



Neurodiversity, SEND pathways and support services for Children and Young People in Barnsley



GP BEST training: graduated approach, statutory responsibilities and local support offer

Time: 1530-1630

- Barnsley Education Inclusion Services
- Branching Minds: CAMHS and Compass Be
- ChilyPep
- Kooth
- Night Owls
- Barnardo's

Due to time - **questions are to be saved to the end of all of the presentations.** There is an evaluation form at the end of the presentation and any unanswered questions can be submitted via this form.



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everyone early
collaborative inclusive responsibility develop
partnership commitment independence
vision feeling communities inclusion success
relationships honest belonging happy consistency communication
included community action sense shared open
investment strong needs everyone's achieve
building capacity good outcomes
stakeholders understanding positive acceptance
fully empowering working instilling thriving

Special Educational Needs and/or Disabilities (SEND)



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Why are we talking to you about SEND and the processes around this? Today's session will help to...

- Improve understanding of the graduated approach
- Clarify statutory responsibilities: Increased awareness of key duties (e.g. Section 19 and Section 23 notifications) and the GP role within these
- Reduce inappropriate medicalisation: Reinforced needs-led, social model of inclusion rather than diagnosis as the primary solution
- Manage demand: More appropriate signposting and reduced repeat consultations linked to unmet SEND needs
- Build confidence in identifying when children are not accessing education and when to escalate concerns
- Improve understanding of system pressures: Providing a context around exclusions, EHE, attendance challenges, and specialist placement capacity
- Clarify scope of practice: Helps GPs understand what sits within health vs education/LA responsibilities
- Enhance communication with families: support GPs to give clearer, more consistent advice aligned with local pathways and priorities



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Expected outcomes

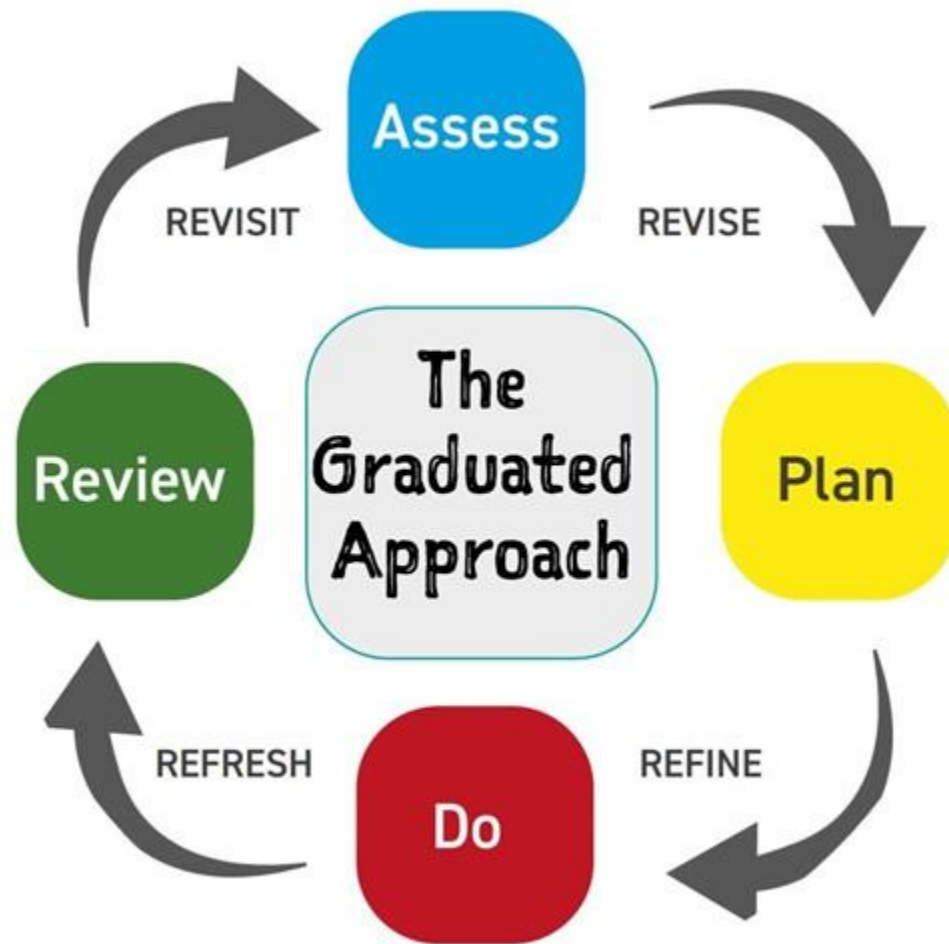
- Greater GP confidence in managing neurodiversity-related presentations
- More appropriate and timely referrals into specialist services
- Increased use of early help and graduated approach pathways
- Improved consistency in advice to families (aligned with “Every Child in School Every Day”)
- Reduced unwarranted variation in practice across primary care
- Strengthened multi-agency working and understanding of the SEND system
- Contribution to borough priorities (attendance, inclusion, reduced exclusions/EHE)



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Why is early identification important?

Does early identification mean early years?

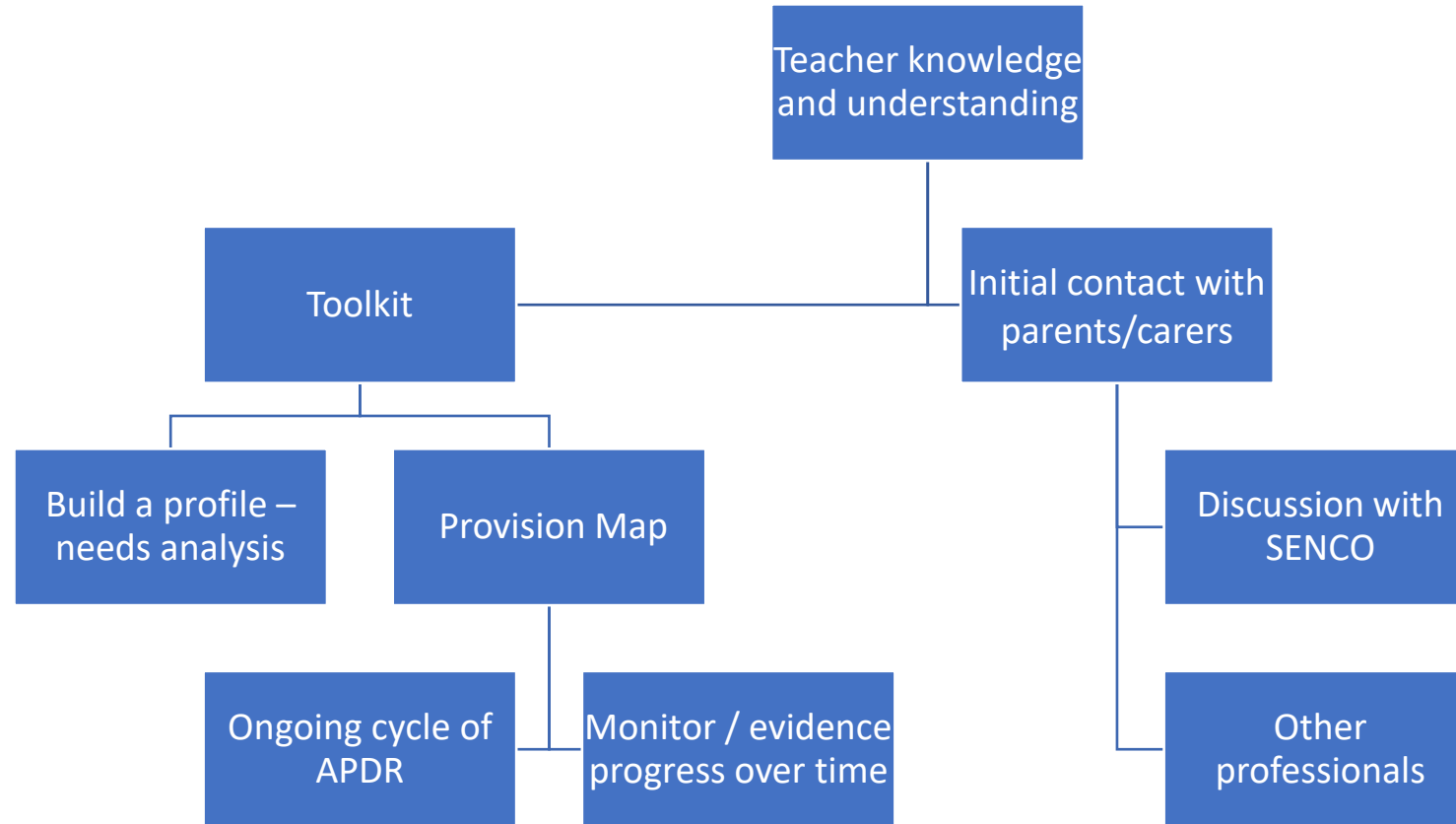
What are the benefits for children and young people if they have their needs identified as early as possible?

How does early identification fit into the graduated approach?

What about Section 23 notifications?



The graduated approach on a page



SENCO co-ordinates to ensure correct identification of need and provision is in place

Needs Analysis <i>The NA should be used at the earliest stages of concern.</i>		Academic outcomes (maths, reading and writing) should be set as relevant to the child's current need Plan using professional reports where available in addition to teacher/SENCO/parent/carer/CYP input Preparation for Adulthood (Pfa) including transition and independence MUST be completed for all CYP.		
Need	Strengths	Barriers or Difficulties	Medium term Outcomes	Strategies that help
Cognition and Learning SEND Space (C&L) SEN Support toolkit			Maths	Early Years SEN Support toolkit SEN Support toolkit
			Reading (decoding/fluency/comprehension)	
			Writing	
Communication and Interaction Speech and Language Therapy services SEND Space - Barnsley Autism Friendly Schools (BAFS)				
Social, Emotional, Mental Health Motional 70 Strategies				
Physical and Sensory Children's Therapy Services				
Preparation for Adulthood NTDi Pfa <i>Including transitions and independence</i> Transition Toolkit				

Statutory Frameworks

- **Children and Families Act 2014:** Legal foundation for SEND rights and duties.
- **SEND Code of Practice (2015):** Guidance for schools, local authorities, and professionals.
- **Equality Act 2010:** Duty to make reasonable adjustments and prevent discrimination.
- **Local Offer:** Local authorities must publish available SEND services and support available.
- **EHCP Process:** For children and young people whose needs cannot be met through SEN

Support alone



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Priorities across the Borough

- Reduction in suspensions/exclusions and EHE
- Increase in attendance
- Consistent inclusion in all schools and settings
- Embedding the SEND reforms



Every Child in School Everyday plan

- Commitment from all CEOs of MATs
- Regular half termly meetings
- Action plan and delivery plan
- linked into strategic priorities
- Partnership understanding and commitment to improvement

SECTION 19 DUTIES

of the Education Act 1996



Section 19 places a **legal duty** on local authorities in England and Wales to ensure that children of compulsory school age receive **suitable education** when they cannot attend school.



1

PROVIDE SUITABLE EDUCATION



Local authorities must arrange education for children who would otherwise miss education because of:

- ✓ illness or mental health needs
- ✓ exclusion from school
- ✓ or "otherwise" (for example anxiety, special educational needs, or exceptional circumstances)

2

EDUCATION MUST BE APPROPRIATE



The education provided must suit the child's:

- age
- ability
- aptitude
- and any special educational needs (SEND)

3

DUTY APPLIES EVEN IF THE CHILD IS ON A SCHOOL ROLL



A local authority may still be responsible for arranging provision even where:

- the child remains registered at a school
- or has an Education, Health and Care Plan (EHCP)

4

ALTERNATIVE PROVISION CAN BE AT SCHOOL OR ELSEWHERE



- tuition at home
- online learning
- hospital education
- alternative provision centres
- or another suitable setting



The authority will choose what is most suitable for the child.

5

PROVISION SHOULD USUALLY BE FULL-TIME



Guidance says children should normally receive **full-time** education unless their health condition prevents this.

6

IT IS A SAFEGUARD DUTY



Section 19 acts as a "**safety net**" to prevent children from being left without education.

It is generally intended as **temporary support** with a plan for **reintegration** where possible.

“

THE CORE WORDING OF SECTION 19 IS:

Local authorities must arrange suitable education for children "who, by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless such arrangements are made."



IN SHORT

Section 19 ensures no child of compulsory school age is left without suitable education when they cannot attend school.



Pressures in the system - specialist placements

- Numbers are rising
- Cost is rising
- Children waiting for specialist placement is rising

Possible consequences of being educated out of communities

- Community inclusion
 - Friendship groups
 - Outcomes and aspirations
-
- Think about - Scope of professional practice – messages given to parents such as requesting EHC plans, alternative education, specialist provisions

Understanding Disability and Inclusion in Schools

Two ways of thinking lead to very different approaches and outcomes

MEDICAL MODEL

Disability is a problem in the individual



The child

The impairment or difference is seen as the problem

School

School is 'normal' and expects the child to fit in

Focus

Assessment, diagnosis, treatment, management or 'fixing' the child

IMPACTS IN SCHOOL

- Child may be labelled
- Lowered expectations
- Child needs to change or be separated (e.g. withdrawal, special schools)
- Barriers in the environment are overlooked
- Inclusion depends on the child 'coping'



SOCIAL MODEL

Disability is caused by barriers in society and the environment



The child

Every child has strengths and potential

School and community

School adapts to be welcoming, accessible and inclusive for all

Focus

Removing barriers, reasonable adjustments, belonging and participation

IMPACTS IN SCHOOL

- All children belong and participate
- High expectations for everyone
- Barriers in environment, attitudes and systems are addressed
- Benefits all learners
- Builds a more inclusive and fair school



KEY DIFFERENCE

Asks: "What is wrong with the child" and how do we fix them?"

VS

Asks: "What barriers are in the way and how do we remove them?"



Our goal: Inclusion – where every child is welcomed, valued and able to learn and thrive.

Good for children. Good for schools. Good for society.

Barnsley context and the profile of need

- At the January 2026 School Census, 14.6% of children and young people in our primary, secondary and special schools were in receipt of SEN Support
- As of the end of May 2026 Barnsley were maintaining over 3500 EHCPs
- Data from the January 2026 School Census tells us that –

Communication and Interaction is the main area of need for CYP with an EHCP

Speech, Language and Communication is the main area of need for CYP with SEN Support

As of January 2026:

- 47.5% of CYP with an EHCP are educated in mainstream
- 18.1% of CYP with an EHCP are educated in maintained special schools
- 8.4% of CYP with an EHCP were educated in Independent or non-maintained special schools
- CYP age 5 – 15 account for 71.4% of the EHCPs we maintain



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Neurodiversity useful information and signposting



Night Owls: an overnight listening service for emotional difficulties, supporting young people and their families in Barnsley and surrounding areas, open from 8pm to 8am daily.

- [Leeds Survivor-Led Crisis Service » West Yorkshire and Barnsley Night OWLS Helpline](#)

Barnsley Local Offer: Where families have access to the right information at the right time, allowing them to make informed choices about the SEND services and support they receive.

- [Synergy – Enquiry](#)
- [Synergy – Enquiry](#) - **Health, Disability and Neurodiversity Support**
- [Synergy – Enquiry](#) – **Autism support**
- [Your Support Whilst Waiting For An Autism Assessment](#)



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Neurodiversity useful information and signposting



Reasonable Adjustment Digital Flag

- A new [information standard](#) requires all primary care providers to be able to read, write and share reasonable adjustments via the National Care Records Service **by 30th September 2026**
- [GP SharePoint Page](#) provides more information about the ask and tools to support data extraction for individual GP practices

Universal Health Passport

- [Universal Health Passport | Barnsley Hospital NHS Foundation Trust](#)



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Neurodiversity useful information and signposting



Right to Choose:

- [Right to Choose in Barnsley - Neurodiversity :: South Yorkshire I.C.B](#)
- [NHS England » Patient choice guidance](#)
- [NHS South Yorkshire ICB ADHD Assessment Information collated by ADHD UK](#)

Service Information can be accessed via the Barnsley Education Support and Training (BEST) portal:

- [Paediatric Autism – BEST](#)
- [Community Paediatrics – BEST](#)
- [Paediatric Autism Sleep Medication Service – BEST](#)



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GP Training Session Evaluation: Neurodiversity



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