



## Barnet Parent Carer Forum

Health Conference Held on 28 June 2021

### Q&A's

**Q: It is really important that parents know where to get help and if the service they initially contact is not the correct one that they are correctly signposted to one which can help**

The Barnet Local Offer: <https://www.barnetlocaloffer.org.uk/> will detail information for where to get help such as:

#### **CAMHS 24 hour crisis line**

You can call **0800 151 0023** to get help or advice in a crisis from CAMHS trained mental health advisors and clinicians, 24 hours a day, 7 days a week, 365 days a year.

#### **Helplines and online support**

If you would like to talk through things with someone on a helpline, through text or an app, here are some useful ones.

#### **Childline**

Childline is a free, private and confidential service that you can access online and on the phone. They can provide help and support for people up to their 19th birthday.

There is a Mental Health Wellbeing Zone tab [Barnet Local Offer :: Home / Mental Health and Wellbeing Zone](#) with useful information.

For Child and Adolescent Mental Health Services - Barnet (CAMHS) please use this link: [Barnet Local Offer :: Home / Organisations / Child and Adolescent Mental Health Services - Barnet \(CAMHS\)](#)

**For Barnet Integrated Clinical Services please use this link:**

**<https://www.barnet.gov.uk/practitioner-guidance/barnet-integrated-clinical-service-bics>**

**Q: How can the SEN child's social, emotional and mental health needs be more supported at school especially for children with Autism diagnosis who are experiencing severe emotional and behaviour difficulties at school which is a trigger sometimes for the school to handle and this puts an enormous pressure on children and their parents/carers which also hugely affects their mental health and well-being.**

Inclusion Advisory Team can support schools to support children with universal strategies around social emotional and mental health. The school would need to make a referral to access this help.

The Autism Advisory Team uses a SCERTS (Social communication, Emotional Regulation, Transactional Supports) an evidence-based framework for assessment and outcomes, this informs the strategies suggested to schools. Schools with children who meet the criteria for casework will access this level of support.

The Autism Advisory Team offers training in a variety autism specific strategy to schools. There is a mental health training that is co-produced with Educational Psychology which school can access at a whole day mental health training or as part of their whole school support.



Severe emotional and behaviour difficulties will be referred to CAMHS by the school.

**Q: Where can parents turn to for extra help and support for their SEN children when their emotional and behavioural difficulties are escalating (mostly at school).**

BICS <https://www.barnet.gov.uk/practitioner-guidance/barnet-integrated-clinical-service-bics>

SENDIASS <https://www.barnetlocaloffer.org.uk/organisations/27214-barnet-special-educational-needs-and-disability-information-advice-and-support-service-sendiass?term=sendiass>

Ask GP for referral to CAMHS if severe difficulties

**Q: How can parents find an appropriate secondary school for SEN children who are not coping in a mainstream school but whose difficulties are not severe enough to require a Special Need School. Is there a list of Special Needs Schools or Schools with an Autistic Unit for children available for parents?**

On the Local Offer you can find Barnet schools with specialist provision at: [Barnet Local Offer :: Home / Info and Advice / How to get help / How specialist education services can help / Specialist schools](#)

Mainstream secondary schools with Units for Autistic children in Barnet include: JCoSS, Hendon and Whitefields

In 2023 Windmill School will be opening which is a 92 place special school for children with Autism

**Q: My son is in SEN but is yet to be diagnosed by CAMHS, however we require urgent assistance due to rapid regression and school cannot cope and not enough staff allocated.**

Self refer to BICS <https://www.barnet.gov.uk/working-children-barnet/practitioner-guidance/barnet-integrated-clinical-service-bics/bics-criteria#title-1> who will advise if they are the appropriate service

Speak to GP about CAMHS referral

SENDIASS <https://www.barnetlocaloffer.org.uk/organisations/27214-barnet-special-educational-needs-and-disability-information-advice-and-support-service-sendiass?term=sendiass>

**Q: What support will Barnet provide and when for neurodiverse children? They cannot use CAMHS In Schools if they have a diagnosis of Autism as specialist therapy is required. CAMHS in clinics cannot provide specialist therapy for children with Autism, only offering CBT which they themselves say often doesn't work for children with Autism. More support and therapeutic intervention such as OT, SLT for disabled and neurodiverse children earlier in their life will reduce the number in crisis putting substantial pressure on CAMHS resources.**

Barnet supports excellent teaching and learning for neurodiverse children and young people, the majority of whom are in mainstream classrooms. Barnet's schools are amongst the best in the country and data shows children with additional needs consistently attain in the top 10



% nationally. The specialist teachers in the autism advisory team and other specialist teachers support best practice in schools through training, information and advice. Many of the approaches recommended for neurodiverse young people, such as using visuals, planning carefully for transitions points and attending to young people's communication development and sensory needs are helpful for many young people. Support from the autism advisory team and other specialist teachers aims to support an inclusive environment where all children can flourish.

Early Intervention: Barnet Early Autism Model (BEAM) – access support based in the home for diagnosed children under 5. This early intervention includes strategies in.

- social communication skills
- attention skills
- play skills
- emotional regulation (related to behaviour)
- educational skills

Barnet Resilient School Programme provides a whole school approach to raising awareness of mental health and addressing stigma. Through recognising poor wellbeing early on the programme aims to prevent escalation of mental health illness. In instances where the programme cannot impact a child directly, it will work with staff and parents to support the mental health of the school community

**Q: I'm not too sure what BICS do, we are already under CAMHS but understanding what each offer and how they inter-relate would be useful**

Further detail on BICS can be found here: <https://www.barnet.gov.uk/practitioner-guidance/barnet-integrated-clinical-service-bics>

[BICS covers mild to moderate mental health difficulties and CAMHS is for more severe presentation.](#)

**Q: How does Barnet support the wellbeing of Parents/carers of young people with SEND/Health conditions where the parent/carer is incredibly stretched and stressed by their caring role? How is Barnet even aware when parent/carers of vulnerable children and young people need more support, especially when there are no social workers involved because social care says there are no safeguarding issues**

SENDIASS may also be able to help support parent/carers in their discussions with school <https://www.barnetlocaloffer.org.uk/organisations/27214-barnet-special-educational-needs-and-disability-information-advice-and-support-service-sendiass?term=sendiass>

### Questions that came up in chat during the Conference

**Q If a child or family has entered Barnet after receiving an autism diagnosis, is there a pathway to receiving the information or training that is furnished within the psycho educational group? Will families who have had their children diagnosed in the past be offered this support?**

There are in fact several pathways which may be applicable, but they should all lead to the same outcome.



Such children may come to the attention of our Child Development Clinic, or directly to the ASD and BEAM teams, or directly to NELFT for therapies.

Either way, we should be signposting them to the same resources, which include:

- Local Offer Website for info and contact details about the specific ASD parenting support courses
- BICS – who also offer some relevant support courses
- Universal Child Integrated Therapies NELFT workshops, which may cover some of the issues this group of children may need support with: sensory behaviours, communication, Development Communication Disorders type issues
- How schools/ nurseries can access BEAM or ASD team
- General online resources:
  - National Autistic Society
  - Resources for Autism
  - Information about SEND processes and local networks – SENDIASS, Parent Carer Forum

Generally speaking, if our multi-disciplinary team Intake panel receive referrals of child who were diagnosed with ASD outside of Barnet, we will consider what the specific referral query or request is for, but if none stated and it is just that the child has moved in to area, our response will be as follows:

- If diagnosed by another NHS based service, we will not question the diagnosis, and if no other health concerns identified, we will reject the child from Community paediatrician ( though they might still get SLT) and signpost to above resources
- If diagnosis confirmed in private sector or abroad – we will ask to review the report, to check that it was a vigorous assessment. If it was, we will signpost as above; if any doubts or if medical/ genetic investigations not previously offered or completed, we will offer a review by a community paediatrician

### **Q How long is the waiting list for ASD assessment?**

The timing of waiting list for ASD assessment is up for interpretation and has 2 parts:

- There is the waiting list for initial assessment by paediatrician. This does not equate to the ASD assessment in most cases, but a few might get a diagnosis at this stage, if it is very clear and we have sight of all necessary Multit-agency reports etc.
- There is then the waiting list from initial assessment to completion of assessment by our TAASC pathway team – Team for Assessment of Autism and Social Communication)

There are currently around 180 children waiting for an initial assessment with a paediatrician. The waiting time is approximately 26 weeks.

The first step on the ASD pathway is referral to TAASC Panel - there are currently 80 children waiting to go to panel and the wait for this is around three months while we collect information from other services that know the child eg pre-school teachers, SENCOS, Speech & Language therapy etc. In some cases, the paediatrician will be able to give a diagnosis at a feedback clinic around two months after the panel.



Where children require a more in-depth assessment in the TAASC clinic this will be three to four months after TAASC panel. There are currently 37 children waiting for TAASC clinic.

Occasionally, further observation is required in school or at home after the clinic assessment, so this then adds to overall time.

**Q Where can we find more information on the SENDCO support groups? I'd love to pass it onto our school reps, if they don't have it already**

Please email Joanne Moore (primary) on [joanne.moore@barnet.gov.uk](mailto:joanne.moore@barnet.gov.uk) or Samantha Rothwell on [Samantha.rothwell@barnet.gov.uk](mailto:Samantha.rothwell@barnet.gov.uk) (secondary)

The SENCo support groups and training are advertised on The Local Offer, The Traded Service Website and in the School Circular.

All schools have expertise around meeting children with additional needs social emotional and mental health needs, as described in Barnet's 'ordinarily available' document. <https://www.barnetlocaloffer.org.uk/documents/664-ordinarily-available-support-from-schools.pdf> School SENCOs coordinate support and can also work with professionals such as the link educational psychologist, inclusion advisory teachers, mental health support practitioners. The aim is to understand what is triggering the difficulties and to support the young person more effectively. When a situation is escalating and a young person is at risk of exclusion often a professionals' meeting will be called to agree a consistent approach, including a plan about how to support emotional health and wellbeing.

Severe emotional and behavioural difficulties or crisis situations may require emergency support from specialist CAMHS or attendance at Accident and Emergency.

The Autism Advisory Team uses SCERTS (Social communication, Emotional Regulation, Transactional Supports) an evidence-based framework for assessment and outcomes, this informs the strategies suggested to schools. Schools with children who meet the criteria for casework will access this level of support.

The Autism Advisory Team offers training in a variety autism specific strategy to schools. There is a mental health training that is co-produced with Educational Psychology which school can access at a whole day mental health training or as part of their whole school support.

**Q What early intervention is available for neurodiverse children? CAMHS seems to be the only access for ASD and ADHD children**

Early Intervention: BEAM – access support based in the home for diagnosed children under 5. This early intervention includes strategies in.

- social communication skills
- attention skills
- play skills
- emotional regulation (related to behaviour)
- educational skills



**Q The BICS slide said they don't cover ASD and ADHD, so as a parent with 1 of my children with low anxiety and ASD, where do I go?**

Joyce.mukoko@barnet.gov.uk, feel free to email me regarding BICS feedback, development

If you need to talk to us, please call BICS Support Line on 07926 085495.

The BICS Support Line is currently open from 09:00 to 17:00 hours.

For BICS referrals - Please contact via support lines or refer in via universal plus form. We accept self referrals. If a referral is already awaiting CAMHS assessment, it suggest that the needs are best addressed within CAMHS specialist provision at higher than mild-moderate.

**Q: Short Breaks – can there be a buddy for a child entitled to SB at activities if needed? Who is eligible for short breaks?**

BACE in Barnet if a funded over for those on free school meals. The offer is on the website

**Q Does the Resilience programme cater for SEND children?**

The programme works across school communities. In instances where the programme cannot impact a child directly, it will work with staff and parents to support the mental health of the school community

**WE ARE STILL AWAITING ANSWERS TO THE FOLLOWING QUESTIONS AND THIS DOCUMENT WILL BE UPDATED ONCE RECEIVED**

**Q: Duke of Edinburgh award - Had to jump through hoops to allow child to attend, chain of command, H&S, risk and how school staff adamant it's not their responsibility**

**Q: I would like very much to know if there has been any progress in the development of mental health services for 18 to 25 year olds. My now 25 year old still hasn't been assessed and so doesn't have the 'label' she needed to qualify for a service from Disabilities whilst having needs too complex for Transitions. We're hoping for support from Adult services whilst around 11 months away from an appointment at the Tavistock Adult Trauma clinic following a referral there.**

**Q: I want to hear about all available therapies at Barnet, as my child hasn't received any for years and she has genetic disorder.**

**Q What and when does Barnet plan to provide more early intervention support for children with disabilities/ neurodiverse who suffer with low mood and/ or anxiety?**

**Q: How can non-verbal CYP be supported with their MH**

**Q: How can parents get referred onto empowering parents course**



**Q: Is there a service for a young person aged 19 with ADHD similar to CAMHS**

**Q: What happens whilst waiting on CAMHS waiting list?**

**Q I was wondering, for lone parents in low income which kids are not on free school meals, is there any summer activities available?**

**Q If my son hasn't been diagnosed yet but has SEND how can he be entitled/eligible for short breaks?**