

Schools and Colleges Guidance for completing a MindMate Single Point of Access (SPA) referral

(September 2022 onwards)

From September 2022, schools and colleges will be able to refer to MMSPA directly using the online professional referral form (<https://www.mindmate.org.uk/im-a-professional/leeds-mindmate-single-point-access/>).

MindMate SPA will contact parents/carers and CYP by telephone, text and post. Please ensure that all contact details are up to date and contact MMSPA if these change after the referral has been submitted.

MindMate SPA works in partnership with Leeds Clusters. Therefore, if a Cluster referral has been made for this CYP or there is active work being completed, discussion needs to take place with cluster and referral made through this route.

In order to make a referral, the child/ young person must have a Leeds GP. We are unable to process referrals without this information.

It is essential that consent is obtained from parents/guardian/carers and young people. Please see the Leeds MindMate SPA Patient Information leaflet for further details.

Primary Schools - All referrals must come through the SENCo/ safeguarding lead. The form can be completed by school staff but must be gatekept by SENCo/ safeguarding lead to ensure that referrals are appropriate, and leads have an overview of referrals.

Secondary schools and colleges - All neurodevelopmental referrals must be completed by the SENCo as additional information (eg sensory profile, pupil passport, SLT) will need to be shared.

Please be aware that a referral to MMSPA is not a referral to CAMHS. MMSPA work closely with CAMHS and other services to establish the most appropriate support for CYP.



General Information

Before making a MindMate SPA referral Universal Services/school support should have been accessed – Universal Service Level includes all interventions within Primary Care, 0-19 Public Health Integrated Nursing Service, Child Development Centres and Early Start Services. A referrer should make a professional judgement that all appropriate interventions at this level have been attempted before referring to the SPA. For example, a young person with behavioural difficulties that are within expected levels for their age and development should be referred to Universal Services in the first instance.

Before referring to MMSPA, please consider if a referral to cluster would be appropriate.

Making a Neurodevelopmental Referrals (Autism and ADHD)

Please note that currently CAMHS is primarily a diagnostic service for ASD and ADHD and do not offer long term support unless the CYP meets the CAMHS criteria for emotional health support or medication review.

For CAMHS to accept ND referrals MMSPA needs supporting evidence from two settings, home and school. We recommend copy and pasting these questions onto the referral form and answering them all from schools' perspective only. If you are including parent/carer information, please make sure that this is clearly marked. Note that MMSPA will contact parents to discuss the referral and gather further information at the point of triage.

Please answer all the questions below, if we do not have this information MindMate SPA will return the referral as we will be unable to make a triage decision without it.

If you are requesting a dual ASD and ADHD assessment, please complete both the ASD and ADHD questions:

- Is this a request for an autism or ADHD assessment or dual?
- Do you have concerns with the CYP's social interaction/ communication/ rigid or repetitive behaviour/ sensory difficulties/ attention control/ impulse control/ hyperactivity? [\(if no, why are you making this referral?\)](#)
- Please give a pen picture of the CYP, including strength, difficulties, goals for the future, abilities and academic performance.
- What are schools three main priorities for support?



- What support has been put into place at school and how effective has this been?
- Has a referral been made to Cluster or in school SEMH/Family support and how effective has this been?
- What is the CYP's attendance rate?
- What professionals are currently or historically involved (SLT, SENIT, Ed Psych, Occupational Therapy, 0-19 PHINS)?
- Comment on their understanding of classroom rules and social norms?
- Are they able to manage unstructured times and breaks in school?
- Issues with Anxiety (signs of anxiety, causes)?
- Other emotional issues?
- How does the child manage their emotions and behaviour in different situations:
 - Family background and any significant issues, including safeguarding?

[For ADHD complete]

- Please detail concerns about the child's attention control, including lack of attention, difficulties switching attention, hyperfocus that can be difficult to interrupt; *ability to follow and carry out instructions in class, issues with making careless mistakes with or rushing work, taking a long time to complete tasks, concerns about daydreaming, struggles to work without support to stay on task, distractibility*
- Issues with controlling impulses? *e.g. problems with queuing, turn-taking, waiting, blurting out in class, seems to find it hard to listen, interrupts, does risky things without appearing to think about this beforehand) fiddles with objects and equipment.*
- Problems with organisation, loses possessions, struggles to keep to time/
- Concerns about activity levels? *e.g. higher levels of activity in comparison to peers, fidgety, seem to have the need to move, agitation if required to sit still, restless, appears to have excessive energy, operates at a fast pace, jumps from one topic to another when speaking, can feel exhausting to be with.*
- Level of disruption and whether this appears unintentional? *e.g. talking loudly, trying to gain the attention of other students, moving about at inappropriate times, doesn't seem able to respond to being reminded of rules and boundaries.*
- Concerns around memory and following tasks?
- Any additional concerns or comments?



[For ASD complete:]

Social interaction and communication

- Ability to initiate and sustain a two-way conversation?
- Ability to engage in play / teamwork with others?
- Spontaneous sharing of information / achievements?
- Use of non-verbal *communication e.g. eye contact / Facial expression and gesture?*
- Friendships and understanding of relationships?
- Understanding of emotions / empathy?
- Understanding of language?
- Understanding of non-verbal communication in others (*e.g. gesture, facial expressions*)?
- Any atypical use of language, tone of voice, accent?
- Play, rigid or repetitive behaviour and sensory differences
- Shows imagination and creativity?
- Struggles with change or unfamiliar situations, strong need for routine?
- Any observed sensory issues? (*Light, sound, textures, food*)
- Extreme, obsessional or unusual interests and degree to which these interfere with participating at school?
- Any other unusual behaviours or mannerisms?

