



**Buckinghamshire County Council**  
**Select Committee**  
Children's Select Committee

**Date:** Tuesday 12 March 2019

**Time:** 10.00 am

**Venue:** County Hall, Aylesbury

## **AGENDA**

### **9.30 am Pre-meeting Discussion**

This session is for members of the Committee only. It is to allow the members time to discuss lines of questioning, areas for discussion and what needs to be achieved during the meeting.

### **10.00 am Formal Meeting Begins**

<b>Agenda Item</b>	<b>Time</b>	<b>Page No</b>
<b>9 CURRENT AUTISTIC SPECTRUM DISORDER (ASD) SERVICE PROVISION</b>	<b>10:50</b>	<b>5 - 30</b>

Education and Health professionals will update Committee Members of the current service provision available for children and young people who are diagnosed with ASD.

Presentation slides to follow.

**Contributors:**

**Ms Sarah Tilston – Designated Clinical Officer for SEND**

**Mrs Sarah Callaghan – Service Director Education**

**Mr Tolis Vouyioukas – Executive Director Children's Services**

### **Purpose of the committee**

The role of the Children's Select Committee is to hold decision-makers to account for improving outcomes and services for Buckinghamshire.

The Children's Select Committee shall have the power to scrutinise all issues in relation to the remit of the Children's Services Business Unit. This will include, but not exclusively, responsibility for scrutinising issues in relation to:



- Nurseries and early years education
- Schools and further education
- Quality standards and performance in education
- Special Educational Needs (SEN)
- Learning and skills
- Adult learning
- Children and family services
- Early intervention
- Child protection, safeguarding and prevention
- Children in care (looked after children)
- Children's psychology
- Children's partnerships
- Youth provision
- The Youth Offending Service

*\* In accordance with the BCC Constitution, this Committee shall act as the designated Committee responsible for the scrutiny of Education matters.*

### **Webcasting notice**

Please note: this meeting may be filmed for subsequent broadcast via the Council's internet site - at the start of the meeting the Chairman will confirm if all or part of the meeting is being filmed.

You should be aware that the Council is a Data Controller under the Data Protection Act. Data collected during this webcast will be retained in accordance with the Council's published policy.

Therefore by entering the meeting room, you are consenting to being filmed and to the possible use of those images and sound recordings for webcasting and/or training purposes. If members of the public do not wish to have their image captured they should ask the committee clerk, who will advise where to sit.

If you have any queries regarding this, please contact Democratic Services on 01296 382343.

---

If you would like to attend a meeting, but need extra help to do so, for example because of a disability, please contact us as early as possible, so that we can try to put the right support in place.

*For further information please contact: Katie-Louise Collier on 01296 387006, email: [klcollier@buckscc.gov.uk](mailto:klcollier@buckscc.gov.uk)*

### **Members**

Mrs P Birchley  
Mr A Collingwood  
Mrs I Darby  
Mr D Dhillon (C)  
Mr M Hussain  
Mr S Lambert

Mrs W Mallen  
Mr B Roberts  
Mrs L Sullivan  
Ms J Ward (VC)  
Ms K Wood

### **Co-opted Members**

Ms C Pease  
Mr M Skoyles







# **Autism Spectrum Disorder : A focus on Buckinghamshire**

**Sarah Tilston - Designated Clinical  
Officer for SEND**

**Gareth Drawmer - Head of Service  
Achievement & Learning**



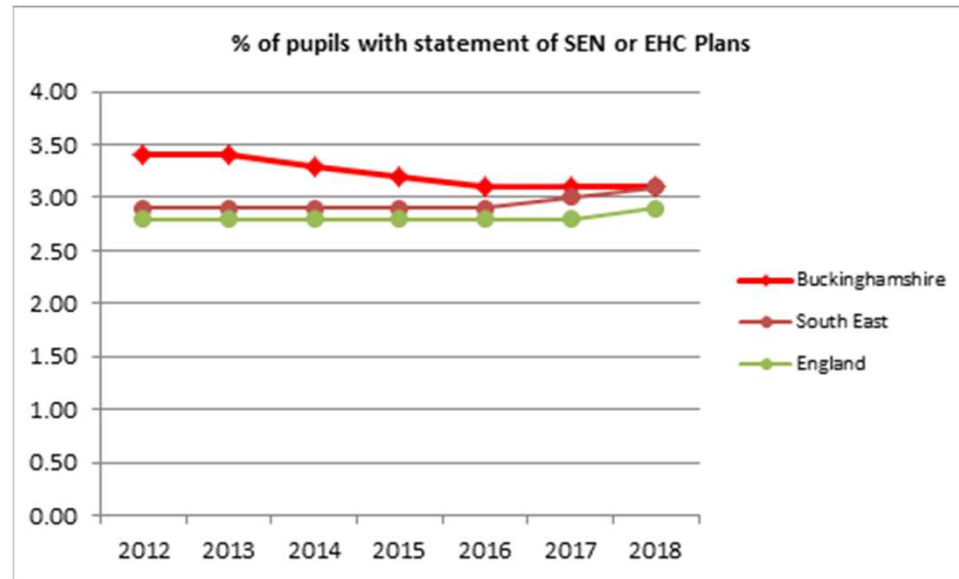
**Buckinghamshire  
Clinical Commissioning Group**

- Understanding the local and national picture
- What is Autism Spectrum Disorder (ASD)?
- Diagnosis pathways for ASD
- ASD provision within Buckinghamshire
- Future planning for ASD provision

# **Understanding the local and national picture**

# Changes in SEN

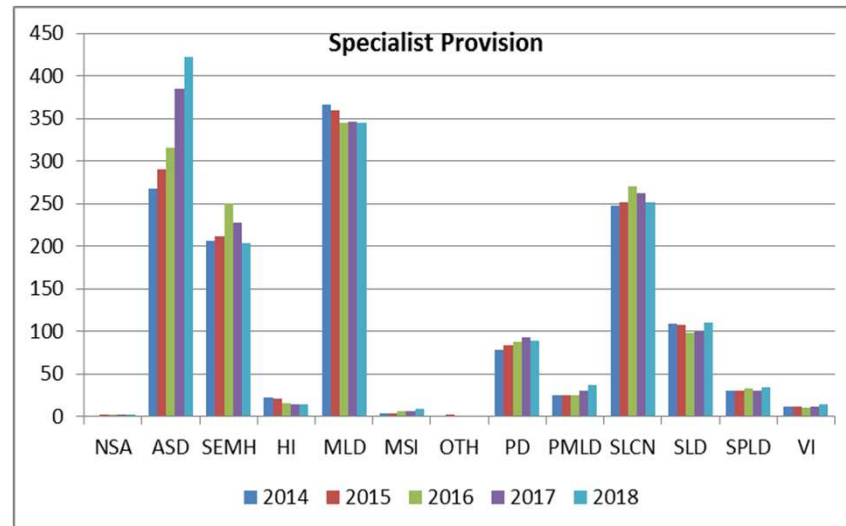
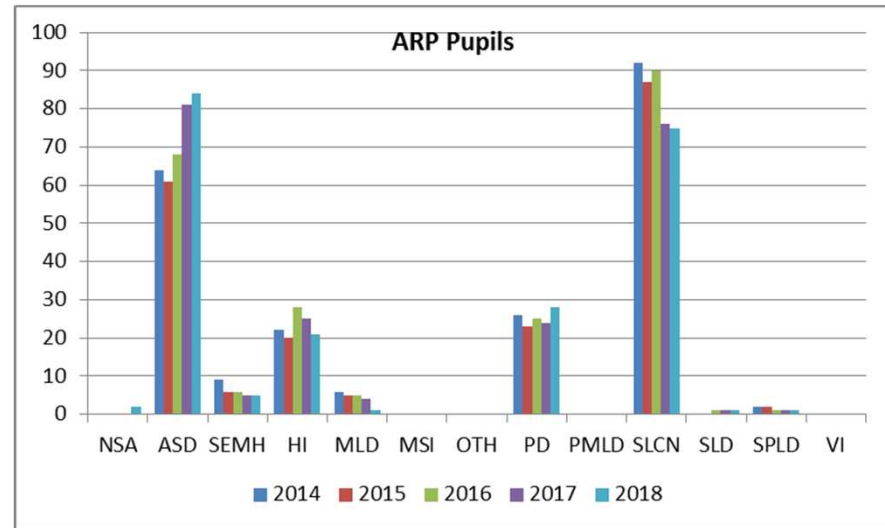
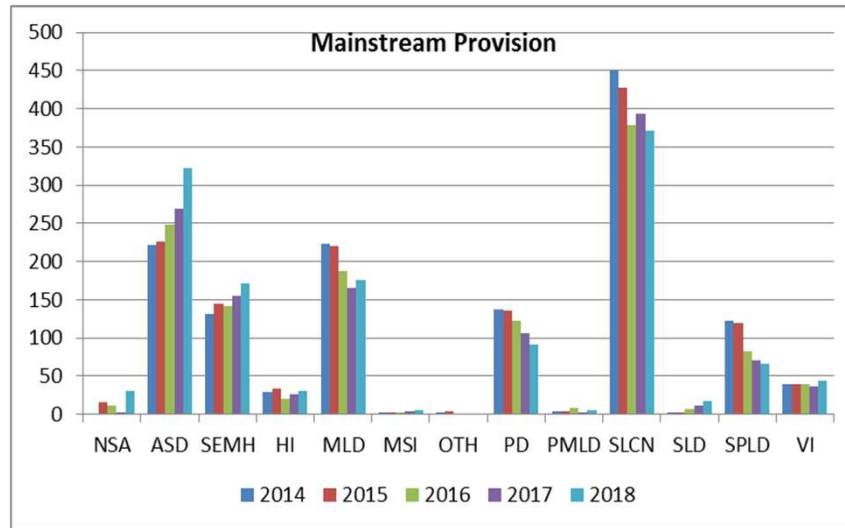
	2012	2013	2014	2015	2016	2017	2018
Buckinghamshire	3.40	3.40	3.30	3.20	3.10	3.10	3.10
South East	2.90	2.90	2.90	2.90	2.90	3.00	3.10
England	2.80	2.80	2.80	2.80	2.80	2.80	2.90



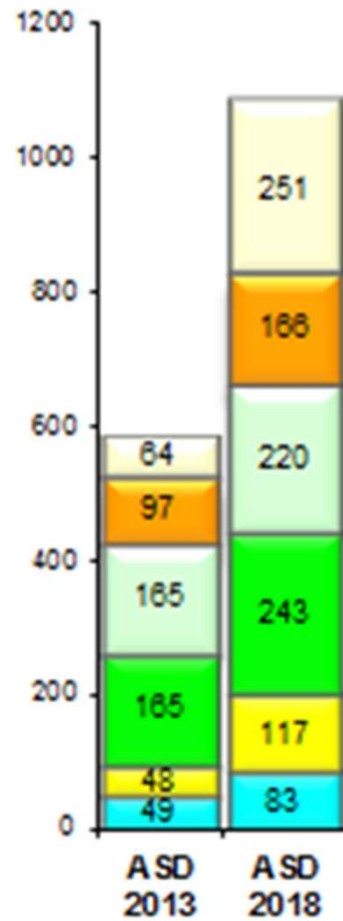


# Change in types of SEND

6

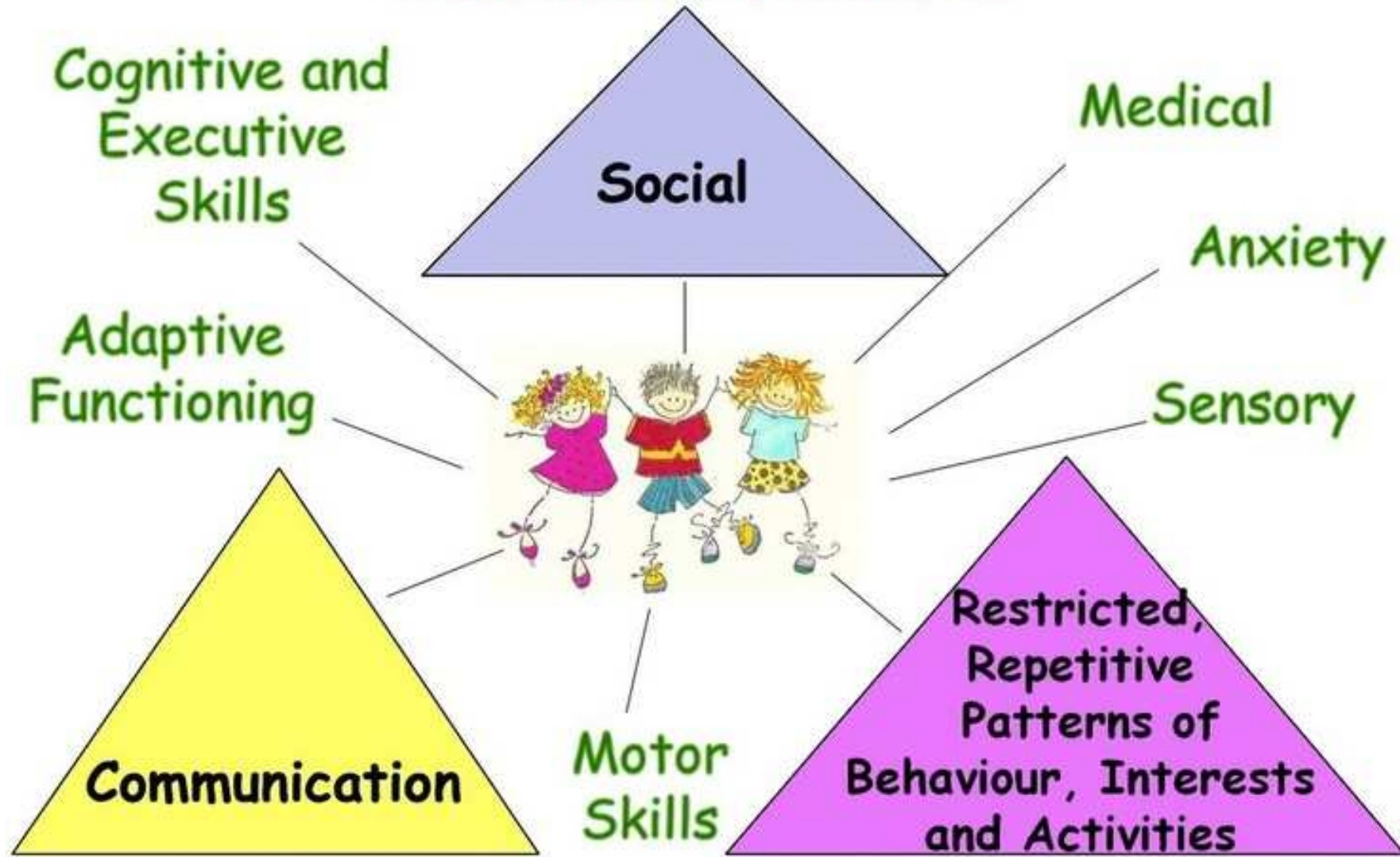


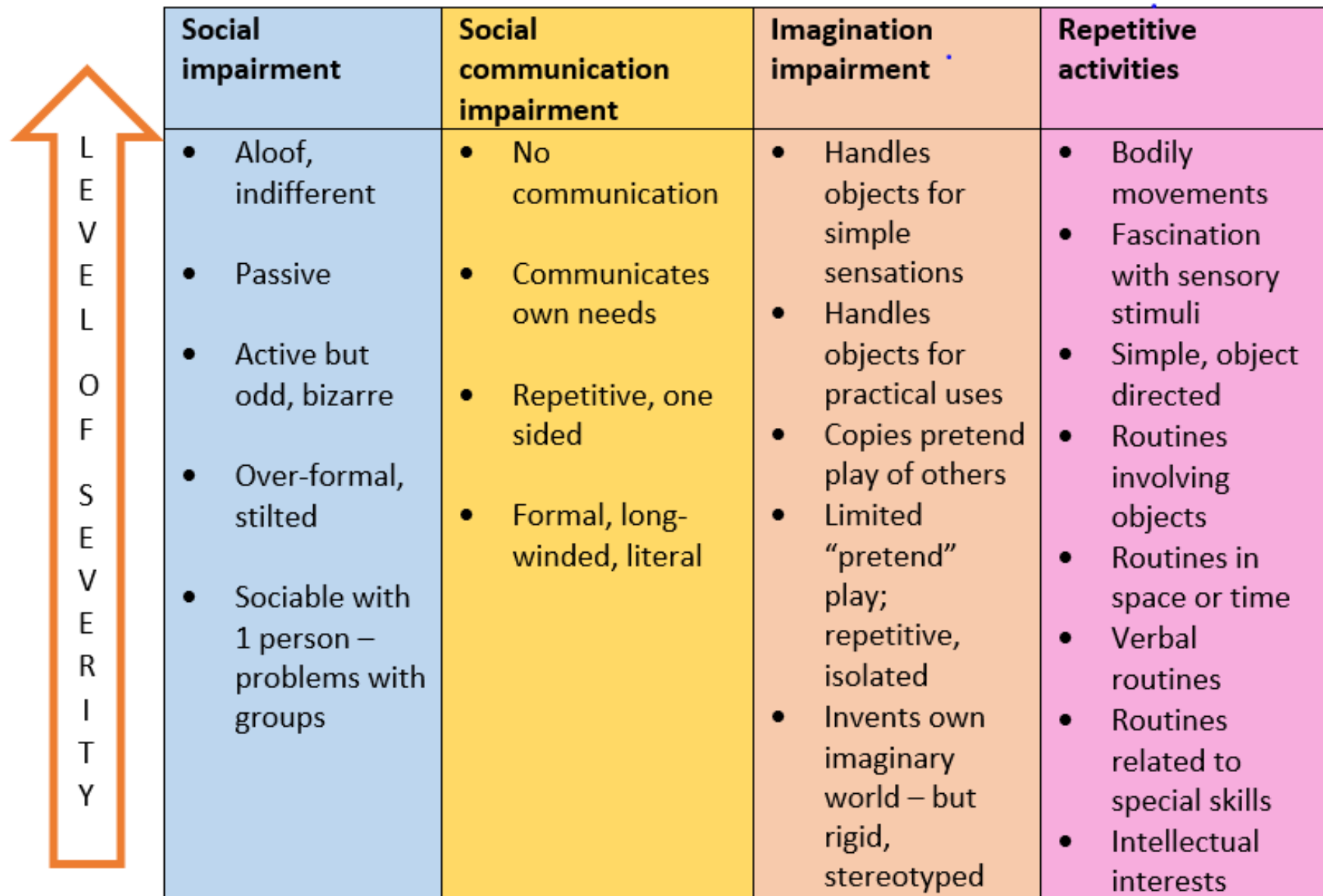
# Changes in ASD EHCP Numbers



# **What is Autism Spectrum Disorder?**

# The Triad of Characteristics and Associated Features





	Social impairment	Social communication impairment	Imagination impairment	Repetitive activities
LEVEL OF SEVERITY ↑	<ul style="list-style-type: none"> <li>• Aloof, indifferent</li> <li>• Passive</li> <li>• Active but odd, bizarre</li> <li>• Over-formal, stilted</li> <li>• Sociable with 1 person – problems with groups</li> </ul>	<ul style="list-style-type: none"> <li>• No communication</li> <li>• Communicates own needs</li> <li>• Repetitive, one sided</li> <li>• Formal, long-winded, literal</li> </ul>	<ul style="list-style-type: none"> <li>• Handles objects for simple sensations</li> <li>• Handles objects for practical uses</li> <li>• Copies pretend play of others</li> <li>• Limited “pretend” play; repetitive, isolated</li> <li>• Invents own imaginary world – but rigid, stereotyped</li> </ul>	<ul style="list-style-type: none"> <li>• Bodily movements</li> <li>• Fascination with sensory stimuli</li> <li>• Simple, object directed</li> <li>• Routines involving objects</li> <li>• Routines in space or time</li> <li>• Verbal routines</li> <li>• Routines related to special skills</li> <li>• Intellectual interests</li> </ul>

# Girls and Autism

It is recognised that girls with Autism Spectrum Disorder will often present later and with different areas of concern to boys.

They are often overlooked within the educational setting until they are teenagers and social and educational pressures increase and they become less able to mask their disorder.

Assessment by the Neurodevelopmental Team will be adjusted accordingly with less reliance on raw test data and consideration of how girls adapt their behaviours



# I have Autism and Sensory Processing Disorder

I have trouble focusing/concentrating---

---I DON'T like crowds

I DON'T like my hair washed,  
cut or combed---

---Bright lights hurt my eyes

I DON'T like LOUD noises---

---I have "selective hearing"

I chew on EVERYTHING---

and difficulty listening

if there are other

noises around me

I DON'T like my teeth brushed---

I am a VERY PICKY eater.

---Strong smells make me sick

Certain smells and textures  
make me gag---

I am unaware of normal  
touch and pain. I am often  
rough and I DON'T know it.---

---My motor skills are off,  
so I am a bit clumsy

I DON'T like my finger  
and toe nails cut---

I AM just a boy,  
and I just want to  
be LOVED!

A Legion For Liam

# Diagnosis pathways for ASD



# Autism Diagnosis in Buckinghamshire

**0-4 years** : Community Paediatrics and Child Development Team. CDT also includes therapists for multi-disciplinary assessment

**5-17** : Neurodevelopmental SPA from January 2019 with joint service provided by CAMHS and Paediatrics. (Previously 5-10 Paediatrics and 11-18 CAMHS)

**18+** : The Adult ASD Diagnostic Service at the Whiteleaf Centre in Aylesbury for diagnosis and post diagnostic treatment



# Neurodevelopmental Diagnostic Pathway (Single Point of Access)

- Oxford Health Foundation Trust and Buckinghamshire Health Care Trust are collaborating to deliver a Buckinghamshire Neurodevelopmental 5-17+ year old 'Single Point of Access for Assessment and Treatment'.
- Our aim is to ensure that Children & Young People with Neuro developmental concerns are seen by the most appropriate professional in a timely manner.
- The new pathway provides a multi-disciplinary approach with panel decisions where required.



# Post-Diagnostic Support

- Early Bird (NAS) course – Early Years Team (Education)
- Cygnet course– CAMHS (Health)
- Support in school – including school nursing service
- Occupational Therapy courses including Sensory workshops
- SALT courses
- CAMHS support groups for families and ASD children/young people
- CAMHS Parenting Courses
- CAMHS schools link
- Paediatric follow-up
- Integrated Therapies (SALT and OT) including Link Therapists
- STS Surgeries (Education)
- Autism Toolbox on the Local Offer
- Portage
- Adult mental health services
- Trailblazer funded support



# **ASD provision within Buckinghamshire**

# ASD Additional Resource Provision (ARP)

School	Designation	Phase	No of places
Aston Clinton School	SCLN	Primary	10
Oak Green School	ASD	Primary	12
William Harding Combined School	PD : SLCN	Primary	8
Elmtree School	SCLN	Primary	8
Holtspur School	SCLN	Primary	10
Carrington Infant School	ASD	Primary	6
Carrington Junior School	ASD	Primary	8
Claytons Primary School	ASD	Primary	12
Disraeli School & Children's Centre,	ASD	Primary	18
King's Wood School	SCLN	Primary	15
Princes Risborough Primary School	ASD	Primary	12
William Harding	SLCN	Primary	8
Holmer Green Senior School	SCLN	Secondary	26
Misbourne School, The	ASD	Secondary	6
Bourne End Academy	ASD	Secondary	18
Princes Risborough School	ASD	Secondary	20
Sir William Ramsay School	PD : HI : SLCN	Secondary	16
Total			

# Special School Provision

School	Designation	Phase	No of places	Tolerance (temporary additional places)
Booker Park	ASD: HI: MLD: PD: SLCN: SLD: VI : SEMH	Primary	235	7
Stocklake Park	ASD: HI: MLD: PD: SLCN: SLD: VI	Secondary	80	2
Chiltern Wood (2 sites)	MLD: SLCN: SLD	Primary & Secondary	208	6
Stony Dean	MLD: ASD: SLCN	Secondary	186	5
Furze Down	ASD: HI: MLD: PD: SLCN: SLD: VI	Primary & Secondary	165	4
Chiltern Way Academy (2 sites)	SEMH : ASD	Primary & Secondary	150	5
Westfield	SEMH: ASD	Primary	56	1

# Independent School Placements

Provider	Type	Full year Education cost - £
Abingdon House School	Day	56,420
Akeley Wood Junior School	Day	13,374
Bladon House	Residential	139,911
Bletchley Park School	Day	83,000
Cambian Asperger Syndrome	Day	184,793
Cambian Autism Services	Day	155,690
Claire's Court School	Day	14,472
Cotswold Chine School	Day	150,345
Egerton Rothesay	Day	350,070
Forum School	Residential	124,338
Gretton School	Day	101,500
Hillingdon Manor School	Day	310,842
Kestrel House School	Day	49,934
LVS Oxford	Day	250,661
Macintyre School	Residential	273,739
Pield Heath House School	Day	38,499
Pottersbury Lodge School	Day	331,756
Priory Group	Day	93,912
Puzzle Centre	Day	84,960
St Dominic's School	Day	52,214
St Piers School (Lingfield)	Residential	19,987
Swalcliffe Park School Trust	Day	535,200
Thames Valley school (Reading)	Day	22,942
The Jam Academy	Day	9,600
Witherslack Group	Residential	82,049
Wynchwood School	Day	10,768
		3,540,974

# **Future planning for ASD provision**



# Future Planning – Short Term

Action	Rationale	Current / Expected outcome
Develop work to de-escalate ASD secondary age pupils from specialist to mainstream provision	Pupils should be given the opportunity to achieve at their best through Side by Side partnerships between special and mainstream secondary schools.	Reduction of places at special schools.
Develop support from Specialist Teaching Service (STS) to upskill staff within mainstream settings	A higher level of expertise and understanding within mainstream schools will result in earlier intervention and reduced need to assess for EHCPs.	Reduced numbers of ECHP assessments.

# Buckinghamshire's **Autism Toolbox** on the **Local Offer on BFIS**

This "Toolbox" brings together advice, local support, services, activities and resources relating to autism. The name toolbox has been chosen to reflect that anyone, with or without an autism diagnosis, parents and professionals can make use of this information which covers various topics.

**Buckinghamshire's  
Local Offer for SEND**



# Future Planning – Medium Term

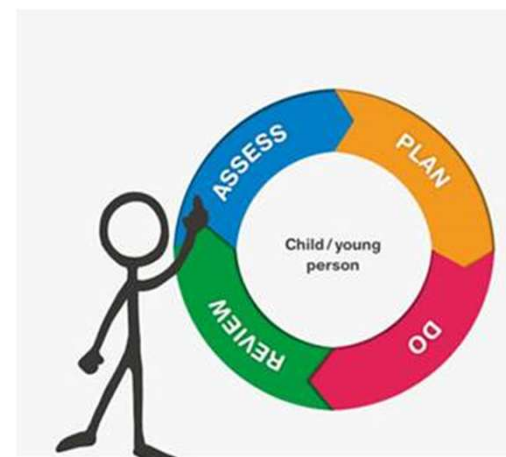
Action	Rationale	Current / Expected outcome
Increase capacity at Westfield School (ASD)	Additional 20 places for primary pupils with ASD will alleviate pressure on out of county placements	Reduction on out of county placements
Develop new primary SEMH capacity	Additional 18 places for primary pupils with SEMH will alleviate pressure on out of county placements	Reduction on out of county placements
Development of new whole school behaviour management strategy	The new strategy will improve management of SEMH pupils at mainstream level and prevent escalation of pupils to assessment at EHCP.	Reduction of pupil placements at Pupil Referral Units (PRUs) and special schools

# Future Planning – Long Term

<b>Action</b>	<b>Rationale</b>	<b>Current / Expected outcome</b>
<b>Commissioning of primary PRU SEN provision</b>	<b>Development of SEMH ARPs across the authority to manage pupils with moderate challenge who would otherwise attend special school provision</b>	<b>Reduction of pupil placements at Pupil Referral Units (PRUs) and special schools</b>

# How can we engage the local Head Teachers and Schools in educating and supporting these children locally?

- Sufficiency Strategy
- Review of permanent exclusions and elective home education
- Encouraging Autism Champions
- Adopting School Autism policies
- Adapting Behaviour policies
- Side by Side project work
- Graduated Approach



(Dyslexia-SpLD Trust/Department for Education, 2014)

