The Barnet Offer for Autism

A working guide to Local Authority, Health, schools and settings and voluntary sector provisions in Barnet for autistic young people, their parents, carers and professionals

Special...

If you love a child who's special
in the way their brain maps out
then chances are you know
what *tiger* love is all about

The need to fight their corner
when they're up against that wall
the instinct of the mother
which can make you 12 feet tall

You'll understand the surge of love
from deep within your soul
when that little fighter reaches
another hard-won goal

The world can feel so scary
as you watch them leave your door
your heart within your mouth
your stomach on the floor

If you love a child who's different
and the world can't understand
you'll know the joyous moments
when they truly learn to stand

Your pride is off the scale
your love a wondrous thing
I'm glad you know the special light
that special children bring.

DONNA ASHWORTH

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1. Introduction

This document sets out the pathway of support available in Barnet for children and young people who receive an autism diagnosis. The pathway details pre- and post-diagnosis services which includes support and advice. It is written primarily for parents and carers of autistic children, and autistic young people. This will also be a useful resource for professionals across health, social care and education, including schools, early year providers and further education colleges.

Autism continues to be the main area of need for children and young people with special educational needs in Barnet. There is a number of specialist teams and services across the statutory and voluntary sectors who work to support autistic children and young people and their families. The purpose of this document is to help young people and families know where they can access support, navigate the services in place, and provide clarification on support available as the needs of their child changes over time. The pathway document highlights agencies work alongside one another to provide a coherent and comprehensive 'offer' to our autistic children, young people and their families in Barnet.

This document has been developed by specialist teams across health, education and social care in Barnet, and with autistic young people and their families. It draws on the work undertaken for the Autism Strategy and Action Plan which was co-produced with all partners, including autistic young people, parents and carers. This document will be updated annually.

Please note this document includes extensive information and it may feel difficult to navigate. Should you wish to contact a service, there is a directory of further support at the end of this document. This includes a list of key contacts however this is not an extensive list.

2. Understanding Autism

Being Autistic

Being autistic is a neurodevelopmental difference which results in variations in the way autistic people experience the world, including differences in:

- experiencing the sensory world
- communication and interaction
- processing information.

These differences can lead to both strengths and challenges, that can change depending on the environment. There is a variety of autistic people, just as there is a variety of non-autistic people, each unique with different skills, attributes and characteristics.

3. The All-Age National Strategy for Autistic Children, Young People and Adults 2021-2026 and Barnet's Autism Strategy Action Plan (ASAP)

All-Age National Strategy for Autistic Children, Young People and Adults 2021-2026

The All-Age National Strategy for Autistic Children, Young People and Adults 2021-2026 outlines a clear vision to enhance the lives of autistic people and their families over the next five years. In Barnet, we are dedicated to translating this vision into meaningful, locally relevant initiatives. By fostering cultural change, our goal is to create a community where autistic individuals can thrive, supported by understanding, inclusivity and collaboration.

Please refer to the following website to access the national strategy: https://www.gov.uk/government/publications/national-strategy-for-autistic-children-young-people-and-adults-2021-to-2026

Barnet Autism Strategy Action Plan (ASAP)

Initiated in 2019, the Barnet Autism Strategy Action Plan (ASAP) aligns with the national strategy's key objectives. The Barnet ASAP was originally developed with the involvement of parents/carers with lived experience, and professionals across health, education, social care, housing, and youth justice, ensuring a unified and coherent approach to supporting autistic individuals across the lifespan.

There are six key areas in the national strategy and our steering group has aligned the Barnet ASAP to ensure we fulfil these targets.



Please refer to the following link where you can access further information on Barnet's Autism Position Statement and Barnet's Autism Strategy Action Plan: https://www.barnetlocaloffer.org.uk/pages/about-the-barnet-offer-for-autistic-children-and-young-people

4. Who do I talk to if I think myself or my child may be autistic?

Speak to a professional

If you or your child have signs of autism, the next step is to talk to a professional and ask them if they think it is a good idea to make a referral for an autism assessment.

If your child is showing signs of autism you can speak to:

- a general practitioner (GP)
- a health visitor (for children under five)
- special education needs (SENCO) staff at your child's school
- allocated social worker
- early help practitioner
- Barnet Integrated Clinical Service (BICS) worker

Speak to your GP or another health professional you are in contact with, such as another doctor or therapist, if you want a diagnosis.

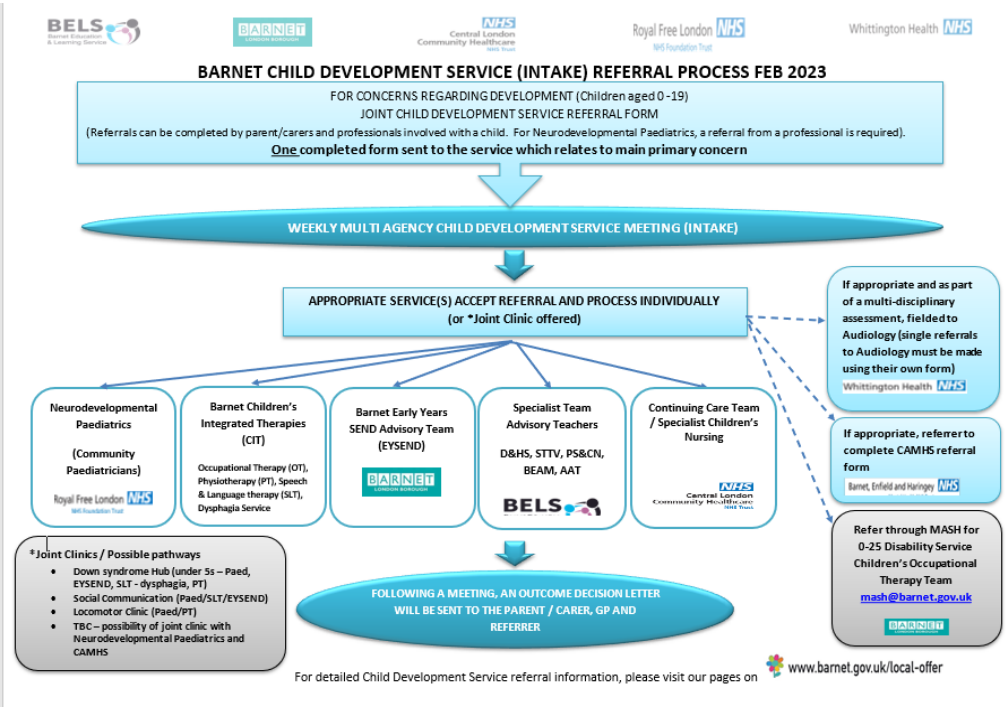
National Autism Society

You can also contact the National Autism Society (NAS) for information, advice and strategies: https://www.autism.org.uk/

Child Development Clinic

All referrals of Barnet resident children for any 'child development' concern are discussed at a weekly child development service multiagency intake meeting.

This meeting usually includes representatives from Speech and Language Therapy, Physiotherapy, Occupational Therapy, Barnet Early Years SEND Advisory Team (previously known as the Pre-School Teaching Team), neurodevelopmental paediatrics and Community Nursing.



Before you meet with a professional, it is helpful to write a list of the signs of autism you think you or your child have and ask people who know you or your child well (friends, families, teachers) if they have noticed any possible signs you can add to your list.

Autism should be the main thing you talk about during your meeting, and it is helpful to bring a pen and paper so you can take notes. Bring your child or someone who knows you well if you think this might help (you do not need to do this).

If the person you speak to believe that you or your child are showing signs of autism, they will make a referral to a team of autism specialists for an assessment as this is the only way to find out if you or your child is autistic.

Information for General Practitioners

When making a referral to a community paediatrician for a child or young person who may be autistic:

1. Invite parents/ carers to allow information to be shared between professionals working with their child, for example, nursery, school, health visitor, children's centre.
2. Encourage parents to start a file which gathers information in one place where they can share with professionals and avoid having to repeat information, including:
    - concerns they have noted
    - the child's strengths and successes
    - what helps and makes a difference
    - copies of developmental checks or assessments
    - descriptors (Speech and Language and Social Communication) that have been carried out by early years settings or schools
    - Anything else that they would like professionals to be aware of.

The provider of the service may request further information from the education provider and other professionals involved before a child or young person is offered an appointment.

Useful links

Barnet Child Development Service: www.barnetlocaloffer.org.uk/pages/home/information-and-advice/how-to-get-help/barnet-child-development-service

Barnet Local Offer: Autistic Children and Young People
www.barnetlocaloffer.org.uk/autistic_children_and_young_people

5. Early intervention and Support (Autism Hub, Early Years Team, Social Communication Pathway and Early Help Service)

Barnet Autism Hub

Barnet Family Services in conjunction with Resources for Autism are in the early stages of creating a family hub for all those children and young people pre- and post-autism diagnosis. The Barnet Autism Hub will be a one stop community hub to offer support to parents and carers with navigating the health, social care and education pathways. The Barnet Autism Hub is intended to provide social opportunities for parents and children, ensuring relevant training and support is available from early years through to adolescence. There will be social activities and clubs accessible to children and young people, with signposting and advice provided alongside. The Barnet Autism Hub will be multiagency and provide an array of drop ins and support to families.

Pre-diagnostic support for Early Years families from Barnet Early Years SEND Advisory Team

Families are referred into the Barnet Early Years SEND Advisory Team by health care professionals, education professionals or directly from families. Once a referral is accepted onto the social communication pathway, the families receive a range of pre-diagnostic support.

Parents and carers will be invited to the *Specialist Induction Offer* within approximately six weeks of the referral being accepted (excluding summer holidays). The Induction Offer is a series of online workshops and sessions for families which are run every half-term.

The first is an *Introduction Workshop*, introducing parents and carers to Early Years SEND Advisory Team, our website and other local services. We share some initial top tips on supporting children's development.

Next, the families are invited to a virtual workshop on *Developing Early Communication and Play Skills*, focusing particularly on the development of joint attentions skills and use of visuals.

Following these workshops, families are invited with their children to join *Pre-School Live*, a series of four online, live and interactive teaching sessions aimed at supporting the development of the children's communication, language and interaction skills. During this time, parents and carers are welcome to email concerns and questions to the EY SEND Advisor and there is a half-term online *Q&A Session* to which all parents and carers are invited.

After participation in the introduction offer our children will be invited, with their parents/ carers to a set of group *Teaching Sessions* or *Stay and Play Sessions* depending on their age at a local children's centre or school setting in Barnet. These sessions look at strategies, using visuals, encourage social interaction, and are an opportunity for families to discuss any ongoing concerns. At the completion of the sessions, the families and the professional network involved with the child receive a detailed report with targets, strategies, resources, and next steps for the individual child.

Following the group teaching sessions, children will receive further support from an EY SEND Advisor. If the child is at a Barnet Private Voluntary or Independent (PVI) setting, this will be the linked advisor to that setting.

If a child is at a Barnet PVI setting, they will be supported there; through observations, modelling of teaching sessions, support with SEN plans and education next steps as required. A home visit may also be offered if necessary.

For children not yet in a nursery setting, teaching sessions and support are offered until they start nursery. The EY SEND Advisor is to provide support in accessing nursery/childcare provision and support around transition.

When a child is in a setting, the setting EY SEND Advisor will support with ongoing modelling and implementation of strategies. They will support with other processes, for example, the Assess, Plan Do review process, Special Education Needs Inclusive Funding (SENIF) and transitions if necessary.

If a child attends a nursery outside of Barnet, we will discuss how we can offer support to that nursery depending on the child's needs and next education steps.

The EY SEND Advisor will carry out observations and provide information for the child's Barnet paediatrician appointment. The team will be able to join the initial paediatrician appointment to support the discussion and multidisciplinary assessment work around diagnosis where possible should the family want for this to happen.

The team also works closely with the Team for Assessment of Autism and Social Communication (TAASC). Three team members are trained in Autism Assessment and are a part of the TAASC Team.

Parents and carers are invited to further workshops on behaviour and Q&A sessions as appropriate.

Website: https://www.oakleighschool.co.uk/early-years-send-advisory-team/

Additional support to settings

Training to nurseries:

- Understanding Autism
- Meeting the needs of children with social communication differences
- Resource pack and toolkit for working with children with social communication differences.

Early Years Local Offer: https://www.barnetlocaloffer.org.uk/pages/senco-zone/early-years

School support is provided via the Inclusion Advisory Team and Teacher for Speech, Language and Communication.

Social Communication Referral Pathway

Pupils currently on the Social Communication Pathway waiting for an assessment from the Child Development Service (CDS) are offered a tiered approach of support to schools from the Inclusion Advisory Team (IAT).

As part of the offer, IAT provide a regular and rolling programme that includes:

- Tier 1 – Online Social Communication Universal Training
- Tier 2 – Online follow up focus group consultations. The focus group offers an invitation to bring anonymous cases, ask questions and discuss strategies.
- Triage for referrals into IAT.

How do schools access support from the Social Communication Pathway?

Flow diagram of Social Communication Pathway	
Identifying referrals (triage stage)	• Following weekly CDS intake meetings, Child Development Officer puts agreed referrals into the central IAT folder that is checked weekly by IAT • IAT triage to ensure referrals are suitable for Social Communication pathway. • If deemed a suitable social communication referral, IAT will email schools to invite them to attend Universal Level Social Communication Training and Focus Group Consultation.
Tier 1 – Universal Training for Social Communication	Universal Training for Social Communication gives attendees practical tips to take away and start using straight away to support pupils at universal level, in the mainstream classroom. The training covers guidance on 'what is social communication' as well as a focus on supporting pupils with processing, making things predictable, transitions and tips to support social communication. A second universal training covers topics such as supporting play and interaction, understanding emotions and emotional regulation strategies.
Tier Two – Follow-Up Focus Groups Consultation	The Follow-Up Focus Groups Consultation offer an invitation to bring anonymous cases, ask questions and discuss strategies. Attendees will benefit from hearing about pupils experiencing similar difficulties with social communication to those on their own caseload and therefore attendees share and learn strategies that can be applied across several schools. The group benefit from co-production, sharing ideas and learning tools from each other. The group signpost to resources they have found useful.
Triage	Following attendance at both the training and focus group and if after strategies have been implemented by settings, it is felt that the child would benefit from a more individualised consultation (including an observation), this would be considered via triage between the IAT Advisory Teacher (focus group facilitator) and the school SENCO through a phone conversation.

School referrals (Social communication referrals that come straight from schools to IAT, not via Child Development Service Social Communication Pathway)

Triage for school referrals	• School SENCO emails IAT with initial concern • IAT send a social communication screen to SENCO. • Class teacher completes the anonymous Social Communication screen and then SENCO returns to IAT. • Triage - up to 15 minute phone call between IAT team member and SENCO to discuss nature of referral and the screen. • If appropriate referral, IAT team member sends an IAT referral form to SENCO to complete with class teacher and parents (NB: If after triage, IAT feel this does not meet the criteria for Social Communication referral they will signpost to other services) • SENCO returns referral form securely and electronically with any other written documents including pupils and parent views. Parents sign the referral form (written consent).

Referral process	A referral may include some elements or all of the below, depending on needs assessment, done on a case by case basis: • File and case review • Initial consultation meeting with school (parents invited). SENCO to take own notes • Observation face-to-face if necessary • Feedback/co-production meeting if necessary with school (parents invited). Draft report shared during meeting for co-production between the advisory teacher, school staff and parents • Notes of meeting report written and shared with school and family • Virtual review meeting with school (parents invited). This review takes place approximately six weeks after the feedback meeting to give school time to embed discussed action steps and strategies.

Criteria for referral	• Under 7 – identified social communication concerns or needs via CDS (intake) or school, or when triaged by SLT. • 7 and over – identified social communication need via school or triaged by SLT (they would not go to CDS clinic as they will go to CAMHS) • IAT member to screen and prioritise referrals that are not yet being seen by SLT/EP and will contact setting SENCO. • Child must be at Barnet school (excluding Barnet Early Years Alliance (BEYA) nurseries), not independent schools • Has to be at Barnet Nursery School (and not eligible for EY SEND – EY SEND take on PVIs and FEE 2 children). • Has to be Nursery 2 FEE 3 funding (free educational entitlement - Year before due to start Reception) until Year 6 primary age. • Note: this will be a one-off piece of work.

6. Diagnostic pathways for 0-7 years and 7-17 years

0-7 years	Barnet Community Paediatric Service *Royal Free London NHS Foundation Trust*
Where the possibility of autism is identified at pre-school age the referrals are made to the Barnet Child Development Service (CDS) single point of access where they will be reviewed and triaged by a multidisciplinary team. The same applies to school age children up to the age of 7.	

7-17 years	Child and Adolescent Mental Health Service (CAMHS) *Barnet, Enfield and Haringey Mental Health NHS Trust*
After the age of 7, when the child or young person's main presenting needs are mental health (and thresholds are met) the referral route for diagnosis is through the Child and Adolescent Mental Health Service (CAMHS).	

Please note: Further changes to the pathway will come into effect from April 2025. Across NCL, paediatric services will deliver assessments to children aged 0-6 and CAMHS will deliver assessments to children 7 years or older.

7. The community paediatric assessment

When requesting an assessment for a child aged 7 or younger, a referral will be made to the Barnet Community Paediatric Service for a community paediatric assessment at a consultant led clinic. The referral can be made by parents or a health or education professional.

Step 1: Child Development Clinic and community paediatric assessment

All referred children will have an initial assessment with a community paediatrician (specialist children's doctor). They will take a detailed history about your child from birth to now and observe your child playing and joining in with activities. You may also have been referred to other professionals such as Early Years SEND Advisor or a Speech and Language Therapist.

A diagnosis of autism is a multi-professional decision based on observations across settings. If you and all professionals are in agreement, your child might be given a diagnosis of autism at this point. More usually the doctor will talk to you about the features that suggest a diagnosis of autism and, with your consent, will refer your child to our Team for the Assessment of Autism and Social Communication (TAASC)

Information for Parents and Carers

Your views and experiences with your child are essential to the diagnostic assessment and your child's developmental history will be discussed with you.

The community paediatric assessment will build on previous information provided by you and professionals with whom you and your child have been in contact. You may like to keep a family information file from which you can share information with others as you feel appropriate.

The community paediatrician will ask to hear your child's developmental history from your first-hand as it can be very helpful for them to hear this information from you in your own words.

Step 2: Team for the Assessment of Autism and Social Communication (TAASC)

You will be contacted by one of the Team for the Assessment of Autism and Social Communication (TAASC) clinicians about a month before they see you. This call will allow TAASC to get an up-to-date profile of your child's development and find out who has been supporting you and your child such as SLT, EY SEND Advisors and their educational setting. They will talk through the possible next steps. First, they will collect recent observations from others involved. In discussion with you, they can arrange either a Settings-based Autism Diagnostic Observation OR a Clinic-based Autism Diagnostic Observation in Children's Outpatients, Edgware Community Hospital.

The aim of the TAASC process is to form a developmental profile of your child based on everyone's observations. From this we will summarise your child's strengths and also the areas we want others to understand and work out how to support them.

Step 3a: TAASC Settings-Based Professional Observations

TAASC Clinicians (either alone or in pairs) will arrange a visit to your child's educational setting. They will first observe them in their normal routine, including structured group sessions and unstructured play with peers. They will then find a quiet space and introduce a play-based observation using activities that are used in a clinic session.

Usually, they will meet you in the child's setting and talk through all the observations. Often, with parent permission, the SENCO or staff member joins this. In discussion, they may give a diagnosis or suggest further assessment, or monitoring.

Task 3b: TAASC Clinic

The TAASC Clinic is a play-based observation with two clinicians and the session is usually in person at Edgware Hospital. With your consent, other professionals may also observe from our observation room. Before the clinic, the clinician will explain the process and answer your questions.

At the end of the TAASC Clinic, the clinicians will consider all the information and observations. They will then meet with you again, usually online via Microsoft Teams, to discuss their conclusions and whether your child meets the criteria for autism or not. They may suggest:

- further observations
- waiting for a period of time to see how your child develops
- further referrals to explore alternative diagnoses.

You will receive a detailed report and advice about available support. They will also offer a follow up chat.

Step 4: Report

The team will write a detailed report that will be sent to parents for their approval. There may be referrals to other services and to post-diagnostic support services. Parents will be asked to give their permission for the result of the assessment to be shared with key professionals involved in the child's care, including those in education and social care.

Parents can ask further questions or raise concerns by emailing Barnet TAASC: rf-tr.barnettaasc@nhs.net

Information for Parents and Carers

The diagnosis of autism is a clinical opinion based on careful consideration of all gathered information from parents/ carers and the young person, observations of the child or young person and other professionals working with the child.

What to do if you do not want a diagnosis?

It is your choice to decide if you agree with the clinicians' conclusions. The team will support your decision and discuss with others how to make sure your child is supported. The report is always sent to the GP as part of your child's clinical record, but it is your choice who else receives a copy.

A diagnosis of Autism takes time

An autism diagnosis is based on observations of a child's social communication and interaction across a number of settings e.g. at home, at nursey or school, in clinic etc. It also includes a detailed history of your child in their first three years. Details of their sensitivities such as under or over-sensitivity to noise, textures and pain, and of their interests and patterns of play are needed. Other concerns around eating and sleep and unusual behaviours are also important.

Autism CANNOT be identified by blood tests or genetic tests. However, these can indicate other conditions affecting your child's development.

Reaching a diagnosis takes time and careful collection of information, including full discussion with carers. A conclusion needs to be based on multi-professional information.

Sometimes a child needs a period of 'watchful waiting' with careful monitoring.

What could cause delay to an autism diagnosis?

A diagnosis may be delayed if:

- the child is younger than 30-36 months
- the child or young person has a developmental age of less than 18 months
- there is a lack of available information about the child or young person's early life (for example, some looked after or adopted children).
- there is a history of adverse experiences in their early years
- a child or young person who has complex co-occurring language processing difficulties; sensory processing difficulties; a motor co-ordination disorder, or mental health disorder.

8. Referrals to Child and Adolescent Mental Health Service (CAMHS)

Barnet CAMHS is the Child and Adolescent Mental Health Service in the London Borough of Barnet is a multi-disciplinary team of mental health professionals, providing assessment, treatment and support of the mental health, behavioural and emotional well-being needs of children and young people until 18 years.

Information for professionals about referring a child to Barnet CAMHS for an assessment, including the referral form is available here:

- https://gps.northcentrallondon.icb.nhs.uk/services/child-and-adolescent-mental-health-service-camhs-barnet
- https://www.nclwaitingroom.nhs.uk/beh-spoa

Completed referrals are sent by email: beh-tr.spoa@nhs.net.

The team can be contacted on 0208 702 3111 if you have any queries about the referral process.

Depending on where you live in the borough, your assessment will either be carried out by Barnet, Enfield and Haringey Mental Health Trust or the Royal Free Hospital Trust (CAMHS) service.

Referral Process

Once we receive your referral, we will contact you by phone to discuss your concerns and will ask you and your child's school to complete some questionnaires. Once we have these back we will invite you and your child to an initial assessment appointment with one of our CAMHS clinicians who will ask you questions about your child's development and current strengths and difficulties

Neurodevelopmental Clinic

If a full assessment is required, you will go onto the Neurodevelopmental Clinic waiting list. Assessments for Autism can take a whole day and are done either face to face in our clinics, or remotely via a digital platform. We will discuss your preferred assessment method when you are accepted to the Neurodevelopmental Clinic.

When you have your assessment, we may carry out a play based assessment with your child called an ADOS which is an assessment of social communication, social interaction and play used on children and young people. We may also do a structured interview with you about your child's development called a 3DI or an ADIR. Sometimes we do both assessments and sometimes we do one, it will depend on how much additional information we have. We may feedback to you on the day or ask you to come back if we need to gather more information

Post Diagnosis

After your diagnosis we will discharge your child from our service, unless your child requires additional mental health support from CAMHS.

If your child has Autism and a Learning Disability they will be seen in the Service for Children and Adolescents with Neurodevelopmental-difficulties (SCAN).

Service for Child and Adolescents with neurodevelopmental difficulties (SCAN)

SCAN is a multidisciplinary team (consisting of Psychiatry, Clinical Psychology, Family Therapy, Nursing and PBS specialists) providing a full CAMHS provision to children and adolescents with moderate to severe neurodevelopmental difficulties, learning disability and comorbid mental health problems. Referrals are accepted when mental health problems are identified in accordance with the CAMHS referral criteria and when the child or adolescent attends one of the special schools in Barnet. Under particular circumstances referrals are also accepted from special educational units within mainstream education.

Single Point of Access to CAMHS

The Single Point of Access (SPOA) service provides centralised access and referral processes into young people's mental health services in Barnet, Enfield and Haringey.

This means there is one telephone number and one email address to make a referral into young people's mental health services across all 3 boroughs.

The SPOA is responsible for managing triage, intake and undertaking clinical assessments quickly to identify needs.

The service offers specialist neurodevelopmental triage, advice, guidance and support for children and young people, their families and professional working with children and young people. The service signposts to services according to THRIVE needs grouping.

North London Mental Health Partnership NHS Barnet, Enfield and Haringey Mental Health NHS Trust Camden and Islington NHS Foundation Trust	Single Point Of Access Contact Information Telephone line: 0208 702 3111 (Monday to Friday 9am to 5pm) Referral email: beh-tr.camhs-spoa@nhs.net

9. Barnet Children's Integrated Therapies – Autism and Social Care Pathway

Barnet Children's Integrated Therapies – Autism and Social Communication Pathway



Barnet CIT 3-Tiered Provision

The Barnet CIT provision uses an outcomes -based framework that has been developed to ensure that the therapy needs of Children and Young People are met in a whole systems approach, using three levels of intervention: **universal**, **targeted** and **specialist**. The framework uses the Balanced System® model (Gascoigne, 2008-2015[1]). This approach aligns with what is recommended by the Bercow Report (2008) and The Better Communication Research Programme (2012).

Universal

The Universal level has a focus on prevention and is available to all. It empowers parents/carers, other professionals and education staff to facilitate support for all children and particularly those who may require additional support for their health and education needs. Provision at this level includes specialist training such as Toolkit Training, Developing Vocabulary, Supporting with Behavioural Feeding Difficulties and advice and promotion of environments required to support education and health needs.

Targeted

Targeted interventions include those which have been established with the help of the Therapist or Therapy Assistant and become self-sustaining or require monitoring by the Therapist/Therapy Assistant. Provision at this level includes specific training and advice, assessment and intervention to train those implementing therapy programmes (e.g. parents and school staff) and setting targets for educational settings.

Specialist

Specialist therapy provision addresses the needs of those children who have a defined clinical need and where the Therapist's expertise together with the agent of change (e.g. a parent or key worker) will make a significant contribution to the child's development. Not all children with complex learning needs require specialist therapy intervention and this is determined by their clinical need in accordance with evidence -based practice.

Provision at this level includes assessment, EHCP assessment and advice, episodes of care of highly specific interventions and specialist packages to support educational settings.

ICARE EQUITY

NHS Whittington Health NHS Trust

Barnet CIT Autism and Social Communication Pathway Speech and Language Therapy

Age Range	Universal Input
Early Years	Universal Training Menu Telephone Drop -In Chatty Children Workshops @ PVI settings Children Centre Drop -in sessions
Primary School	Universal Training Menu Telephone Drop -In Interactive resource
Secondary School	Universal Training Menu Telephone Drop -In Interactive resource
Post 16	Universal Training Menu Telephone Drop -In Interactive resource

Age Range	Targeted Input Options (dependent on need)
Early Years	Initial Assessment session and report Parent Workshop A block of SLT group sessions SLT programme Signposting to specific bite - sized videos Telephone Drop -In
Primary School	Targeted training/Interactive Resource: information, modelling and Q&A sessions Link SLT allocated to school Targeted interventions (1:1/ pairs/groups) modelled by SLT and run by school
Secondary School	Review and Update of needs Targeted training/Interactive Resource Virtual drop in sessions Parent seminars
Post 16	Targeted training Virtual drop in sessions Parent Workshops

Age Range	Specialist Input Options (dependent on need)
Early Years	Initial Assessment session and report EHCP Assessment session and report 1:1 clinic, nursery or home visit to assess and implement AAC system 1:1 clinic or home visit to model strategies
Primary School	Initial assessment with report and targets EHCP assessment and advice 1:1/pair/group interventions led by SLT Review and update of communication targets
Secondary School	Review and Update of needs Focussed intervention
Post 16	Assessment and Advice Targeted Training Virtual drop in sessions Parent seminars

ICARE EQUITY

NHS Whittington Health NHS Trust

Barnet CIT Autism and Social Communication Pathway Occupational Therapy

Age Range	Universal Input
Early Years	Universal Training Menu Telephone Drop -In
Primary School	Universal Training Menu Telephone Drop -In Interactive Resource – Sensory Processing Toolkit
Secondary School	Universal Training Menu Telephone Drop -In
Post 16	Universal Training Menu Telephone Drop -In

Age Range	Targeted Input Options (dependent on need)
Early Years	Parent Workshops: Sensory Based Functional needs, Toileting and Early Hand skills OT programme Signposting to specific bite-sized videos
Primary School	Targeted training: information, modelling and Q&A sessions Targeted interventions (1:1/ pairs/groups) modelled by OT and run by school Fine motor-based groups set up by OT and delivered by school Self-care and tool use Parent workshop Interactive Resource– Sensory Processing Toolkit
Secondary School	Review and Update of needs Targeted training for schools/ parents Modelling sessions to demonstrate skill building for schools Virtual drop in sessions Parent training sessions Q and A sessions to address specific functional skill areas
Post 16	Targeted training Virtual drop in sessions Parent seminars

Age Range	Specialist Input Options (dependent on need)
Early Years	Initial Assessment session and report EHCP Assessment session and report 1:1 clinic appointments 1:1 parent coaching sessions 1:1 modelling sessions in clinic
Primary School	Initial assessment with report and targets EHCP assessment and advice 1:1/group interventions led by OT Liaison with schools to handover specific advice and support implementing programme 1:1 parent coaching sessions 1:1 modelling sessions in clinic Review and update of targets
Secondary School	Review and Update of needs Focussed intervention
Post 16	Review and Update of needs Focussed intervention

ICARE EQUITY

NHS Whittington Health NHS Trust

Barnet CIT Autism and Social Communication Pathway Speech and Language Therapy

Age Range	Universal Input
Early Years	Universal Training Menu Telephone Drop -In Chatty Children Workshops @ PVI settings Children Centre Drop -in sessions
Primary School	Universal Training Menu Telephone Drop -In Interactive resource
Secondary School	Universal Training Menu Telephone Drop -In Interactive resource
Post 16	Universal Training Menu Telephone Drop -In Interactive resource

Age Range	Targeted Input Options (dependent on need)
Early Years	Initial Assessment session and report Parent Workshop A block of SLT group sessions SLT programme Signposting to specific bite - sized videos Telephone Drop -In
Primary School	Targeted training/Interactive Resource: information, modelling and Q&A sessions Link SLT allocated to school Targeted interventions (1:1/ pairs/groups) modelled by SLT and run by school
Secondary School	Review and Update of needs Targeted training/Interactive Resource Virtual drop in sessions Parent seminars
Post 16	Targeted training Virtual drop in sessions Parent Workshops

Age Range	Specialist Input Options (dependent on need)
Early Years	Initial Assessment session and report EHCP Assessment session and report 1:1 clinic, nursery or home visit to assess and implement AAC system 1:1 clinic or home visit to model strategies
Primary School	Initial assessment with report and targets EHCP assessment and advice 1:1/pair/group interventions led by SLT Review and update of communication targets
Secondary School	Review and Update of needs Focussed intervention
Post 16	Assessment and Advice Targeted Training Virtual drop in sessions Parent seminars

ICARE EQUITY

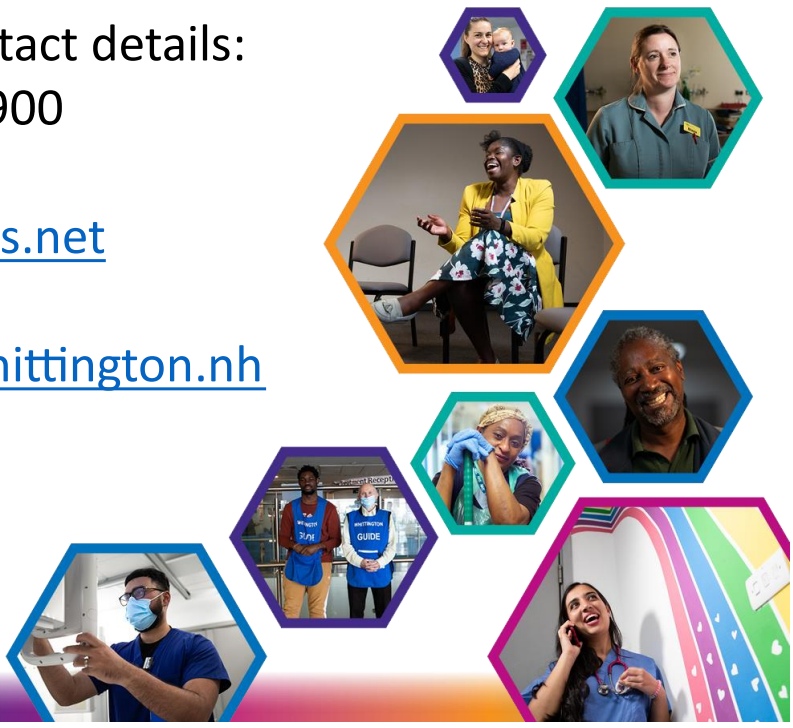
NHS Whittington Health NHS Trust

Barnet CIT contact details:

Tel: 020 3316 8900

Email: whh-tr.barnetcit@nhs.net

Website: https://www.whittington.nhs.uk/barnetcit



10. Diagnosis – What happens when a child or young person receives an autism diagnosis?

An autism diagnosis can be an affirming experience and people can feel a sense of validation when they or a child they care for receives an autism diagnosis.

For some parents and caregivers, learning of their child's autism diagnosis can present challenges and evoke mixed emotions. It's natural to experience a range of feelings in such circumstances, and there's no right or wrong way to respond.

Types of support available to families

When a professional diagnoses a child or young person as autistic through the NHS, one of the professionals involved in the assessment will offer another appointment shortly after the end of the assessment so that they can talk about the diagnosis and ask any questions they may have. Support for the child and family will be tailored to their specific level and type of needs. If not already in place it may include:

- signposting for emotional and practical support for the parents and siblings as well as the child or young person; for example, through Barnet's Special Education Needs and Disability Information, Advice and Support Service (SENDIASS).
- a referral to Home-Start Barnet, who offer emotional and practical support to families who may feel overwhelmed and need some extra support at home. Home-Start Barnet accept self-referrals via their website: https://homestartbarnet.org/
- access to the Barnet Early Years SEND Advisory Team who provide support to children in early years settings such as playgroups, childminders and the home pre-diagnosis or when a child is on the pathway to diagnosis: https://www.barnetlocaloffer.org.uk/pages/senco-zone/early-years
- a referral to receive support from the Early Help Service (0-5 Years): https://www.barnet.gov.uk/children-and-families/early-help-children-young-people-and-families
- advice and support to schools and other educational settings (or sometimes in the home) by the Educational Psychology Service, Specialist Inclusion Advisory Team
- support from the Barnet Early Autism Model (BEAM) service, that is part of Barnet's Specialist Autism Service and has been designed for families of pre-school children aged 0-4 years: https://www.barnetlocaloffer.org.uk/pages/home/information-and-advice/early-years/barnet-early-autism-model-beam?mode=full
- an offer of the parent/ carer training programme to support families to learn more about autism and their autistic child such as BEAM parent/carer training and the Barnet Autism Course for Parents and Carers (BACPAC): https://www.barnetlocaloffer.org.uk/autistic_children_and_young_people

11. Further Assessments for co-existing needs

If there are significant co-existing needs, other relevant professionals will be called upon to offer advice if they have not already been involved, for example, for:

- Visually and hearing-impaired children and young people, a referral to the visual impairment team or hearing impairment team. There is also a Multi-Sensory Impairment Specialist Team that works closely with these teams to support children and young people aged 0-25 years with multi-sensory impairment.
  Contact details: specialist.team@barnet.gov.uk
- Learning needs, a referral to the Special Educational Needs Referral and Assessment Team at Barnet Council.
  Contact details: 0208 359 7007
- Epilepsy, a referral to the Epilepsy Service, a specialist service for children aged 0-16 years living with epilepsy in the boroughs of Barnet and Enfield, at Barnet Hospital, Royal Free London NHS Foundation Trust: https://www.royalfree.nhs.uk/services/childrens-services/epilepsy-service
- Mental health needs including signs of co-occurring diagnosis depression, anxiety, Attention Deficit Hyperactivity Disorder (ADHD), attachment disorder, Obsessive Compulsive Disorder (OCD), a referral can be made to the Child and Adolescent Mental Health Service (CAMHS), Barnet Enfield, and Haringey Mental Health NHS Trust: www.behcamhs.nhs.uk

12. What happens when Autism is not diagnosed but there are difficulties with social communication and interaction?

Assess, Plan, Do and Review

Although a child or young person may not receive a diagnosis of autism they may still have a range of needs relating to communication, social and emotional understanding. Sometimes, not having a clear diagnosis can be equally difficult for a parent to come to terms with. Those professionals most in contact with the child and family will continue with a cycle of 'assess, plan, do and review' in line with the SEND Code of Practice (2014).

If the school, college, nursery, playgroup or children's centre setting continues to have concerns about the child or young person they can request a consultation with the community educational psychologist, early years area Special Educational Needs Coordinator (SENCO), or specialist teaching team.

SEND Code of Practice

For more information, please visit www.gov.uk/government/publications/send-code-of-practice-0-to-25.

13. What happens if I am not happy with the assessment outcome?

The Patient Advice and Liaison Service (PALS) offers confidential advice, support and information on health-related matters. Further information is available on the website: https://www.nhs.uk/nhs-services/hospitals/what-is-pals-patient-advice-and-liaison-service/

14. Services for Autistic Children between 0-5 years and their parents and carers

Barnet Early Autism Model (BEAM) Services

BEAM's service is part of *Barnet's Specialist Autism Advisory Team* and has been designed for families of pre-school children under 5 (with a confirmed diagnosis of autism). BEAM acts as an *early intervention service* based in the home. Families receive home visits from a trained autism specialist facilitator, who will *teach and model strategies* through structured activities that are based on the needs of the individual child.

The intervention focuses on:

- social communication skills
- attention skills
- play skills
- emotional regulation
- educational skills

Parents/carers use the BEAM sessions to learn skills that they can apply consistently throughout the week, which will maximise opportunities for social communication. We encourage a positive attitude towards child development, focusing on a child's strengths and building on their existing skills.

Support offered by our BEAM service goes beyond structured home-based sessions with a child and also includes:

- access to our Multidisciplinary Autism Parent Programme
- partnership work with the NHS Children's Therapy Team
- target setting and review processes to track children's progress using the SCERTS framework
- support for nursery settings to include modelling sessions, providing resources, observation and feedback (with next steps) and attending SEN support plan meetings
- referrals to other services, for example, Early Help, therapy services and family fund
- support and signposting to outside agencies that provide support for families, for example, SENDIASS, MENCAP, Barnet Home-Start and peer support groups
- support with Education Health Care Plans (EHCP) and Special Educational Needs Inclusion Funding (SENIF) requests from nurseries
- transition to school planning.

How do I access support from the Barnet Early Autism Model (BEAM)?

In order to access BEAM services your child must:

- be a resident of Barnet
- have a diagnosis of autism
- be of preschool age
- not be attending a Barnet specialist nursery (Acorn or Livingstone Autism provision nursery).

Referrals are often made by paediatricians at the point of a diagnosis of autism, however referrals can be made by parents, carers and other professionals using the Child Development Service referral form. To contact the team please email all enquiries to BEAM.Team@barnet.gov.uk.

BELS Autism Parent Carer Programme

We offer access to our multi-disciplinary parent/carer programme, which runs throughout the year. This was designed with input from parents and includes the following sessions:

- Introduction to Autism (delivered by BELS)
- Structure, Routine and Management Change (delivered by BELS)
- Promoting Communication (delivered by Barnet NHS Speech Therapist)
- Understanding Education and Health Care Plans (delivered by SENDIASS)
- Understanding Sensory Processing (delivered by Barnet NHS Occupational Therapist)
- Eating and Drinking Difficulties (delivered by Barnet NHS Occupational Therapist)
- Sleep (delivered by BELS)
- Toileting (delivered by BELS and Barnet Parent).

How do I access the BELS Autism Parent Carer Programme?

In order to access the BELS Autism Parent Carer Programme, you must:

- be a resident of Barnet
- have a child with a diagnosis of autism
- be a parent of a child up until year 1 (0-6 years old)

You can sign up for this course via and online booking form link found on the Programme flyer. This is available on the Barnet Local Offer BEAM page or the Barnet Local offer events page. Please email BELSAutismParentCarerProgramme@Barnet.gov.uk for all enquiries or to request the programme flyer.

15. Services for autistic school aged children, young people (up to 18 years) and their parents and carers

The Autism Advisory Team (London Borough of Barnet)

Support from the Autism Advisory Team is for schools that have autistic children and young people who need additional support within the context of what is “Ordinarily Available” for autistic children and young people, as well as those transferring from nursery to reception and Year 6 to Secondary School.

The Autism Advisory Team aims to be pro-active in supporting schools with autistic children/young people by encouraging schools to contact the Autism Advisory Team with any concern they have. School support will be a mixture of Strategic Level and Casework for high needs pupils.

The team are made up of qualified teachers and specialist practitioners who specialise in the area of supporting autistic children and young people in mainstream schools and additionally Resourced SEND Provisions (ARP’s). They aim to ensure that autistic children and young people have the opportunity to reach their full potential in all areas of development including academic, social and emotional wellbeing.

The team work to support Barnet mainstream schools (primary and secondary) by offering:

- a variety of autism specific training and workshop packages
- school visits, including joint observations and feedback meetings to develop individual SEN plans according to children’s needs

- bespoke support and advise in implementing autism specific strategies
- attendance at key professional meetings.

The team is accessed through completion of a child development referral form which should be completed by an education professional (usually the SENCO) of the Barnet maintained school at which the child is attending. The education professional making the referral should:

- call a member of the Autism Advisory Team for a brief description regarding the needs of the child. The school may be asked to complete a referral form.
- ensure the child has a diagnosis of autism
- discuss the referral form with the child's parents/carers.

How do I access the Autism Advisory Team?

Referrals are accepted from school SENCO or Senior Leadership Team (SLT).

The criteria for involvement for all children/young people:

- Must have an autism diagnosis meeting the criteria found in diagnostic manuals ICD-10 and The DSM-5. but does not need an EHCP for involvement (ensure that the diagnosis is in writing and shown/shared with the Advisory Teacher).
- Must have parental permission, this needs to be discussed explicitly with parents. For involvement from an autism team, young person consent/ascent may also be required if they are capable of providing this for themselves.

When making a referral, the SENCO/SLT will need to complete the referral form and send the relevant reports to support the referral which may include some or all of the following:

- Education Health Care Plan (EHCP)
- Emotional Regulation Support Plan/ Behaviour Support Plan/ Log
- Special Education Needs Plan (SEN Plan)
- Other professionals involved report (EP/SLT/OT)

For further information on how the Autism Advisory Team works and details on their referral process please email autism.team@barnet.gov.uk.

Autism Advisory Team Reception Programme 2024-25

The Barnet Autism Advisory Team runs a reception programme in the Autumn Term for reception pupils with a diagnosis on the autism spectrum. This programme consists of 2-3 visits (virtual and live) from one of the members of the Autism Advisory Team beginning in the Autumn term. This is a universal offer for every child in a reception class in a Barnet Mainstream school referred to the Autism Advisory Team. The programme ensures a range of strategies are implemented during this very important transition period. These strategies include visual timetables, task checklists, and other supportive strategies.

A focus on visual supports for children on the autism spectrum in this programme has been developed because of the strong evidence base for 0-5 year olds as well as a continued strong evidence base for ages 6-14 (Wong, et.al., Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder). This approach can ensure good transitions throughout the early years, primary, and secondary school years as it is a consistent approach that can be emulated in different year groups. Transitions are particularly vulnerable times for children on the autism

spectrum so visual supports have been developed consistently as part of our transition plan from the Barnet Early Autism Model (BEAM) to reception class. Strategies to look at play are also specifically modelled and then developed in further sessions if necessary.

Support to embed strategies has been developed through modelling and coaching of relevant staff and meeting with teachers and SENCOs at the end of every Autism Advisory Teacher visit. It is our aim that this will ensure high expectations for our pupils to help them meet their full potential.

How do I access the Autism Advisory Team Reception Programme?

A referral form must be sent from the primary school to the allocated Autism Advisory Teacher before the first visit can take place. Please contact your Autism Advisory Teacher for more details or email autism.team@barnet.gov.uk.

Barnet Autism Course for Parents and Carers (BACPAC) of children 7 to 18 years

This parent/carer support and training will be offered centrally and in schools to parents of children and young people on the Autism Spectrum. This programme is designed for parents and carers of children and young people aged 5-18 with an autistic spectrum condition. The programme is designed to:

- increase parents and carers understanding of autistic spectrum conditions
- help parents and carers develop their knowledge on how a child on the autistic spectrum experiences the world
- guide parents and carers through practical strategies they can use with children
- direct parents and carers to relevant resources
- give parents and carers the opportunity to meet with other parents and carers, gain support and learn from each other.

How do I access the BACPAC Programme?

Parents and carers of children aged 6-19 years with a diagnosis of autism can access this comprehensive training and support programme free of charge if they if they reside in Barnet. If you have any enquiries about the programme or would like to register for the programme please email autism.team@barnet.gov.uk.

The Autism Talks

The Autism Talks are monthly online talks by autistic trainers about their lived experience for autistic people, parents, carers and professionals.

Barnet Parent Carer Group

The Autism Advisory Team host a monthly meeting offering an opportunity for parents and carers to connect with each other, share and discuss current issues and concerns, and support each other with advice and strategies which have worked for them. For further information, dates and times, please contact autism.team@barnet.gov.uk.

16. Services available when the autistic young person or family are in crisis

The Complex Care Partnership Meeting (CCPM)

The Complex Care Partnership is made up of representatives from health, education and social care. The overarching objective is to improve the outcomes for young people with complex cases and their families through joint planning and communication. It is expected that there will be collective responsibility of all of the decisions that are made at the Complex Care Partnership Meeting (CCPM), as these will be recorded in the minutes and agreed by all. Those at the meeting will then inform the relevant members of their services and who is the person to implement such actions.

The CCPM aims to:

- avoid child and young people admission to Tier 4 provisions or residential care
- facilitate multiagency crisis management
- bring agencies together every two weeks to discuss cases that are complex in their care needs
- identify any barriers to local systems which would prevent children and young people remaining in the local community
- link to the Dynamic Support Register (DSR) meetings held on alternative weeks where appropriate.

Dynamic Support Register (DSR) and Care (Education) Treatment Reviews (C(E)TR)

What is a dynamic support register?

- A dynamic support register is sometimes called a DSR.
- A dynamic support register is a list of people with a learning disability and autistic people who need support.
- People on the dynamic support register are at risk of going into hospital if they do not get the right care and treatment in the community.
- Organisations that manage dynamic support registers will have policies they must follow.
- The list tells health and care staff about the type of support a person with a learning disability or an autistic person needs to stay well at home.

A Care Treatment Review (CTR)

- makes sure adults get the right care and treatment.
- looks at how to make care and treatment better for adults.

Sometimes a Care and Treatment Review is called a CTR.

A Care and Treatment Review is not the same as an annual health check.

A Care and Treatment Review is for people who are at risk of going into hospital, which includes:

- children
- young people
- adults with a learning disability or autism

What is a Care (Education) and Treatment Review?

A Care (Education) and Treatment Review is different to a Care and Treatment Review because it is for children and young people and includes their education needs.

Sometimes a Care (Education) and Treatment Review is called a C(E)TR.

In the past there has been a policy about CTRs and C(E)TRs. This policy needed to be updated.

In the new policy the NHS has put together information about:

- Dynamic Support Registers (DSRs)
- Care (Education) and Treatment Reviews

This should make sure local health and care services support people with a learning disability and autistic people, so they only go into hospital if they really need to.

Please refer to the following link to read further on this:
https://www.england.nhs.uk/publication/dynamic-support-register-and-care-education-and-treatment-review-policy-and-guide/

Transforming Care Partnerships

The Transforming Care Partnerships (TCPs) is committed to transforming care and improving services for children and adults with a learning disability and/or autism who display behaviour that challenges, or those with a mental health condition.

TCPs are made up of clinical commissioning groups, NHS England's specialised commissioners and local authorities. They work with people with a learning disability, autism or both and their families and carers to agree and deliver local plans for the programme.

Transforming Care and Providing Support (TCaPS) is a health initiative where a Family Support Worker will arrange a team around the child and offer continued support, including behaviour interventions for a period of up to six months. The aim of this provision is to keep the child or young person with their families at home and reduce the likelihood of a hospital stay or long-term residential placement.

Specialist Autism Team

The Specialist Autism Team is for children and young people aged up to 18 years old with autism, mild/moderate learning disabilities and severe behaviours of concern including those with a mental health condition. The diagnosis of Autism is highly likely to be accompanied with comorbidities such as Anxiety Disorder, Attention Deficit Hyperactive Disorder, self-harming behaviours, Oppositional Defiance Disorder (ODD), Obsessive Compulsive Disorder (OCD), Post Traumatic Stress Disorder (PTSD) and Pathological Demand Avoidance (PDA).

Presenting behaviours are assessed as creating a risk to self and/or others with the potential of family and/or placement breakdown. A number of these children and young people are at risk of hospital admission and are likely to be known to the Adolescent Crisis Team at CAMHS or are hospitalised under Mental Health Act (MHA) section 2 or section 3, requiring Specialist MDT discharge plans and section 117 after care plans and joint commissioning with the relevant Integrated Care Board (ICB).

The complexity of need requires a multidisciplinary response and is likely to involve a wide range of agencies/services from Health (e.g., CAMHS, including TCaPS, specialist hospital settings) and Education (SEN, SENDIASS, BEAM, Autism Advisory Teachers and Specialist educational support or provision). There may also be criminal justice involvement and the necessity to involve Family Courts or Courts of Protection.

Such behaviours/ profiles will likely impact on the ability of autistic children and young people to engage within the community, educational settings or employment.

The Specialist Autism Team are working in partnership with other provisions and services within Barnet Council and in the wider community:

- The team provide representation at the Early Help Panel and the Complex Case Panel Meeting (CCPM) and are forging positive and supportive links with other autism related agencies and groups.
- Specialist Autism Team Social Workers work closely with mental health practitioners in the community.
- The team link with the SEN service, the Autism Advisory Teaching Team and SENCOs and have access to Social Care based Occupational Therapists for advice and information on how best to support our young people, including appropriate housing.
- The team encourage young people to have an advocate and will make referrals on their behalf.
- The team works closely with the Barnet Parent Carer Forum (BPCF) who have a special interest in autistic young people; participate in special interest groups such as the Leading-Edge Group for autism and with autism specific training events to support sharing of knowledge and expertise.

How do I access the Specialist Autism Team?

Referrals to the Specialist Autism Team are made via Barnet MASH or via the Barnet Family Service Duty and Assessment Team or the Intervention and Planning Teams. Please be aware that young people will require a Multi-Disciplinary Team (MDT) Response, which will always include clinical intervention and oversight, and possibly with Continuing Care/ Continuing Health Care provision.

17. Support for parents and carers

The Barnet Parent Carer Forum

Barnet Parent Carer Forum	Barnet Parent Carer Forum are a voluntary group of enthusiastic, committed parents and carers in the London Borough of Barnet working with the local authority to ensure that the voices of our children, young people and their families are heard. Further information can be found on the Barnet Parent Carer Forum Website: https://barnetpcf.org.uk/. If you would like to contact the Barnet Parent Carer Forum please email info@barnetpcf.org.uk.

Special Educational Needs and Disability Information, Advice and Support Services (SENDIASS)

SENDIASS Special Educational Needs and Disabilities Information Advice and Support Service With you on your journey	SENDIASS offer confidential and impartial information, advice and support to parents, carers and young people. The service is available to parents, carers and young people aged 0 to 25 with special needs or disabilities, living in Barnet. SENDIASS can: • help you make decisions about your own or your child's special educational needs • empower parents, carers and young people to play a key role in their own or their child's education • help you understand the law around SEND and what options are available to you • offer you the opportunity to talk things through and voice your concerns. SENDIASS provide: • advice on education, health and care draft plans and needs assessment processes, issues around school placement, school suspensions and permanent exclusions • support with writing letters to a school or council, meetings, parental views on EHCP's, SEND Tribunals, understanding SEN documents and reports • talks to groups and organisations, information workshops for parents and carers on a range of relevant topics, and an annual conference with workshops for parents and carers about SEND issues. Telephone: 020 8359 7637 (Office Hours Monday to Friday) Email:SENDIASS@Barnet.gov.uk Professionals working with parents, carers and young people are encouraged to support them to contact us. If there are exceptional reasons why the parent or carer cannot call themselves, please discuss with us first.

18. Autism Pathway Educational Provision

Mainstream early years settings, schools and colleges

The majority of children with special educational needs, including those with autism, will have their needs appropriately met in their local mainstream early years setting, school or college.

All schools and settings are expected to have a good understanding of the child's special educational needs, a positive attitude, and an appropriate level of expertise. Each must publish information on their website of their offer for children on and young people with special educational needs.

The Autism Advisory Team

The Autism Advisory Team are made up of qualified teachers and specialist practitioners who specialise in the area of supporting autistic children and young people within their school or college setting. They aim to ensure that children have the opportunity to reach their full potential in all areas of development including academic, social and emotional wellbeing.

The team work to support Barnet mainstream schools (primary and secondary) and colleges by offering:

- a variety of autism specific training and workshop packages
- school visits, including joint observations and feedback meetings to develop individual support plans according to children's needs
- bespoke support and advice in implementing autism specific strategies
- attendance at key professional meetings.

Referral Criteria

The Autism Advisory Team is accessed through completion of a Child Development referral form which should be completed by an education professional (usually the SENCO) of the Barnet maintained school at which the child is attending

BARNET_CDS_INTAKE_REFERRAL_FORM_JAN_2023_V1.doc (live.com)

Referrals should be made with the knowledge and consent of the parents and carers and young person.

Best practice guidance and accreditation

It is reasonable for parents/carers and autistic people to expect schools and settings to be able to demonstrate how they meet or are working towards meeting best practice standards. An example of best practice guidance is that provided by the Autism Educational Trust (AET) National Autism Standards for Schools and Educational Settings. These standards enable educational settings to evaluate their practice in addressing the needs of pupils on the autism spectrum. There are 4 areas identified covering 43 standards in total. The areas are:

- the individual pupil (how to understand and address their strengths and needs)
- building relationships (with staff, parents, carers and peers)
- curriculum and learning (adjustments to the way in which activities are presented, selection of priorities and modifications to the timetable)
- enabling environments (how to create good classroom and school environments for pupils with autism).

Additionally, some special schools and centres may seek to gain National Autism Accreditation. This is an externally moderated two-year programme. The accreditation process provides a unified standard of excellence and a systematic framework for continuous self-examination and development of provision for young people with autism.

For further information contact the Autism Education Trust (AET) via their website: www.autismeducationtrust.org.uk/

Resources available to support schools and settings

Below are some resources available to support schools and settings:

- Autism Education Trust (AET) National Autism Standards for Schools and Educational Settings and the Autism Education Trust (AET) Professional Competency Framework www.autismeducationtrust.org.uk
- Speech, Language and Communication Inclusion Development Programme (IDP) Early Years Inclusion_Development_Programme_Speech_Language+Communication.pdf
- Autism Inclusion Development Programme (IDP) Early Years Inclusion_Development_Programme_Autistic_Spectrum.pdf
- Development Matters 2012. Guidance for revised Early Years Foundation Stage (EYFS) www.foundationyears.org.uk
- Early Support: Information About Autistic Spectrum Disorders https://councilfordisabledchildren.org.uk/resources/all-resources/filter/schools-colleges-and-fe/early-support-information-autistic-spectrum
- Autism Inclusion Development Programme (IDP) Primary and Secondary https://assets.publishing.service.gov.uk/media/5a75a9baed915d506ee808aa/00041-2009BKT-EN.pdf
- Think Autism www.gov.uk/government/publications/think-autism-an-update-to-the-government-adult-autism-strategy

How do schools put support in place for autistic children?

Autism is not always diagnosed before a child starts school. Sometimes it is the parents/carers who first approach the school or setting with concerns about their child's development. They may feel that their child does not respond in the same way as older siblings or as peers their own age. Sometimes it will be the school who first notices that the child or young person is having difficulties. In both cases there should be early discussion between the school and parents/carers and child or young person to explore the needs and identify the support required. In the case of a young person, they may express concern directly to a member of staff.

What training is available about autism for schools and settings?

Autism training for schools is available locally through the Autism Advisory Team. Please refer to information about this training on the local offer website.

For more information, please contact Autism.Team@barnet.gov.uk

Listening to early concerns

A discussion around early concerns needs good listening based around conversations that are structured to:

- explore concerns
- identity aspirations

With the help of parents/carers and the child or young person, the school will gather information, carry out observations and complete checklists. These will help identify the specific needs of the individual child.

Examples of checklists include:

- the Speech and Language descriptors
- the Social Communication descriptors
- the Strengths and Difficulties Questionnaire (SDQ)
- the Autism Sensory Audit

The findings from the checklists indicate the responses and actions that need to be put in place to support the child or young person at school and at home.

Below are some of the actions that schools and settings commonly take to support children with communication and interaction difficulties, including autism:

- Explain any changes in routines or systems in advance
- Use visual timetables to show what will be happening during the day/week
- Set explicit and clear expectations, and use unambiguous language
- Always tell the pupil what to do, and what not to do
- In lessons, set tasks with clear goals and provide step-by-step instructions with visual clues on worksheets, posters, whiteboard, etc
- Provide frameworks (scaffolds) for writing, e.g., step-by-step templates, mind maps, bubble diagrams, cloze procedure, etc.
- Have clear plans for unstructured times of the day, e.g., breaktime, lunchtime, before and after school, movement between lessons.
- Use visual aids to support a child to gauge and communicate how they are feeling, e.g., emotional barometers, traffic light signs, etc.
- Provide access to temporary personal working spaces that offer a degree of separation e.g. by screens, booths in the classroom. These can be used for specific time-limited tasks or for positive time-out.
- Expect to teach the child social skills, e.g., what to do when praised, how to ask for help, enter a room and greet people, sustain a conversation, make and sustain friendships with their peers, and how to regulate their own behaviour.
- Use simple step-by-step visual illustrations to describe and rehearse an event or social interaction. Comic strips, sequential photographs or pictures, etc., can be created for a wide range of situations.
- Use immediate and individualised reward systems based on the pupils likes and interests, e.g., collecting stickers, extra time on the computer.

Many schools will already have systems in place to share information on all pupils, e.g., learning profiles, communication passports. Staff, parents/carers and the young person can create these together to give key information on strengths, needs, likes and dislikes.

19. Does my child have Special Education Needs?

SEND Support

If a child or young person requires support that is additional or different over what is ordinarily available, they may be identified as having Special Educational Needs and, with parental agreement, placed on SEND Support. A person-centred approach will be adopted to meet their needs. Parents/carers and the child or young person will be invited to actively participate in identifying aspirations. A regular cycle of 'Assess, Plan, Do, Review' will be put in place by the school/setting in collaboration with parents/carers and the child or young person to support them in meeting their short and long term goals.

SEND Information Report

Further support (targeted support) will be arranged by the school/setting to address specific areas of need as appropriate. This will sometimes take the form of time-limited interventions. Interventions will have clear goals, objectives and review arrangements.

The school will describe their use of interventions in their SEND Information Report on their website.

SEND Local Offer

There are a range of resources to support school-based interventions with children and young people with autism. For information on evidence based interventions please see the SEND Local Offer: https://www.barnetlocaloffer.org.uk/

Can the school get advice and support?

Your school will use its best endeavours which means 'doing everything it can' - to give your child the support they need. This could include working in partnership with you and any specialists who are supporting you and the family (such as an educational psychologist, speech and language therapist, early years or specialist teaching teams).

Will my child need an Education Health Care Plan (EHCP)?

Some children with the highest level of need may require an Education, Health and Care Needs Assessment (EHCNA) which may lead to the issue of an Education Health and Care Plan. Information about the process can be found on the Barnet Local Offer: https://www.barnetlocaloffer.org.uk/pages/home/information-and-advice/education-health-and-care

Barnet SENDIASS will also be happy to help and you can find out more information about their services on their webpage: https://www.barnet.gov.uk/children-and-families/barnet-special-educational-needs-and-disabilities-information-advice-and

Mainstream Inclusion

Most children and young people with autism, including those with an Education Health Care Plan (EHCP), will benefit from and have their needs fully met at their local mainstream school. All schools are expected to ensure they offer an inclusive environment that is adapted to meet needs. We have

also increased our level of support to ensure those children with very complex needs can be supported in mainstream.

Decisions for placement are made by a local authority multi agency panel based on level and complexity of need. Information from parents, young people and all professionals working with and supporting the child is taken into consideration when a placement is being considered and they will be included in decision making. Placement decisions are made at the point of issuing a new EHCP and if requested following annual review.

20. Transitions

All schools have a duty to ensure learners access appropriate careers information and guidance. Planning for adulthood should be a key part of the year 9 annual review. For young people who are likely to require social care support in adult life, a referral will be made to adult social care and the appropriate team will start discussions from the age of 16.

If your son or daughter has a children's social worker, they will have a key role in ensuring that any social care support provided is focussed on thinking about and planning for the future. The appropriate identified Adult Social Care Team will provide support as young people turn 18.

Information on what happens at transition

When a young person is in Year 9 (13 or 14 years old) the council, school and family need to begin to support their move from childhood to adulthood. We use the term "Preparing for Adulthood" to describe this planning. It takes place when a young person moves from Children's Services to Adult Services or when a young person starts to think about what they want to do as an adult.

Some things young people with special education needs or disabilities (SEND) want to think about and make plans for are:

- employment - this includes exploring different education and employment options, such as support for becoming self-employed, apprenticeships, internships and college courses
- independent living - control over life and choices, support, and accommodation and living arrangements, including supported living, educational and residential settings
- participating in society - having friends, supportive relationships and opportunities for participating in and contributing to the local community
- being healthy - Being as healthy as possible in adult life.

Schools, colleges and services of health, education and care work together to support the transition of children and young people between the ages of 14 and 25 who have disabilities and/or complex needs, including:

- those young people who have an Education, Health Care Plan (EHCP)
- those eligible for children's social care services
- those who are likely to meet the eligibility criteria for adult social care services (in line with the Care Act 2014)
- those with Continuing Healthcare needs
- those who would benefit from support in planning for adult life but do not have an EHCP (for example those leaving care or with high-functioning autism or social/emotional/mental health difficulties/ill health).
- carers and parents of young people preparing for adulthood and young carers who are themselves preparing for adulthood.

What to expect

Age 13 to 14 (Year 9)

Year 9 is the time when people are supported to think about growing up and leaving schools. It is good to think about what to do after school and begin to make some plans. If the young person has an EHCP this 'transition' planning will happen through the Year 9 Annual Review. Otherwise, it will be through the 'My SEN Support Plan' or through careers and school support plans. If a young person has disabilities their social worker will also be involved in the review. This is an opportunity to begin to plan for future jobs and careers.

The Annual Review meeting is the time to bring together the thinking the young person and their family and school will have prepared about what is important to them now and in the future, including what work may interest them. Questions will be about what sort of paid work the young person would like when an adult, where they want to live, and what activities and skills they will need to learn and practice to reach these.

Short term and long terms outcomes are agreed to support the progress of the young person in meeting their educational and career aspirations. These steps need to prepare and support them to achieve the preparing for adulthood outcomes:

As this is a different approach to what has gone before families may need to be supported to do this. The school will have considered who will support the young person to develop their career plan. This support could come from the school curriculum or a careers adviser or service, a supported employment service or the young person's family or circle of support. Year 9 may seem too soon to be looking for a job, but it is important to plan for work experience the following year.

The Preparing for Adulthood Transition Planning and Support protocol details what should happen for young people in Year 9, aged 13 to 14 years, when it should happen and who is responsible.

Age 15 to 16 (Year 11)

By Year 11, the career plan should be based on work experience and some part-time work, and will set out clearly what the young person is going to do in the following year and beyond, based on their career aspirations. Parents and young person discuss post 16 options with their school. For those with an EHCP the Annual review looks at progress and the implementation of the preparing for adulthood plan.

If the young person is likely to have a change of environment post 16, for example a move from school to college, there is a need to plan what is necessary for a smooth transition. Young people in care will have an 'All About Me' plan and from the age of 16 will have a Pathway Plan that contributes to Transition planning. The Preparing for Adulthood Transition Planning and Support protocol details what should happen for young people in Year 11, when it should happen and who is responsible.

Research shows that the most successful outcomes happen when best practice in supported employment is used:

- in depth person centred plan
- job searching
- job coaching
- ongoing support

Age 16 to 18 (Year 12 to Year 14)

For young people with an EHCP, their plans for preparation for adulthood short term and long term outcomes are reviewed. There is a review of support in school for those with additional needs but no EHCP.

For young people going to university evidence for DSA funding can be considered and there is a need to make sure the needed assessments are in place.

Health and social care continue with transition planning. A Transition Plan will be carried out if a young person is likely to have needs deemed eligible under the Care Act 2014. The Social Institute for Excellent (SCIE) have developed a useful set of resources to help local authority staff, social workers, young people, parents and carers to plan for the transition to adult care services.

Children in care and care experienced young people are reviewed under statutory arrangements.

The Preparing for Adulthood Transition Planning and Support protocol details what should happen for young people Years 12 to 14, when it should happen and who is responsible.

Further information about Preparing for Adulthood can be found on the NDTi website: https://www.ndti.org.uk/resources/preparing-for-adulthood-all-tools-resources

Age 19 to 25

Where a young person requires additional time in education an EHCP can be in place up to the age of 25 and where the young person is accessing Further Education (mainstream or specialist), an Apprenticeship, Traineeship or supported internship.

The EHCP stops where the young person is in paid work, volunteering or social care services (without education) and where they move into higher education.

Higher Education – Disabled Students Allowance

Young people will continue to receive support in Higher Education if they are eligible for a Disabled Student Allowance (DSA). Please refer to the website for further information on the DSA: https://www.gov.uk/disabled-students-allowance-dsa.

21. Support for Autism in Adulthood

Where a young person has a diagnosis of autism and will require support from Health Services in adulthood, the Children's Health Services will refer them to the Adult Health Teams.

For those young people over the age of 18 years who do not already have a diagnosis of autism or are not already involved with Children's Health, the route to Adult Health Services for autism is through the young person's GP.

Adult Social Care

Adult social care can help with advice and information, social care assessments and equipment's (not wheelchairs).

Contact Adult Social Care

- Telephone: 0208 359 5000 (during office hours Monday to Friday)
- Email: socialcaredirect@barnet.gov.uk
- Post: Adult Social Care, 2 Bristol Avenue, Colindale NW9 4EW

If a young adult with autism has concerns and is attending further education, university, or is in training or employment, they can talk with their GP. They can also contact their Student Union Counselling Service or University/ College Support Department or the National Autistic Society. They will be put in contact with people who will be able to listen and signpost them to specialist advice and support.

Adult Autism Screening

Barnet residents wanting a formal diagnosis need to request this through their GP who can then make a referral to Camden and Islington Foundation Trust:
https://gps.northcentrallondon.icb.nhs.uk/services/autism-diagnostic-consultation-service-for-adults

Barnet Mencap Autism Hub

Barnet Mencap's Autism Hub is a free service for adults in Barnet who are, or suspect they may be, autistic. The hub aims to create an autistic friendly space where members can be their authentic selves, engage with others in a supportive environment, and to develop the service to meet your needs. Further information about the range of support and activities this service offers is available on our website: https://www.barnetmencap.org.uk/what-we-offer/adults/autism-service/

Whilst all of our other services are for people who have a learning disability, the Autism Service is for people who don't also have a learning disability:

Concurrent referrals can be made to the Barnet Mencap Autism Advisers Service for adults living in Barnet with a diagnosis/suspected diagnosis of autism. Self-referrals are also accepted. For more information on how to make a referral, please visit the Barnet Mencap website or email projectsupport@barnetmencap.org.uk

22. Directory of Further Support

Parents can expect appropriate support to be available for children and young people with communication, social and behavioural needs including autism from the first early concerns through assessment and afterwards. The level and type of support will depend on the individual needs of the child and family and this may change over time.

Barnet SEND Local Offer	Information on provision for children with special educational needs and/or disability is published in the Barnet SEND Local Offer directory: https://www.barnetlocaloffer.org.uk/ Some examples of provision from the local authority, health, social care and voluntary agencies particularly relevant to children on the autistic spectrum and their families are listed below. If you have any queries about the support available, please do not hesitate to contact the providers listed or contact the Barnet SENDIASS Team on 020 8359 7637.
Barnet Children's Centres	If parents/carers are worried about their child and think that they are not developing in the same way as children of a similar age, they can speak to a health visitor or family worker at a local Children's Centre. Further information, addresses and contact details can be found at https://www.barnet.gov.uk/directories/childrens-centres Barnet Children's Centres offer the following services: • Childcare • Early education and school readiness • Family support • Health • Community services • Adult learning, employment, training and welfare support. Children's Centres are open 9am to 5pm, 48 weeks of the year. Centres that offer childcare may open for longer.
BACE Holiday Scheme	BACE Holidays is organised and run by Barnet Council and Young Barnet Foundation and fully funded by the Department for Education. BACE holidays support children and young people in Reception - Year 11 who receive benefit-related Free School Meals* in the borough of Barnet. School holidays can be pressure points for some families due to increased costs and reduced incomes. BACE Holidays provide engaging and healthy activities with an emphasis on physical, emotional, and nutritional wellbeing during the school holidays. Activities may include football, cricket, arts and crafts, performing arts and lots more.

	How can BACE Holidays support children with Special Educational Needs and Disabilities (SEND)? BACE Holidays is an inclusive provision which means spaces are made available for children with and without disabilities that are in receipt of benefit-related free school meals. We have three types of provision for SEND children, and the type of provision you choose to access will be dependent on what you believe is most suited to your child's needs and abilities: • Mainstream provision which children of mixed abilities will play alongside one another • Exclusive SEND activities, specifically for children whose needs are better met with a specialist or target provision • Family SEND provisions whereas these are parent and child sessions.
Mainstream BACE Provisions	Often children with SEND don't need 1:1 support within the BACE programme. However, we understand each child is unique and therefore so are their needs. If you believe your child needs the support of a 1:1 support worker and you have funding via Short Breaks or Direct Payments, you are able to send 1:1 support along with your child to camp. All adults (1:1's) will need to provide a DBS on arrival. Please note: so we can support more SEND children and following the DfE guidance, each child can ONLY receive up to 4 hours per allocation of days (i.e., summer up to 16 days) of 1:1 support under the BACE holiday programme – subject to availability.
BACE Families	BACE Families: If your child requires 1:1 support parents/carers will need to contact BACEHolidays@barnet.gov.uk at least 7 days before the activity start date in writing. Any requests after the 7 days may not receive support. If additional hours are needed [beyond the 4 hours per day] these hours will need to be self-funded or paid via any payment contributions that you receive for your child. If you have funding but do not have access to 1:1 support staff you can contact the providers below who have on offer experienced support staff, support and activities for children and young people with SEND.
Teach Now	Teaching Agency and 1:1 SEN support Staff for BACE Holidays and North London Schools: www.teach-now.co.uk
Parent Champions	Parent Champions are parent volunteers who give a few hours a week to talk to other parents about the local services available to families: https://www.familyandchildcaretrust.org/parent-champions-national-network The Parent Champions model is delivered by parents for parents, with the support of Barnet Local Authority, children's centre, school, or other local organisations. Parent Champions are given full training and support to help them to help others

	access existing services in the community. If you are interested in becoming a Parent Champion, we would love to hear from you. Please contact by email EYPH@Barnet.gov.uk
Short Breaks for Disabled Children	Short Breaks offer activities for disabled children and young people to make sure they have the same opportunities as other children to have fun, spend time away from home with their friends, and develop skills and independence. Short Breaks also give parents and carers a chance to take a break from your caring responsibilities. These breaks can include day, evening, overnight and weekend activities and can take place in the child's own home, in a community or residential setting. They come in a range of formats and each one can last just a few hours to a few days, and occasionally longer, depending on the type of provision and the needs of the child and their family. Children with a diagnosis of autism needing additional support are referred for short breaks via Early Help Panel, MASH or social work teams. Families can self-refer for short breaks. For more information on short breaks please see the Barnet Short Break Duty Statement. or contact the team at short.breaks@barnet.gov.uk.
Outdoors Project	This scheme is open to families in London of Borough who don't have access to a safe outdoor space for their children to play and where they have a child/ren with special educational needs associated with autism spectrum disorder (ASD), learning difficulties or other challenging behaviour preventing them from accessing public outdoor venues. To enquire about booking exclusive use of dedicated spaces within London Borough of Barnet for the whole family to enjoy, please email outdoorsproject@barnet.gov.uk
Resources for Autism	Resources for Autism (RfA) provide practical services for autistic people - children and adults – and those who love and care for them. All staff and volunteers are autism trained and services are designed to offer a place where autistic people, whatever their levels of needs are, can be their true selves and feel accepted as they are. Resources for Autism's services includes social groups for children and adults, holiday play schemes, individual care packages at home and in the community, mentoring support, parent groups and workshops, counselling for autistic adults, behaviour support and training for professionals. Resources for Autism have also been commissioned by Barnet Family Services to provide home based support to families identified as needing specialist autism support in the home alongside the existing Early Help offer. Referrals for this service are through the Barnet Early Help Teams.

	You can find out more about Resources for Autism on their website: www.resourcesforautism.org.uk. If you would like to hear more about any of their services, or have an informal chat, please email info@resourcesforautism.org.uk or call 0208 458 3259.
The National Autistic Society (NAS)	The National Autistic Society is a UK charity for people with autism (including Asperger's syndrome) and their families. They provide information, advice, guidance and support and campaign on behalf of people with autism. The NAS produces information sheets aimed at supporting families, including help for brothers and sisters. Parents can request them from the NAS or print them from the NAS website. Website: https://www.autism.org.uk/ Contact Us: https://www.autism.org.uk/what-we-do/contact-us Families: https://www.autism.org.uk/what-we-do/families Autistic Adults: https://www.autism.org.uk/what-we-do/autistic-adults Education Professionals: https://www.autism.org.uk/what-we-do/education-professionals Other Professionals: https://www.autism.org.uk/what-we-do/services-for-professionals
Norwood	Norwood is the largest Jewish charity in the United Kingdom supporting vulnerable children and their families, children with special educational needs and people with learning disabilities and autism. Norwood's Kennedy Leigh Family Centre offers a range of specialist support groups for children and their families, Norwood social work team, The Rainbow support group, for parents and their children with special needs, Unity recreational service for children with learning disabilities. To find out more about Norwood please call 020 8809 8809, email info@norwood.org.uk or visit their website: https://www.norwood.org.uk/
Kisharon Advice and Support Services	Kisharon Langdon provides the Jewish community with vital support. The organisation works with hundreds of people with autism and learning disabilities as well as their families. The services, located over seven sites, cater for the needs of the learning disabled at every stage of their lives – from a nursery and school, right through to residential services and work opportunities. Kisharon Langdon provides support for each individual to develop their potential and live a fulfilling life within the community and follow a Jewish way of life. This friendly and confidential support service can be used by adults

	or children with learning difficulties, their families and carers. The service covers complex needs as well as mild learning disabilities and will also be useful to professionals, whether teachers or care staff. To find out more about Kisharon Langdon please call 0203 309 1160, email info@kisharonlangdon.org.uk or visit their website: https://www.kisharonlangdon.org.uk/
Barnet Mencap	Barnet Mencap provides a range of services and campaigns with people with learning disabilities and people with autism and their families to secure good services and support in the borough. As part of their service, Barnet Mencap provide advice, information and guidance for parent carers of children and young people aged 0-25 with a learning disability and/or autism or ADHD, as well as workshops on topics of interest and parenting courses. They also offer a free provision for adults with no learning disability who live in Barnet or have a GP in Barnet. To find out more about Barnet Mencap please call 020 8349 3842, email projectsupport@barnetmencap.org.uk, or visit their website: www.barnetmencap.org.uk

23. Key Contacts

This document provides extensive information it may feel difficult to navigate should you wish to contact a service here is a list of contacts to assist you. Please note this is not an inclusive list.

Health	
Team for the assessment of autism and social communication and autism (TAASC)	To contact the team for the assessment of autism and social communication and autism (TAASC) regarding referral queries, email rf-tr.barnettaasc@nhs.net
Barnet CAMHS	Information for professionals about referring a child to Barnet CAMHS for assessment including the referral form is available on their website: https://gps.northcentrallondon.icb.nhs.uk/services/child-and-adolescent-mental-health-service-camhs-barnet. Completed referrals are sent to email beh.tr.spoa@nhs.net. If you have any queries about the referral process the team can be contacted on 0208 702 3111.
Barnet CAMHS Single Point of Access (SPOA)	Telephone number: 0208 702 3111 (Monday to Friday 9am to 5pm). Referral email: beh-tr.camhs-spoa@nhs.net
Barnet Children Integrated Therapies	Tel: 0203 316 8900 Email: whh-tr.barnetcit@nhs.net Website: https://www.whittington.nhs.uk/barnetcit
Barnet Integrated Clinical Service (BICS)	Supporting Children and Young People's Wellbeing and Mental Health Service provides mild to moderate mental health services to children, young people and families in the borough Email: BICS@barnet.gov.uk for general enquiries Support line on 020 8359 3130 (available Monday to Friday from 9am to 5pm) Website: https://www.barnet.gov.uk/children-and-families/support-parents-and-carers/bics-supporting-children-and-young-peoples
Patient Advice and Liaison Service (PALS)	Website: https://www.nhs.uk/nhs-services/hospitals/what-is-pals-patient-advice-and-liaison-service/
Epilepsy Service for children and young people	Epilepsy Service for children and young people aged 0-16 years old residing in Barnet and Enfield Website: https://www.royalfree.nhs.uk/services/childrens-services/epilepsy-service

Education	
SENCO Zone	Pre-diagnosis or while on the pathway to diagnosis access to the Barnet Early Years SEND Advisory team who provide support to children in early years settings such as playgroups, childminders and the home. Website: https://www.barnetlocaloffer.org.uk/senco_zone
Barnet Early Autism Model (BEAM) 0-5 years	Website: https://www.barnetlocaloffer.org.uk/pages/home/information-and-advice/early-years/barnet-early-autism-model-beam To contact the team please email all enquiries to BEAM.Team@barnet.gov.uk.
BELS Autism Parent/Carer Programme	Please email: BELSAutismParentCarerProgramme@Barnet.gov.uk for all enquiries or to request the programme flyer.
Autism Advisory Team	Email address: autism.team@barnet.gov.uk
Special Educational Needs Referral and Assessment Team	Contact details: 0208 359 7007
Early Years SEND Advisory Team	Website details: https://www.oakleighschool.co.uk/early-years-send-advisory-team/

Family Services	
Barnet Local Offer – Autistic Children and Young People	Website: Barnet Local Offer - Autistic Children and Young People
Multi Agency Safeguarding Hub (MASH)	The MASH team are available Monday to Thursday 9am to 5.15pm and Friday 9am to 5pm and can be contacted on 020 8359 4066. Outside of these hours you should report any concerns that need an immediate response to our emergency duty team on 020 8359 2000. Website: https://www.barnet.gov.uk/directories/directme/multi-agency-safeguarding-hub-mash-team-childrens
Early Help	Website: https://www.barnet.gov.uk/children-and-families/early-help-children-young-people-and-families
Additional Needs	Multi-Sensory Impairment Specialist Team (visually and hearing impaired children and young people). Email address: Specialist.team@barnet.gov.uk

Dynamic Support Register and Care Education and Treatment reviews	Website: https://www.england.nhs.uk/publication/dynamic-support-register-and-care-education-and-treatment-review-policy-and-guide/

Resources for Parents and Families	
Barnet Parent Carers Forum	Further information can be found on the Barnet Parent Carer Forum: https://barnetpcf.org.uk/. If you would like to contact the Barnet Parent Carer Forum please email info@barnetpcf.org.uk
Home-Start Barnet	Support at home for families who may feel overwhelmed and need some extra support at home. Families can self-refer. Website: https://homestartbarnet.org
SENDIASS	Telephone: 020 8359 7637. Lines are open Monday to Thursday from 9am to 5.15pm and Friday from 9am to 5pm Email: SENDIASS@barnet.gov.uk Website details: https://www.barnet.gov.uk/children-and-families/barnet-send-information-advice-and-support-service-sendiass Address: Barnet SENDIASS London Borough of Barnet 2 Bristol Avenue Colindale London NW9 4EW

Services for Adults	
Adult Social Care	Adult social care can help with advice and information, social care assessments and equipment's (not wheelchairs). You can contact us by: Email: socialcaredirect@Barnet.gov.uk Website: https://www.barnet.gov.uk/adult-social-care Telephone: 0208 359 5000 Post: 2 Bristol Avenue, Colindale, NW9 4EW
Barnet Mencap	Website: https://www.barnetmencap.org.uk Email address for self and professional referrals: projectsupport@barnetmencap.org.uk