

Problem to be solved:
High number of referrals for the ASD/AHDH pathways and little support for children and families – pre and post diagnosis. Schools don’t get enough support to enable them to give the right help to children with behavioural issues.

Key milestones and Timeframes

Activity	Ma	Jn	Jl	Aug	Sep	Sep-Dec	Jan-Mar
Finalise PID and agree direction i.e establishing Accelerator Site (AC)	x						
Select AC and begin mobilisation (including recruitment of staff)	x	x					
Work with schools to develop/co-design projects within ACs including practicalities i.e days of week etc	x	x	x				
Multi-agency review of BEN Pathway					x	x	
Agree role of Council school support services to help schools manage behaviour		x	x				
Lessons learnt feed into procurem’t leading to new contract							x

Assumptions:

1. Key stakeholders, across the system, are willing to work together to provide oversight and advice related to new models of delivery.
2. SCC is able to identify a suitable school cluster to host the SEMH Accelerator Site.
3. There is sufficient commissioning and programme management capacity to deliver the programme successfully.

Deliverables / Outcomes for this Theme:

1. Revised BEN Pathway
2. Link with SCC SEND Work (implementation of the graduated response)
3. Improving support for CYP/Families in AC area (as soon as issues identified)

In Scope:

1. Closer work with a cluster of schools based in specific geographic area
2. Children with SEMH needs to be supported by the programme
3. Work with SABP to recruit and onboard these staff

Out of Scope:

1. Crisis or Tier 4 service delivery

Requirements of Enabler Work streams:

1. Digital –
2. Legal and contracts support – on any recruitment, data sharing agreements, property sharing agreements if staff to be based in cluster area
3. Comms – need to ensure effective comms (including voice of CYP) to explain programme

Risks/Constraints:

1. Schools are not receptive to the additional provision, or there are difficulties in integrating staff within the sites
2. Potential for overlap with SCC SEND Transformation Programme, leading to confusion or duplication
3. The Accelerator Site either does not mobilise in time for the new school year or at all, damaging relationships with schools – key risk

Dependencies with Children’s Community Services:

Potential link with Speech and Language Therapists and Ots

Measurements & Evidence to Support Evaluation:

1. Reduction in demand in requests for diagnostic assessments and other clinical services due to effective SEMH offer based in cluster area
2. CYP and their families report a better experience of services (feedback mechanism tbc). Reduced absence and exclusion of children from schools.
3. Waiting times (measured specifically for CYP at the schools which are selected to be part of the Site).