

Area of improvement	What needs to improve	Actions to improve	How will we know that improvement has been achieved	Monitoring notes	RAG
Area 1: There is a disparity within and across schools in the definition of masking	1.1 A holistic understanding of what masking is	1.1.1 Training for <i>all</i> teachers on the issue of masking so that everyone understands what it is 1.1.2 Phase 1 – Preparation of Neurodiversity Future Pathway Project, Preparation of resources and Profile materials 1.1.3 Develop a One Minute Guide on Masking	All schools have access to training for Masking. Take up measure to be agreed ND Project areas to be agreed and approved Development of One Minute Guide	Training to be agreed as part of workforce development project by March 22. One minute guide to be agreed and produced via workstream meetings	
Area 2: Support for parents and/or carers that are experiencing masking	2.1 Communication between school, services and parent/carers	2.1.1 Strengthen membership of the Neurodiverse Networks in Bradford, including representation from SENCO's and schools to enable improved communication and co-production. (Neurodiversity Future Pathway Project) 2.1.2 Termly events (listening events) for schools and parents/carers	An increase in SENCO and school involvement in workstreams & projects like the Neurodiversity Future Pathway Project Engagement events to be within the Local Areas co-produced Engagement plan	Continue to invite SENCOs and school staff to projects and meetings Events to be planned, coproduced and included within the Engagement plan	

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	2.2 A better understanding and awareness of Mental Health support services in Bradford	2.2.1 Promote PFBAs Mental Health support resources https://pfba.org.uk/mental-health-focused-listening-event/ & https://pfba.org.uk/mental-health-support/ 2.2.2 Develop a One Minute Guide on the Mental Health support services in Bradford 2.2.3 Guidance for schools/professionals to signpost parent/carers and CYP to MH support services when signs of masking are becoming apparent	Promotion materials completed and sent out Development of One Minute Guide. School Guidance to be developed in Jan and Feb 22 with board colleagues	To confirm launch of materials by Feb 22 and update on progress. On minute guide to be agreed and produced via workstream meetings School guidance to be tested at School Forum and disseminated in Feb /March 22	
Area 3: The identification of masking and ND pathways	3.1 Schools identifying when a child is masking.	3.1.1 Phase 1 – Preparation of Neurodiversity Future Pathway Project, early prototype of ND e-Profile tool 3.1.2 Phase 2 – Preparation of Neurodiversity Future Pathway Project, Trial of ND Pathway in selected areas of Bradford 3.1.3 Phase 2 – Preparation of Neurodiversity Future Pathway Project, evaluation by CAER / BiB 3.1.4 Phase 2 – Preparation of Neurodiversity Future Pathway Project, refine version of ND e-profile tool	District Wide Neurodiversity Strategy completed	Neurodiversity Future Pathway Project presentation developed by Principal Educational Psychologist, SEMH Consultant & General Manager Autism Service,	
	3.2 Support for parents making a referral for an EHCA themselves and then work with the schools to better outcomes for the family	3.2.1 Better understand parent/carer experiences of the new SEND portal (we know they don't always fill the correct forms in) 3.2.2 Training or instructive video for Parent/Carer groups on use of the SEND Portal	Feedback of Annual Survey in May 22 New VLOG to be added to Local Offer in March / April 22.	Annual Survey data to be captured and fed back as to how this is working and what can be learned from the roll out.	

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	3.3 District wide Neurodiversity pathways	<p>3.3.1 Develop District Wide Neurodiversity Strategy</p> <p>3.3.2 Develop Neurodiversity Profile and Action Plan</p>	<p>Neurodiversity Strategy Launched</p> <p>District Profile created and updated and shared with partners</p>	Neurodiversity Future Pathway Project presentation developed by Principal Educational Psychologist, SEMH Consultant & General Manager Autism Service,	
Area 4: Masking often exacerbates mental health issues such as depression, anxiety, and harmful behaviours	4.1 A greater awareness of the THRIVE Framework	<p>4.3.1 School maintains up to date information on resources and other sources of support to support Emotional Wellbeing</p> <p>4.3.2 Information is shared such that it empowers young people and families to find the best ways of supporting their mental health and wellbeing</p> <p>4.3.3 Settings using the newly developed Thrive Guide, which aims to help schools identify the most appropriate support for a YP; It should link with Living Well Schools, and hyperlink to the services and resources listed</p>	<p>Schools will have a full understanding of the Thrive model</p> <p>THRIVE framework embedded across the district</p>	Supporting Children's Emotional Wellbeing in Bradford Schools presentation developed by Principal EP and Mental Health Programme Lead and Clinical Lead	