

<b>Key:</b>
On time
Significantly delayed
Not yet started
A little behind time
completed

**For Highlands Children 4  
Improvement Plan  
Autism Action Plan**

**DATE of  
Plan: 24.2.14**

SHANARI Headings	Outcome	Actions	Timescale	Measures / data source	BRAG
<b>Healthy Achieving Included Respected and Responsible</b>	Development of a training plan and access to training and development to ensure skilled staff.	<ul style="list-style-type: none"> <li>- Use of IT for on-line training</li> <li>- Training led by SFL staff so that it can be instant</li> <li>- Use parents/pupils</li> <li>- Make core, basic training compulsory for everyone</li> <li>- Include ASD training within quality and diversity training across the wider community.</li> </ul>	By April 2014	Qualitative review of Training Plan, including the range of formats and access; numbers of participants and individual evaluations/changes reported as a result of training.	AMBER
	Improved communication with and for service users and professional colleagues and easy access to practical and useful information.	<ul style="list-style-type: none"> <li>- Offer a variety of ways to communicate – from first contact – use of letters, phone, text, email etc. Take away face to face contact</li> <li>- Accessible information formats – easy read/visual Post diagnostic information</li> <li>- Access to Minutes of Meetings so carers can be aware of decisions etc.</li> <li>- Library, Chip+ etc to have better on-line information to link with existing generic information</li> <li>- Access local drop-ins for parents /family support</li> <li>- On-line copies of talks etc available to all to form 'drop-ins' – filming some sessions</li> </ul>	By April 2014	<p>Levels of participation in Drop-In groups.</p> <p>Review of information leaflets and packs and the numbers printed and distributed.</p> <p>Creation of on-line resources and number of hits to access this information.</p>	AMBER
	Effective data collection to inform service planning.	<ul style="list-style-type: none"> <li>- Robust information regularly updated, providing information on: # Numbers of children diagnosed</li> </ul>	By April 2014	Databases with termly collation of statistics to be reviewed by the Autism Management Team.	

		<p>with ASD</p> <p># Where children are within the process of diagnosis</p> <p># Training Database for parents, pupils and staff training, Including the level of training received and the way this was received etc</p> <ul style="list-style-type: none"> <li>- Build in a moderation process re data – check accuracy on a regular basis</li> <li>- Mention in training the importance of ensuring the accuracy of the data provided on the central systems eg. E1</li> <li>- Have a single system with basic information and a separate system for the detail. Consider: <ul style="list-style-type: none"> <li>➤ What information needs to be held</li> <li>➤ Where is it held</li> <li>➤ Who can access it</li> </ul> </li> </ul>		<p>Results of moderation exercises undertaken annually on the statistics available.</p>	<p>AMBER</p> <p>AMBER</p>
	Multi-agency care pathway for assessment, diagnosis and intervention.	<ul style="list-style-type: none"> <li>- Consistently use the staged approach. Provide training for staff in its use</li> <li>- New pathways developed</li> <li>- Information gathering/assessment In schools and pre-school centres</li> <li>- C/YP seen in a timely fashion and not waiting too long to be seen (baseline to be established)</li> <li>- Draft effective interventions to use with children who have ASD</li> </ul>	By April 2014	<p>Wait times from referral to intervention and diagnosis for children/young people.</p> <p>Increased numbers of skilled practitioners to undertake assessment and diagnosis.</p> <p>Audit by Clinical Psychology assistants to get a clearer picture of the prevalence/spread in ASGs. Mapping of resources/gaps to inform any required re-design</p>	GREEN
	Process of self-evaluation and stakeholder engagement.	<ul style="list-style-type: none"> <li>- Look at all the ASD sub-groups supporting the ASN strategy and consider whether the actions/outcomes have been met</li> <li>- Look at 3 or 4 groups of stakeholders each year and consider their views to</li> </ul>	By April 2014	Stakeholder consultations, evaluations and feedback.	GREEN

		continue to inform the strategy			
	Clear multi-agency plans to support individuals through major transitions.	<ul style="list-style-type: none"> <li>- Schools/others will be encouraged to append additional information to Child's Plans to give more detailed information</li> <li>- Audit a selection of plans to consider quality, whether arrangements were followed through in transitions plans etc</li> </ul>	By April 2014	Annual audit of the quality of child's plans using the Highland Audit Tool, with an additional ASD focus.	GREEN
	Ensure Links between the planning in Adult Services and Children's Service to create one strategic plan across Highland	<ul style="list-style-type: none"> <li>- Establish regular links between the Adult Services Groups and the Children's Services Group (AMT) to make the joins across both strategic plans.</li> </ul>	Oct 2013	Attendance at both Adult ASD meetings and Children's services AT meetings by key practitioners.  Evidence of shared processes, consultations and planning	BLUE