

### Dundee City Autism Action Plan (December 2013)

#### Introduction:

This action plan provides an outline of the ASD Action Plan for Dundee. It forms the basis of an initial response to the Scottish Government's Strategy for Autism as well as mapping the strategic direction and co-ordination of planning for ASD in Dundee. It has been informed by consultation with representatives from a wide range of agencies who provide services for those living with autism, including NHS Tayside; Dundee City Council (Children's Services; Community Health Partnership); Voluntary Sector (NAS, SSA, Enable, Barnardos). This paper is underpinned by and should be read alongside the Dundee Joint Strategic and Commissioning Statements (November 2013) which scope the wider strategy for children, young people and adults with a learning disability and/or living with Autism.

The paper has been organised in relation to the good practice indicators as outlined in the Scottish Government's Autism Strategy. For the purposes of local planning these have been grouped together under key areas for co-ordinating action.

Good Practice Indicator	What's already happening ?	What do we need to do next?
<p><b>Strategy</b></p> <p>1 A local Autism Strategy developed in co-operation with people across the autism spectrum, carers and professionals, ensuring that the needs of people with autism and carers are reflected and incorporated within local policies and plans</p>	<p>The following groups have a strategic role in planning services for autism:</p> <ul style="list-style-type: none"> <li>• Learning Disability &amp; Autism Strategic Planning Group (LD &amp; ASD SPG) which includes reps from these groups:               <ul style="list-style-type: none"> <li>○ Transition Forum (strategic &amp; individual level: young people to adults)</li> <li>○ Providers Forum (Children &amp; Adults)</li> <li>○ Integrated Children's Services Complex &amp; ASN strategic theme group</li> <li>○ Complex Needs &amp; ASD group (individual/clinical focus)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that these groups are linked up through the chairs and overall review, reporting &amp; monitoring of the plan is through the LD and Autism SPG</li> <li>• Monitor regular participation &amp; involvement/representation of adults and carers with ASD across these groups</li> <li>• Address gaps: Police involvement through community safety; adults with mental health needs through CHP, Tayside learning disability; Dundee Carers; Independent advocacy; Communities</li> <li>• Identify work streams to take forward key themes including: workforce training and development; Care Pathways; Information/sign-posting; Life Skills/Employment</li> </ul>
<p><b>Workforce development and training</b></p> <p>2 Access to training and development to inform staff and improve the understanding amongst professionals about autism</p> <p>4 An ASN Training Plan to improve the knowledge and skills of those who work with people who have autism, to ensure that people with autism are properly supported by training staff</p>	<ul style="list-style-type: none"> <li>• SSA (adults): Knowledge Share events; training which needs to reflect current living circumstances</li> <li>• Enable: disability awareness training (inc ASD) for employers</li> <li>• Education: 'Autism Awareness' sessions for school staff from the Outreach Team</li> <li>• Gowriecare provide adult training</li> <li>• Clinical network (SLTs): Tayside training</li> <li>• NAS: local/individual input to different groups and parents</li> </ul>	<ul style="list-style-type: none"> <li>• A multi-agency workforce development group will be set up to audit and plan a coherent approach across sectors; consider a 'tiered' approach from basic awareness to assessment/intervention which can become embedded within corporate workforce development planning.</li> <li>• Ensure that the audit takes account of recommendations from national workforce development guidance, e.g. Donaldson Report for Initial Teacher Education</li> <li>• Training should include those working with the public in raising awareness across those working in the city</li> </ul>
<p><b>Information access &amp; sign-posting</b></p> <p>3 A process for ensuring a means of easy access to useful and practical information about autism, and local action, for stakeholders to improve communication</p> <p>9 Clear multi-agency procedures and plans which are in place to support individuals through major transitions at each important life-stage</p>	<ul style="list-style-type: none"> <li>• ASD development fund research and National Mapping of services has identified information re potential directory of services</li> <li>• NAS Facebook page sign-posts to activities and support</li> <li>• SLT/CAMHS: post-diagnostic package 'New Pathways'</li> <li>• 'Discovering Bairns' provides local information for a wide range of services including ASD</li> <li>• Some one-off awareness raising events</li> </ul>	<ul style="list-style-type: none"> <li>• While written/web information exists, we need evidence that people know where to find it. People may prefer to have someone to speak to and enable them at stages/transitions in their lives to find the information they need and when they need it, ie a person-led rather than service-led approach, through pathways for life</li> <li>• Local area co-ordination with an overview through strategic planning groups – sign-posting and access to services should be from universal to specialist levels depending on needs at different transition stages</li> <li>• Further consultation is required with stakeholders and those living with Autism to co-produce a means of sign-posting which is community-based and maps access to universal services wherever possible</li> </ul>

Good Practice Indicator	What's already happening ?	What do we need to do next?
<p><b>Consultation &amp; Evaluation</b></p> <p>5 A process for data collection which improves the reporting of how many people with autism are receiving services and informs the planning of these services</p> <p>7 A framework and process for seeking stakeholder feedback to inform service improvement and encourage engagement</p> <p>10 A self-evaluation framework to ensure best practice implementation and monitoring</p>	<p>Data is gathered through these processes:</p> <ul style="list-style-type: none"> <li>• Pre-School and School-age placement panels</li> <li>• National ASN census (through schools on an annual basis)</li> <li>• Transition Forum</li> <li>• ESay statistics</li> <li>• SLA with Scottish Autism</li> </ul> <p>Consultation takes place in the following ways:</p> <ul style="list-style-type: none"> <li>• Through transition planning with families at key stages in education</li> <li>• NHS Tayside: through diagnostic pathways</li> <li>• Barnardos (in partnership with SWS)</li> <li>• Same As You reps on LD &amp; ASD SPG</li> <li>• The recent ASD Development Funding has provided some feedback from families which will be taken into account in future planning for transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Integration of data from the range of sources is needed for a whole life span picture through the LD &amp; ASD SPG</li> <li>• Data needs to be directly linked to Single Outcome Agreement priorities</li> <li>• ASD Development fund research will provide further evidence in relation to the impact of intervention for transitions</li> </ul> <p>Evidence of the impact of consultation could be mapped in relation to a 'Participation Tree' (SCS, 2006)</p> <ul style="list-style-type: none"> <li>• Information giving (service info &amp; eligibility criteria)</li> <li>• Communication (assessment &amp; care planning; monitor &amp; review; compliments &amp; complaints)</li> <li>• Co-production through involvement in policy development &amp; decision-making; joint working; and service user control</li> </ul> <p>A gap in consultation exists for adults with Autism and no learning disability. Research Assistant time can be used for designing a methodology for such consultation</p>
<p><b>Care Pathways</b></p> <p>6 A multi-agency care pathway for assessment, diagnosis and intervention to improve the support for people with autism and remove barriers</p> <p>8 Services that can demonstrate that service delivery is multi-agency in focus and co-ordinated effectively to target meeting the needs of people with autism</p>	<p>The following groups/processes currently exist from early years to adult life:</p> <ul style="list-style-type: none"> <li>• Health Visitor 27 month check may refer to the Communication Pathway (SLT, EHVS; Community Paediatrician)</li> <li>• Pre-School Partnership Group</li> <li>• Joint Assessment Clinic</li> <li>• School Age Clinic</li> <li>• Transition Forum</li> <li>• Adults beyond this stage are identified in different ways including: the Employment Support Service; Carers Centre; Barnardos Family Support; 'First Contact'</li> </ul>	<p>A focus on providing evidence-based interventions and support which enables people with Autism to 'be part of the world' by:</p> <ul style="list-style-type: none"> <li>• Integrating planning, commissioning and implementation of services such as befriending services and natural networks through Enable, Barnardos etc</li> <li>• Through the strategic planning group, promote organisational capacity building across agencies to secure future community-based provision. Partnership with Dundee &amp; Angus College for an Autism Academy is in the early stages of planning.</li> <li>• Further develop employment support services and personalised supports to optimise the earning capacity of people who want to work</li> <li>• Build upon the early signs of success of the Enable/transition worker interventions to provide work experience and work skills for young people from S3 onwards which lead to local employment or voluntary opportunities</li> <li>• Further development work is planned with Housing and other partners to improve local choices for people to live nearer their family</li> </ul>