carers to share updates on services available	0	1

# 5 - 11 years – Breaking the diagnostic barrier

The ideas, by sub-theme, with the top 3 highest number of votes and mentions were as follows:

Top ideas by number of votes (six ideas received the third highest number of votes):

Theme	Idea	No. of votes	No. of mentions
<u>Models of Information, advice, support and guidance</u>	Remove diagnosis as a barrier to support 'charter' and enable access to support regardless of diagnosis	7	9
<u>Funding and finances</u>	£ share cost benefit so parents can go back to work	3	1
<u>Referrals, assessments and pathway improvements</u>	Have more integrated assessments i.e. can cover ADHD and Autism	3	1

Top ideas by number of mentions (two ideas received the third highest number of mentions):

Theme	Idea	No. of votes	No. of mentions
<u>Models of Information, advice, support and guidance</u>	Remove diagnosis as a barrier to support 'charter' and enable access to support regardless of diagnosis	7	9
<u>Referrals, assessments and pathway improvements</u>	Clear/ consistent guide/ route/ information for support/ diagnosis depending on need	0	3
<u>Referrals, assessments and pathway improvements</u>	Stop diagnosing individual health conditions and take a holistic approach to neurodiversity	1	2
<u>Referrals, assessments and pathway improvements</u>	Have a system in place to assess all siblings in a family with neurodiversity	0	2

# 5 - 11 years – Breaking the diagnostic barrier

The full list of ideas, by sub-theme, focusing on ways to break the diagnostic barrier and meets the needs of children and young people aged 5 - 11 years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>Funding and finances</u></b>	£ share cost benefit so parents can go back to work	3	1
<b><u>Models of Information, advice, support and guidance</u></b>	Remove diagnosis as a barrier to support 'charter' and enable access to support regardless of diagnosis	7	9
	Give parents tools and language to explain their child's needs	1	1
	BAT support without a diagnosis and BAT additional resources as reports so helpful	1	1
	Ensure access to specialised education interventions and settings like resource bases is not stopped by diagnosis	1	1
	Have support for families if diagnosis threshold isn't quite met	0	1
	Clarity around whether a diagnosis is needed or not. Parents need to be confident they are getting the right advice	0	1
	Understanding that diagnosis is important to young person understanding their identity, but shouldn't be a barrier to support received and offered	0	1
	Experts in schools to help with identifying needs and managing them	0	1

# 5 - 11 years – Breaking the diagnostic barrier

The full list of ideas, by sub-theme, focusing on ways to break the diagnostic barrier and meets the needs of children and young people aged 5 - 11 years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>Models of Information, advice, support and guidance</u></b>	We need to think about the impact of the process on family dynamics and siblings	0	1
	Ability to self-select interventions - like a self-booking system	0	1
	Tailored to the individual	0	1
<b><u>Language, awareness and culture of inclusivity</u></b>	Stop describing services by condition i.e. 'Autism Central'	0	1
	Change narrative of 'fighting system' to open door access	0	1
	Neurodiversity awareness/ acceptance for all teams/ services	0	1
	Universal design - design for all, not only the neurotypical	0	1
<b><u>Reducing inequalities</u></b>	Barriers for families come in all sorts of forms - language, culture, parent carer SEND, overwhelm, isolation, single-parent carer, reduced working hours, low incomes/finances, assumption some families can cope	1	1
<b><u>Referrals, assessments and pathway improvements</u></b>	Have more integrated assessments i.e. can cover ADHD and Autism	3	1

# 5 - 11 years – Breaking the diagnostic barrier

The full list of ideas, by sub-theme, focusing on ways to break the diagnostic barrier and meets the needs of children and young people aged 5 - 11 years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>Referrals, assessments and pathway improvements</u></b>	Stop diagnosing individual health conditions and take a holistic approach to neurodiversity	1	2
	Group assessment: OT/ EP run a summer session to include elements of: - childcare - assessment - school transition	1	1
	Develop screening options. Clarify traits/ needs before diagnostic assessment	1	1
	Clear/ consistent guide/ route/ information for support/ diagnosis depending on need	0	3
	Have a system in place to assess all siblings in a family with neurodiversity	0	2
	Have diagnosis route for all needs i.e. dyslexia, not just main neurodiversities	0	1
	Neuroprofiling?	0	1
	Clearer pathways for parents to know where to go and when	0	1
	Tools for self-diagnosis	0	1

# 5 - 11 years – Breaking the diagnostic barrier

The full list of ideas, by sub-theme, focusing on ways to break the diagnostic barrier and meets the needs of children and young people aged 5 - 11 years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>Referrals, assessments and pathway improvements</u></b>	Those that know the most feel empowered to provide the diagnosis or package of support	0	1
	Improved referral process with updates	0	1
	Not all CYP can be seen at school, diagnosis should not be denied for this reason	0	1
	Neuroprofiling to be completed by schools	0	1
<b><u>Specialist input</u></b>	Use of experts to support with 'diagnosis' beyond the current model e.g. a role out of profiling	1	1
<b><u>Voice of CYP, families and LEI</u></b>	Individual voice - Valuing the individual voice and providing opportunities for young people to self-identify although these are key ages when a formal diagnosis support identity	1	1
	Have conversation with CYP and families about needs being seen and work with them/ believe them. Is conflict between parental views and investigated thoroughly? Don't just accept one view point automatically	0	1



# 11 - 16 years – Breaking the diagnostic barrier

The ideas, by sub-theme, with the top 3 highest number of votes and mentions were as follows:

## Top 3 ideas by number of votes:

Theme	Idea	No. of votes	No. of mentions
<u>Referrals, assessments and pathway improvements</u>	Combined screening/ assessment (Neuroprofiling?) rather than separate lists and services	7	2
<u>Models of Information, advice, support and guidance</u>	Meeting needs regardless of official diagnosis	3	1
<u>Models of Information, advice, support and guidance</u>	Better access to SALT and OT	2	1

## Top ideas by number of mentions (two ideas received the third highest number of mentions):

Theme	Idea	No. of votes	No. of mentions
<u>Referrals, assessments and pathway improvements</u>	Combined screening/ assessment (Neuroprofiling?) rather than separate lists and services	7	2
All other ideas received one mention			

# 11 - 16 years – Breaking the diagnostic barrier

The full list of ideas, by sub-theme, focusing on ways to break the diagnostic barrier and meets the needs of children and young people aged 11 - 16 years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>Models of Information, advice, support and guidance</u></b>	Meeting needs regardless of official diagnosis	3	1
	Better access to SALT and OT	2	1
	Interactive support access services when needed and reduce when not (remain on a list for services - register/database to stop need for referring)	1	1
	Be aware the family may struggle to take in information and fill in forms - how do we support this?	1	1
	Change to requirement for a diagnosis to access support and provision, Move towards meeting needs	1	1
	Personalised approach for everyone - on eservice doesn't suit everyone	0	1
	Pre-diagnosis service line for advice for education strategies (similar to sensory line)	0	1
	Auditory processing clarification	0	1
	Time and resources for families - professionals with sensible caseloads	0	1

# 11 - 16 years – Breaking the diagnostic barrier

The full list of ideas, by sub-theme, focusing on ways to break the diagnostic barrier and meets the needs of children and young people aged 11 - 16 years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>Models of Information, advice, support and guidance</u></b>	ND sleep clinics that can prescribe melatonin and recommend sleep apps	0	1
	Current model very rigid and has failed locally and nationally - need to be bold and expansive with new model	0	1
	Restrict medical model to very restricted issues accepting most of their journey should not need classical health input	0	1
<b><u>Referrals, assessments and pathway improvements</u></b>	Combined screening/ assessment (Neuroprofiling?) rather than separate lists and services	7	2
	Provide a neurodivergent profiler available to all 11 year olds to self-identify and validation	1	1
	Learning style sensory assessments early on and recognition that these have huge impact on ability to cope in schools	1	1
	Self-diagnose as not a disorder - Removes barrier to services - Enables people to explore it rather than get caught in the fight for it	1	1
	Health/ diagnostic services to integrate more whereby patients can enter one system and not lose their place in another	0	1

# 11 - 16 years – Breaking the diagnostic barrier

The full list of ideas, by sub-theme, focusing on ways to break the diagnostic barrier and meets the needs of children and young people aged 11 - 16 years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>Referrals, assessments and pathway improvements</u></b>	Bank of screening tools for needs for schools and early years	0	1
	Consider assessment or likely presentation for all CYP who have this presentation	0	1
	Holistic approach to assessment rather than boxes of ASD, ADHD etc	0	1
	Diagnose all family members at once, not individually	0	1
	If we attempt to balance self-diagnosis and some objectivity we need easily and widely deployable assessment tools, likely IT based	0	1

# 16+ years – Breaking the diagnostic barrier

The ideas, by sub-theme, with the top 3 highest number of votes and mentions were as follows:

## Top 3 ideas by number of votes:

Theme	Idea	No. of votes	No. of mentions
<u>Referrals, assessments and pathway improvements</u>	Allow people to self-identify needs and self-diagnose, only 'validation through assessment' is for medication purpose	3	3
<u>Funding and finances</u>	Fund the services that can make change happen	2	4
<u>Language, awareness and culture of inclusivity</u>	What are we doing to teach others i.e. children about neurodiversity? Go into schools	2	1

## Top 3 ideas by number of mentions:

Theme	Idea	No. of votes	No. of mentions
<u>Funding and finances</u>	Fund the services that can make change happen	2	4
<u>Referrals, assessments and pathway improvements</u>	Allow people to self-identify needs and self-diagnose, only 'validation through assessment' is for medication purpose	3	3
<u>Referrals, assessments and pathway improvements</u>	I need evidence that my son has needs to share with services	1	2

# 16+ years – Breaking the diagnostic barrier

The full list of ideas, by sub-theme, focusing on ways to break the diagnostic barrier and meets the needs of children and young people aged 16+ years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>Funding and finances</u></b>	Fund the services that can make change happen	2	4
	Improvement in research/data locally to understand impact/ need and cost	0	1
<b><u>Guidance, support and training for professionals</u></b>	Quick access - consultation for professionals	0	1
<b><u>Models of Information, advice, support and guidance</u></b>	We need to know what the general development and milestones are as parents for 0-25 years	1	1
	Excluded from school creates a trigger for signposting/ support	1	1
	Focus on what the person finds difficult or has interests in to decide on type of support	0	1
	Individual requirements for the CYP	0	1
	Inspire and hope for families and CYP	0	1
	Access needs of parents and CYP - Consistent support and adjustments between professionals and services	0	1

# 16+ years – Breaking the diagnostic barrier

The full list of ideas, by sub-theme, focusing on ways to break the diagnostic barrier and meets the needs of children and young people aged 16+ years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>Models of Information, advice, support and guidance</u></b>	Law states that diagnosis is not a requirement. Needs led approach is what must be in place	0	1
	Overrelying on parent carer capacity, resources. CYP shouldn't have to fight to get their needs met	0	1
	Society to adapt to needs, not fix them	0	1
	Support the presenting problems while waiting	0	1
<b><u>Language, awareness and culture of inclusivity</u></b>	What are we doing to teach others i.e. children about neurodiversity? Go into schools	2	1
	Influence wider community to develop knowledge and understanding of neurodiversity	0	1
<b><u>Improving mental health and wellbeing</u></b>	Immediate appropriate support for mental health crisis - that gives us hope	0	1
<b><u>MDT approach</u></b>	Multi-agency trauma led approach	1	1
	Ensure there is a bridge towards and between employment and learning, health, education and social care	0	1

# 16+ years – Breaking the diagnostic barrier

The full list of ideas, by sub-theme, focusing on ways to break the diagnostic barrier and meets the needs of children and young people aged 16+ years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>MDT approach</u></b>	Involve law enforcement in this system - right care, right person	0	1
<b><u>Referrals, assessments and pathway improvements</u></b>	Allow people to self-identify needs and self-diagnose, only 'validation through assessment' is for medication purpose	3	3
	I need evidence that my son has needs to share with services	1	2
	Transdiagnostic assessments/screening	0	1
	Assessment process sensitive to neurodivergent CYP (not discussing CYP in front of them, aware of anxiety)	0	1
	Remove GP's from pathway to prevent roadblock and overprescribing	0	1
	Faster assessment	0	1
	Assessment helps CYP and family to understand CYP	0	1
	Open access to support self-referral like adult autism service (BASS). Never get signed-off, always able to go back when support is needed	0	1



# 16+ years – Breaking the diagnostic barrier

The full list of ideas, by sub-theme, focusing on ways to break the diagnostic barrier and meets the needs of children and young people aged 16+ years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b>SENCO's, schools and education</b>	Whole school approach geared to more diverse needs (classroom layout, breaks, times, curriculum etc)	1	1
	Stop higher education insistence/reliance on diagnosis	0	1
	Masking needs in education - training and understanding needed as this can be very tiring for young people	0	1
<b>Voice of CYP, families and LEI</b>	CYP must be signposted to be in control of decisions about their lives	1	1

# Additional thoughts and ideas – full outputs

## Additional thoughts and ideas – full outputs

24. 0 – 5 years – Additional thoughts and ideas

25. 5 – 11 years – Additional thoughts and ideas

26. 11 – 16 years – Additional thoughts and ideas

27. 16+ years – Additional thoughts and ideas



# 0 - 5 years – Additional thoughts and ideas

The ideas, by sub-theme, with the top 3 highest number of votes and mentions were as follows:

Top ideas by number of votes (two ideas received the third highest number of votes):

Theme	Idea	No. of votes	No. of mentions
<u>Guidance, support and training for professionals</u>	Neurodiversity being understood and imbedded in child development teaching, tools etc, rather than separate SEN guidance, policies, processes	4	1
<u>Guidance, support and training for professionals</u>	Support parent carers to access community and activities to reduce social isolation	3	1
<u>Models of Information, advice, support and guidance</u>	Embed Murmuration principles in services	1	1
<u>Referrals, assessments and pathway improvements</u>	Make use of IT solutions like dynamic QR codes/ tracking links	1	1

Top ideas by number of mentions:

Theme	Idea	No. of votes	No. of mentions
<u>Referrals, assessments and pathway improvements</u>	Training for staff to include - signposting and creative thinking - balls in buckets and interdependencies	0	3
All other ideas received one mention			

# 0 - 5 years – Additional thoughts and ideas

The full list of ideas, by sub-theme, of additional thoughts generated throughout the day focusing on children and young people aged 0 – 5 years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>Guidance, support and training for professionals</u></b>	Neurodiversity being understood and imbedded in child development teaching, tools etc, rather than separate SEN guidance, policies, processes	4	1
	Training for staff to include - signposting and creative thinking - balls in buckets and interdependencies	0	3
	Having a safe space for professionals/ teachers/ practitioners to be able to share their experiences of working with parent carers where it has been more negative	0	1
<b><u>Models of Information, advice, support and guidance</u></b>	Support parent carers to access community and activities to reduce social isolation	3	1
	Embed Murmuration principles in services	1	1
	Wider core offer from health services	0	1
	Being really clear on the 'so what' aspect. We focus on needs but not what it achieves	0	1
<b><u>Language, awareness and culture of inclusivity</u></b>	Changing language everywhere but still need to be able to access information	0	1
<b><u>MDT approach</u></b>	Sharing resources with other areas	0	1

# 0 - 5 years – Additional thoughts and ideas

The full list of ideas, by sub-theme, of additional thoughts generated throughout the day focusing on children and young people aged 0 – 5 years is as follows:

Theme	Idea	No. of votes	No. of mentions
<u>Referrals, assessments and pathway improvements</u>	Make use of IT solutions like dynamic QR codes/ tracking links	1	1
	Clear routes - if dyslexia has a different pathway for diagnosis it is better to separate this out early on	0	1
	Not ND vs DT but a more intertwining process for identifying needs	0	1
	Trailing neurodiversity profiling via early years to support transition to school 2024	0	1

# 5 - 11 years – Additional thoughts and ideas

The ideas, by sub-theme, with the top 3 highest number of votes and mentions were as follows:

Top ideas by number of votes (two ideas received the third highest number of votes):

Theme	Idea	No. of votes	No. of mentions
<u>SENCO's, schools and education</u>	Smaller secondary school classes	4	2
<u>Models of Information, advice, support and guidance</u>	Shift resources to when needs start to emerge/ pre-diagnosis	3	1
<u>SENCO's, schools and education</u>	Implement accountability for statutory SEND responsibility similar to the same level as safeguarding	3	1

Top ideas by number of mentions (six ideas received the third highest number of mentions):

Theme	Idea	No. of votes	No. of mentions
<u>Voice of CYP, families and LEI</u>	Parents need to be seen as equal partners with expertise regarding their children. Re-dressing power, non-combative system	1	3
<u>Guidance, support and training for professionals</u>	Upskill health visitors	0	2
<u>Models of Information, advice, support and guidance</u>	Removing the importance of diagnosis	0	2
<u>MDT approach</u>	Multi-agency leadership of neurodiversity across BNSSG	2	2
<u>MDT approach</u>	Team approach, not down to one individual as this creates a single point of failure and one-sided view	1	2
<u>MDT approach</u>	More integrated assessments (holistic, collaborative) - not fragmented waiting list	0	2
<u>SENCO's, schools and education</u>	Smaller secondary school classes	4	2

# 5 - 11 years – Additional thoughts and ideas

The full list of ideas, by sub-theme, of additional thoughts generated throughout the day focusing on children and young people aged 5 - 11 years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>Funding and finances</u></b>	Realign finances to where to need is	0	1
<b><u>Guidance, support and training for professionals</u></b>	Upskill health visitors	0	2
	Improve professional confidence in knowing what services can (or have capacity to) allow for a more positive approach to identifying need - reducing brick wall	0	1
	Schools bespoke training (mandated)	0	1
<b><u>Models of Information, advice, support and guidance</u></b>	Shift resources to when needs start to emerge/ pre-diagnosis	3	1
	Peer support service - Not just in term-time - A universal service - Referral dependent on school SENCO	2	1
	Safety net, seesaw	1	1
	Removing the importance of diagnosis	0	2
	Single point of contact	0	1

# 5 - 11 years – Additional thoughts and ideas

The full list of ideas, by sub-theme, of additional thoughts generated throughout the day focusing on children and young people aged 5 - 11 years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>Models of Information, advice, support and guidance</u></b>	Move professionals into schools and communities	0	1
	Access through a portal to have a passport like place of info	0	1
	Specific drop-in with language support: - cultural competency - recognise stigma	0	1
	Future planning of capacity needs	0	1
	Educate parents	0	1
	SENDIAS service - should be prioritised - Needs to be widely attended by those that aren't so good - Benefit of clusters (mandate?) - Outreach from specialist schools to mainstream schools	0	1
<b><u>Language, awareness and culture of inclusivity</u></b>	Language needs to consider negativity in all medical labels i.e. 'disorder'	0	1
	Linking in with community groups	0	1
	Normalise neurodiversity	0	1



# 5 - 11 years – Additional thoughts and ideas

The full list of ideas, by sub-theme, of additional thoughts generated throughout the day focusing on children and young people aged 5 - 11 years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>Improving mental health and wellbeing</u></b>	Greater joining up of gaps for mental health and wellbeing	0	1
	Improve access to CAMHS or mental health support - positive impact of EMHP	0	1
<b><u>MDT approach</u></b>	Multi-agency leadership of neurodiversity across BNSSG	2	2
	Team approach, not down to one individual as this creates a single point of failure and one-sided view	1	2
	Develop SLT and joint services in one location to join all aspects of family and child together e.g. one health, education and social care system when everything is put in one place. In addition, develop SEN implementation like safeguarding	0	1
<b><u>Reducing inequalities</u></b>	Pool of staff that speak other languages that can help	0	1
<b><u>Referrals, assessments and pathway improvements</u></b>	Pathway	1	1
	More integrated assessments (holistic, collaborative) - not fragmented waiting list	0	2
	Don't put children on the SEN register because of a severe mental health need	0	1

# 5 - 11 years – Additional thoughts and ideas

The full list of ideas, by sub-theme, of additional thoughts generated throughout the day focusing on children and young people aged 5 - 11 years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>Referrals, assessments and pathway improvements</u></b>	Flexibility around educational assessment techniques	0	1
	Self-diagnosis, or parent carer voice	0	1
	Neuroprofiling to be completed by schools and parent carers	0	1
<b><u>SENCO's, schools and education</u></b>	Smaller secondary school classes	4	2
	Implement accountability for statutory SEND responsibility similar to the same level as safeguarding	3	1
	Shift from behavioural-based education to needs led education	1	1
	Normalise neurodiversity at school - group assembly buy-in and every difference celebrated etc	1	1
	Support from partners to keep people at mainstream schools, if appropriate	0	1
	Universal offer (consistency)	0	1

# 5 - 11 years – Additional thoughts and ideas

The full list of ideas, by sub-theme, of additional thoughts generated throughout the day focusing on children and young people aged 5 - 11 years is as follows:

Theme	Idea	No. of votes	No. of mentions
Specialist input	Upskilling SALT/ CEO of trust to build inclusion	1	1
	Paediatrician having a school area	0	1
Voice of CYP, families and LEI	Parents need to be seen as equal partners with expertise regarding their children. Re-dressing power, non-combative system	1	3
	Compassionate meetings with professionals where judgement and pre-conceived plans and ideas are left at the door. Speak to parent carers like human beings	1	1
	Find ways of listening to the young person's voice	0	1

# 11 – 16 years – Additional thoughts and ideas

The full list of ideas, by sub-theme, of additional thoughts generated throughout the day focusing on children and young people aged 11 – 16 years is as follows:

Theme	Idea	No. of votes	No. of mentions
No additional thoughts provided			

# 16+ years – Additional thoughts and ideas

The ideas, by sub-theme, with the top 3 highest number of votes and mentions were as follows:

## Top ideas by number of votes:

Theme	Idea	No. of votes	No. of mentions
<u>Models of Information, advice, support and guidance</u>	Peer educators	3	3
Please see full list for all mentions with one vote			

## Top ideas by number of mentions (six ideas received the third highest number of mentions):

Theme	Idea	No. of votes	No. of mentions
<u>Models of Information, advice, support and guidance</u>	Peer educators	3	3
	We need to do research to find out number of neurodiversity in BNSSG, do we have high levels? How many are NEET?	0	2

# 16+ years – Additional thoughts and ideas

The full list of ideas, by sub-theme, of additional thoughts generated throughout the day focusing on children and young people aged 16+ years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b><u>Employment and training opportunities for CYP</u></b>	What are ICB, LA, Sirona, AWP doing to create the right work experience and jobs for CYP with neurodiversity	1	1
	We need to do research to find out number of neurodiversity in BNSSG, do we have high levels? How many are NEET?	0	2
	How are we supporting NEET neurodiverse CYP?	0	1
<b><u>Guidance, support and training for professionals</u></b>	Quick access/ consultation for advice for professionals to know what support to deliver	0	1
<b><u>Models of Information, advice, support and guidance</u></b>	Peer educators	3	3
	Create the right support and groups for CYP so they can find their tribe	1	2
	Empower CYP to self-advocate	1	1
	Coach/navigator	1	1
	Screeener	1	1
	Passport	1	1

# 16+ years – Additional thoughts and ideas

The full list of ideas, by sub-theme, of additional thoughts generated throughout the day focusing on children and young people aged 16+ years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b>Models of Information, advice, support and guidance</b>	Early support, not reliant on families finding things themselves	1	1
	Passport is issued to CYP when they first present. This is dynamic and stays with the CYP. Passport to be recognised by health, housing, education and is designed to circumvent the diagnosis barrier	0	1
	Parents and CYP need understanding of prescription and recreational drug effects in neurodivergent people. Explore psychedelics	0	1
	What is needed may be different to what we've done in the past	0	1
	Evening support or activities	0	1
	Thinking about strengths of family and cyp	0	1
<b>Language, awareness and culture of inclusivity</b>	Inclusive communities accepting of neurodivergence	1	2
<b>Improving mental health and wellbeing</b>	Mental health support in schools	0	1
<b>MDT approach</b>	Multiagency approach	0	1

# 16+ years – Additional thoughts and ideas

The full list of ideas, by sub-theme, of additional thoughts generated throughout the day focusing on children and young people aged 16+ years is as follows:

Theme	Idea	No. of votes	No. of mentions
<b>Referrals, assessments and pathway improvements</b>	Self-identification	0	1
<b>SENCO's, schools and education</b>	Appropriate education options at college and have appropriate places to sit exams if you can't go to school	0	1
	Support services in higher education	0	1
	design and plan schools for the neurodiverse	0	1
<b>Transition points</b>	Independence - housing information	0	1
	Seamless transitions across all KS	0	1
<b>Voice of CYP, families and LEI</b>	Listen to what CYP and families are saying (including when developing services)	0	1
	What young people need now is different to what they needed in the past. We need to recognise this and listen to the CYP (all themes)	0	1
		0	1



# Feedback from the day

28. Feedback and comments from delegates

## Please share with us any highlights or things you felt worked particularly well during the event

*"Really great representation from education, a great supportive feeling in the room, really well organised, lots of time for discussion but also a good focus for conversation. really like that parent carers played a part in organising as their perspective is so important"*

*"The duration of talks was quick, concise to the point and easy to follow, no waffle. The table set up. The interactive talks with others on the same table which was enjoyable and inclusive."*

## Please share with us any aspects of the event you feel could have been better

*"There seemed to be a slightly different approach to adding comments and feedback at the different tables. Some approached it as if they already had a solution and others were contributing as if they are still giving their feedback about what the solution may look like."*

*"Wider community representation eg minority groups, more footage of cyp voices"*

## We wanted to create a comfortable and inclusive environment for this event, do you think this was achieved?

Yes – 19  
No – 1  
Partially - 7



## Did you feel able to contribute effectively towards the table activities?

Yes – 23  
No – 0  
Partially - 4



## Please share with us any highlights or things you felt worked particularly well during the event

combination on our table  
table discussions  
good focus  
Table leaders  
age ranges  
event  
presentation  
perspective  
Splitting tables  
best practice  
good outline  
times  
group  
table which was enjoyable  
share ideas  
table good  
sharing  
experiences  
focus