

Aberdeen City Strategy for Autism: Action Plan 2014 – 2024



The Aberdeen City Action Plan 2014 – 2024 outlines plans based on the Scottish Strategy's 10 indicators of Good Practice set against 2, 5 and 10 year timeframes. In keeping with the Mapping Exercise indicators 2 and 4 and 7 and 10 have been grouped together.

The 10 Indicators of Good Practice are:

Indicator 1

A local Autism Strategy developed in cooperation with people across the autism spectrum, carers and professionals, ensuring that the needs of people with ASD and carers are reflected and incorporated within local policies and plans.

Indicator 2 & 4

Access to training and development to inform staff and improve the understanding amongst professionals about ASD.

An ASD Training Plan to improve the knowledge and skills of those who work with people who have ASD to ensure that people with ASD are properly supported by trained staff.

Indicator 3

A process for ensuring a means of easy access to useful and practical information about ASD, and local action, for stakeholders to improve communication.

Indicator 5

A process for data collection which improves the reporting of how many people with ASD are receiving services and informs the planning of these services.

Indicator 6

A multi-agency care pathway for assessment, diagnosis and intervention to improve the support for people with ASD and remove barriers.

Indicator 7 &10

A framework and process for seeking stakeholder feedback to inform service improvement and encourage engagement.

A self-evaluation framework to ensure best practice implementation and monitoring

Indicator 8

Services that can demonstrate that service delivery is multi-agency in focus and coordinated effectively to target meeting the needs of people with ASD

Indicator 9

Clear multi-agency procedures and plans which are in place to support individuals through major transitions at each important life-stage

Indicator 1

A local Autism Strategy developed in cooperation 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.

Goals	<ul style="list-style-type: none"> To establish a robust and sustainable multi-agency planning process to ensure people with autism have lifelong access to consistent levels of appropriate support To embed Aberdeen City's Autism strategy in local policies and plans 		
Lead Partners	<ul style="list-style-type: none"> Aberdeen City Council NHS Grampian 	<ul style="list-style-type: none"> Emergency Services Voluntary Services 	<ul style="list-style-type: none"> Families and Carers People across the autism spectrum

Action 2014 -2016	By Whom	Progress
<ul style="list-style-type: none"> Establish a cross-sector steering/consultation group 	<ul style="list-style-type: none"> Key Services 	✓
<ul style="list-style-type: none"> Establish a cross-sector implementation group, with responsibility for taking forward the Autism Strategy 	<ul style="list-style-type: none"> Key Services 	✓
<ul style="list-style-type: none"> Organise a cross-sector implementation workshop to explore possible pathways forward with the people most concerned. Collate responses to be actioned 	<ul style="list-style-type: none"> Implementation Group 	In progress
<ul style="list-style-type: none"> The implementation group develops links with local planning groups 	<ul style="list-style-type: none"> Implementation Group 	To be done
<ul style="list-style-type: none"> Implementation of the Autism Strategy is informed by stakeholder feedback 	<ul style="list-style-type: none"> Implementation Group 	Allocated
<ul style="list-style-type: none"> All mainstream services ensure they are autism friendly 	<ul style="list-style-type: none"> All Services 	To be allocated
<ul style="list-style-type: none"> Overview taken of specialist services for autism to ensure people can access what they need when they need it 	<ul style="list-style-type: none"> Implementation Group 	To be allocated

Action 2014 -2016	By Whom	Progress
<ul style="list-style-type: none"> A plan is made for disseminating information about local developments of the Autism Strategy and Action Plan to people with autism, their parents and carers and professionals. This would include developing and maintaining a database of recipients 	<ul style="list-style-type: none"> Implementation Group 	To be allocated
Action 2016 - 2019	By Whom	Progress
<ul style="list-style-type: none"> Development of a communication strategy to inform all relevant people of Action Plan progress 	<ul style="list-style-type: none"> Implementation Group 	To be allocated
<ul style="list-style-type: none"> Actions implemented in the Foundations stage are sustained 	<ul style="list-style-type: none"> Implementation Group 	Allocated
<ul style="list-style-type: none"> All Mainstream services have plans in place for capacity and awareness raising 	<ul style="list-style-type: none"> Implementation Group 	To be allocated
Action 2019 - 2024	By Whom	Progress
<ul style="list-style-type: none"> Key services work together alongside central and local government to develop an overarching autism strategy ensuring lifelong access to consistent levels of appropriate support 	<ul style="list-style-type: none"> All key services People with autism Parents and carers 	To be progressed by Implementation Group
<ul style="list-style-type: none"> Communication strategy is in place and functional 	<ul style="list-style-type: none"> All Key Services 	To be monitored by Implementation Group
<ul style="list-style-type: none"> Information on developments is circulated to all concerned 	<ul style="list-style-type: none"> All Key Services 	

Indicator 2

Access to training and development to inform staff and improve the understanding amongst professionals about autism.

Indicator 4

An autism 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 trained staff.

Goals	<p>To develop and establish a Training Plan with multi-agency representation to consider the following:</p> <ul style="list-style-type: none"> • Audit of current training needs and provision available • Development of a 3-tiered approach: <ul style="list-style-type: none"> ○ Basic awareness: presented to all professionals and frontline workers ○ Specialist areas: available as required ○ Certificate: to create centres of specialist knowledge and experience and inform policy and practice.
Lead Partners	<ul style="list-style-type: none"> • All services • People with autism, parents and carers

Action 2014 -2016	By Whom	Progress
<ul style="list-style-type: none"> • Conduct an audit of expertise and availability of training providers – develop a database 	<ul style="list-style-type: none"> • Implementation Group 	To be allocated
<ul style="list-style-type: none"> • Devise a Training Plan and Strategy 	<ul style="list-style-type: none"> • Implementation Group 	To be allocated
<ul style="list-style-type: none"> • Develop appropriate training tools, e.g. information for parents; basic awareness, information about Asperger Syndrome, etc. 	<ul style="list-style-type: none"> • Implementation Group 	To be allocated

Action 2016 - 2019	By Whom	Progress
<ul style="list-style-type: none"> • Develop training based on Stakeholder feedback identifying priorities, e.g: <ul style="list-style-type: none"> ○ Training, awareness and understanding of Asperger Syndrome, especially for Health professionals in the adult sector 	<ul style="list-style-type: none"> • Implementation Group 	To be allocated
<ul style="list-style-type: none"> • Education and Children’s Services will take forward actions as part of the Inclusion Review: <ul style="list-style-type: none"> ○ Training for all school staff, teaching and non-teaching ○ Opportunity for more specialist training for all staff ○ All schools to work towards autism-friendly environments 	<ul style="list-style-type: none"> • Education and Children’s Services 	In progress
<ul style="list-style-type: none"> ○ Training for people in mainstream settings, especially where social activities are involved ○ Training for Health Professionals ○ Training for public sector workers, e.g. bus drivers, public services 	<ul style="list-style-type: none"> • Implementation Group 	To be allocated
Action 2019 - 2024	By Whom	Progress
<ul style="list-style-type: none"> • Database of needs analysis and training provided is maintained and monitored 	<ul style="list-style-type: none"> • Implementation Group 	To be allocated
<ul style="list-style-type: none"> • The Training Pan is developed and refined based on feedback from professionals, parents, carers and people with autism 	<ul style="list-style-type: none"> • Implementation Group 	To be allocated

Indicator 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.

Goals	<ul style="list-style-type: none"> To develop a strategic plan for the location and dissemination of practical information about autism across Aberdeen City to ensure people across all sectors have access to appropriate information when they need it 		
Lead Partners	<ul style="list-style-type: none"> Aberdeen City Council NHS Grampian 	<ul style="list-style-type: none"> Emergency Services Voluntary Services 	<ul style="list-style-type: none"> Families and Carers People across the autism spectrum

Action 2014 -2016	By Whom	Progress
<ul style="list-style-type: none"> Develop a communication strategy 	<ul style="list-style-type: none"> Implementation Group 	To be allocated
<ul style="list-style-type: none"> Information is targeted to improve the positive inclusion of children, young people and adults with autism by raising awareness and understanding of autism within mainstream services, mainstream settings and the general public 	<ul style="list-style-type: none"> Implementation Group 	To be allocated
<ul style="list-style-type: none"> Aberdeen's services, organisations, parents, carers and people with autism consider how they can raise community awareness of autism 	<ul style="list-style-type: none"> All services 	To be allocated
<ul style="list-style-type: none"> Time is allocated to consider how communication can be improved at all levels, e.g. parent/school, employer/employee, professional/professional 	<ul style="list-style-type: none"> Implementation Group 	To be allocated
<ul style="list-style-type: none"> Raise awareness of the importance of transition planning 	<ul style="list-style-type: none"> All Services including Further and Higher Education 	To be allocated
<ul style="list-style-type: none"> The work of the One Stop Shop and other centres is supported and advertised. 	<ul style="list-style-type: none"> Implementation Group 	In progress

Action 2016 - 2019	By Whom	Progress
<ul style="list-style-type: none"> Continued support given to centres providing information 	<ul style="list-style-type: none"> All Services 	In progress
<ul style="list-style-type: none"> Sustainability of the One Stop Shop is considered a priority 	<ul style="list-style-type: none"> Implementation Group 	To be progressed
<ul style="list-style-type: none"> The Communication Strategy is reviewed and refined based on feedback from professionals, stakeholders and people with autism 	<ul style="list-style-type: none"> Implementation Group 	To be progressed
Action 2019 - 2024	By Whom	Progress
<ul style="list-style-type: none"> Continued support given to centres providing information 	<ul style="list-style-type: none"> Implementation Group 	To be progressed
<ul style="list-style-type: none"> Sustainability of the One Stop Shop is considered a priority 	<ul style="list-style-type: none"> Implementation Group 	To be progressed
<ul style="list-style-type: none"> The Information Strategy is reviewed and refined based on feedback from professionals, stakeholders and people with autism 	<ul style="list-style-type: none"> Implementation Group 	To be progressed

Indicator 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.

Goals	<ul style="list-style-type: none"> To develop an overview plan of service data collection to inform service planning and support transitions To ensure that children, young people and adults with autism in Aberdeen City are recognised and their needs recorded. These records are used to identify need, both met and unmet, to plan capacity and to commission appropriate services 		
Lead Partners	<ul style="list-style-type: none"> Aberdeen City Council NHS Grampian 	<ul style="list-style-type: none"> Emergency Services Voluntary Services 	<ul style="list-style-type: none"> Families and Carers People across the autism spectrum

Action 2014 -2016	By Whom	Progress
<ul style="list-style-type: none"> Prepare an overview of data collected currently 	<ul style="list-style-type: none"> Implementation group 	To be allocated
<ul style="list-style-type: none"> Identify gaps 	<ul style="list-style-type: none"> Implementation group 	To be allocated
<ul style="list-style-type: none"> Identify key stages where data is required 	<ul style="list-style-type: none"> Implementation group 	To be allocated
<ul style="list-style-type: none"> Develop a multi-agency process for using data to inform planning 	<ul style="list-style-type: none"> Implementation group 	To be allocated

Action 2016 - 2019	By Whom	Progress
<ul style="list-style-type: none"> Key agencies refine a process for information sharing, particularly at key transition points such as before and after diagnosis 	<p><i>For children and young people:</i></p> <ul style="list-style-type: none"> GP's Mental Health Education and Children's Services Social Care Voluntary Services <p><i>For adults:</i></p> <ul style="list-style-type: none"> GP's Mental Health Social Care Employment Service Further Education Voluntary Services 	To be allocated
<ul style="list-style-type: none"> Agencies assume responsibility for providing support and information post diagnosis 	<ul style="list-style-type: none"> All services 	To be allocated
Action 2019 - 2024	By Whom	Progress
<ul style="list-style-type: none"> Development of a multi-agency database 	<ul style="list-style-type: none"> All Services 	To be started
<ul style="list-style-type: none"> Refinement of the process developed to ensure planning for people with autism is well-informed 	<ul style="list-style-type: none"> All services 	To be started

Indicator 6

A multi-agency care pathway for assessment, diagnosis and intervention to improve the support for people with autism and remove barriers.

Goals	To develop multi-agency assessment, diagnosis and intervention process used consistently and based on assessment of need	<ul style="list-style-type: none"> To Identify and address barriers in the current process, e.g. eligibility criteria for services To remove barriers in the current process, e.g. eligibility criteria of services 	To embed the identification of a 'Named Person' in practice for children and young people up to the age of 18 years to support communication and planning between diagnosis and intervention	To establish a care pathway for people with Asperger Syndrome, post school	To embed Early Intervention in multi-agency practice
Lead Partners	<ul style="list-style-type: none"> NHS Grampian People across the autism spectrum Aberdeen City Council Families and Carers 	<ul style="list-style-type: none"> NHS Grampian People across the autism spectrum Aberdeen City Council Families and Carers 	<i>Pre 5:</i> NHS Grampian <i>Post 5:</i> Mental Health Education	<ul style="list-style-type: none"> NHS Grampian Aberdeen City Council: Social Care (SDS) Education Employment Scotland 	All frontline staff, e.g. GP's; Education staff

Action 2014 -2016	By Whom	Progress
<ul style="list-style-type: none"> Establish a working group to identify a process which can be used to identify a care pathway for any age of individual 	<ul style="list-style-type: none"> Implementation group 	To be allocated
<ul style="list-style-type: none"> Identify and address barriers in current process, e.g. eligibility criteria of services 	<ul style="list-style-type: none"> Adult Services 	Further planning and discussion

Action 2014 -2016	By Whom	Progress
<ul style="list-style-type: none"> • Identification of a 'Named Person' is embedded in practice for children and young people up to the age of 18 years to support communication and planning between diagnosis and intervention 	<ul style="list-style-type: none"> • NHS Grampian • Mental Health • Education 	In progress
<ul style="list-style-type: none"> • Adult services collaborate to establish a care pathway for people with Asperger syndrome 	<ul style="list-style-type: none"> • NHS Grampian • Aberdeen City Council 	In progress
<ul style="list-style-type: none"> • Early intervention is embedded in multi-agency practice 	<ul style="list-style-type: none"> • All frontline staff, e.g. GP's; Education staff 	In progress
Action 2016 - 2019	By Whom	Progress
<ul style="list-style-type: none"> • A multi-agency care pathway is embedded in practice for all ages 	<ul style="list-style-type: none"> • NHS Grampian • Aberdeen City Services 	To be developed
<ul style="list-style-type: none"> • A multi-agency care pathway is established for people with Asperger Syndrome 	<ul style="list-style-type: none"> • NHS Grampian • Aberdeen City Services 	To be developed
<ul style="list-style-type: none"> • Frontline staff, in particular GPs have improved knowledge of autism resulting in early identification and referral for diagnosis 	<ul style="list-style-type: none"> • GPs and frontline services 	To be developed
Action 2019 - 2024	By Whom	Progress
<ul style="list-style-type: none"> • Quality Assurance is embedded in practice 	<ul style="list-style-type: none"> • All Services 	To be developed
<ul style="list-style-type: none"> • Processes for early identification, assessment, diagnosis and intervention are reviewed and refined 	<ul style="list-style-type: none"> • All services 	To be developed

Indicator 7

A framework and process for seeking stakeholder feedback to inform service improvement and encourage engagement.

Indicator 10

A self-evaluation framework to ensure best practice implementation and monitoring.

Goals	<ul style="list-style-type: none"> To establish a sustainable framework and process for seeking stakeholder feedback to inform service improvement and encourage engagement To establish a self-evaluation framework to monitor and plan services for children, young people and adults with autism based on the Scottish Governments 10 indicators of best practice.
Lead Partners	<ul style="list-style-type: none"> All services

Action 2014 -2016	By Whom	Progress
<ul style="list-style-type: none"> Collate existing information from the One-Stop-Shop consultations; The Scottish Government's Mapping Exercise and the Transitions Project's self-evaluation to inform service planning and practice 	<ul style="list-style-type: none"> Implementation group 	In progress
<ul style="list-style-type: none"> To develop and implement a self-evaluation framework 	<ul style="list-style-type: none"> Implementation group 	To be allocated

Action 2016 - 2019	By Whom	Progress
<ul style="list-style-type: none"> Regular stakeholder events are embedded in multi-agency practice 	<ul style="list-style-type: none"> All services 	To be done
<ul style="list-style-type: none"> The self-evaluation process is embedded in multi-agency practice 	<ul style="list-style-type: none"> All services 	To be done
Action 2019 - 2024	By Whom	Progress
<ul style="list-style-type: none"> Regular stakeholder events are embedded in multi-agency practice 	<ul style="list-style-type: none"> All services 	To be done
<ul style="list-style-type: none"> The self-evaluation process is embedded in multi-agency practice 	<ul style="list-style-type: none"> All services 	To be done

Indicator 8

Services that can demonstrate that service delivery is multi-agency in focus and coordinated effectively to target meeting the needs of people with autism

Goals	<ul style="list-style-type: none"> To develop, for all ages, a seamless multi-agency process for assessment of need based on information and views collated during assessment and diagnosis. Services are organised and developed to meet need appropriately
Lead Partners	<ul style="list-style-type: none"> All services

Action 2014 -2016	By Whom	Progress
<p><i>For Children and Young People actions will be taken forward within Education and Children's Services as part of the overarching Inclusion Review</i></p> <ul style="list-style-type: none"> Autism friendly educational environments are developed across all Aberdeen City's school settings with particular attention to sensory issues 	<ul style="list-style-type: none"> Education and Children's Services 	In progress
<ul style="list-style-type: none"> Children and young people with autism benefit from social skills experience and training 	<ul style="list-style-type: none"> Education and Children's Services Transitions Project 	In progress
<ul style="list-style-type: none"> Services are developed for young people with Asperger's Syndrome, which focus specifically on social communication skills and social activities both before and after leaving school 	<ul style="list-style-type: none"> Education and Children's Services Transitions Project Commissioned services, e.g. VSA, NAS Social Care Implementation Group 	In progress
<ul style="list-style-type: none"> Self Directed Support is used creatively, for those eligible, to develop pathways for young people with autism in preparation for leaving school 	<ul style="list-style-type: none"> Employment Scotland 	In progress
<ul style="list-style-type: none"> Multi-agency planning is consolidated and embedded in practice for all children and young people with autism, within the GIRFEC staged intervention process as appropriate 	<ul style="list-style-type: none"> Education and Children's Services, and related 	In progress

Action 2014 -2016	By Whom	Progress
	services	
<ul style="list-style-type: none"> ○ Links between diagnosis and intervention are strengthened to ensure that educational provision is informed by assessment and developed in partnership with parents/carers and young people 	<ul style="list-style-type: none"> ● Mental Health ● Education and Children's Services ● Parents/Carers 	In progress
<ul style="list-style-type: none"> ○ A social/life skills programme is developed for young people in the 18-25 year age group 	<ul style="list-style-type: none"> ● Implementation Group 	To be done
<p><i>For Adults</i></p> <ul style="list-style-type: none"> ○ Assessments are in place for those who are eligible in terms of need. A Self Directed Support pathway process is developed to agree personal outcomes, budgets and making a support plan. 	<ul style="list-style-type: none"> ● Adult services/Care Management 	To be done
<ul style="list-style-type: none"> ○ Development of the commissioning service to identify and meet agreed outcomes and develop the Self Directed Support process 	<ul style="list-style-type: none"> ● Adult services/Care Management 	In progress
<ul style="list-style-type: none"> ○ Existing links between Social Care and Communities, Housing & Infrastructure Service at strategic and operational level are consolidated 	<ul style="list-style-type: none"> ● Social Care ● Communities, Housing & Infrastructure Service 	In progress
<ul style="list-style-type: none"> ○ Consideration is given to developing a Housing Needs Assessment process for people with High Functioning autism and Asperger Syndrome 	<ul style="list-style-type: none"> ● Social Care ● Housing 	In progress
<ul style="list-style-type: none"> ○ Communities, Housing & Infrastructure Service consider autism-related issues such as sensory needs and safety when allocating housing. 	<ul style="list-style-type: none"> ● Communities, Housing & Infrastructure Service 	In progress
<ul style="list-style-type: none"> ○ Creative use of Self Directed Support to create pathways particularly at points of transition 	<ul style="list-style-type: none"> ● Social Care 	In progress
<ul style="list-style-type: none"> ● Community Planning consider 'autism friendly' adjustments to mainstream provision and activities e.g. cinema screenings; use of public transport; community and sports centres 	<ul style="list-style-type: none"> ● Community Planning 	In progress

Action 2014 -2016	By Whom	Progress
<ul style="list-style-type: none"> • Engagement with key professionals in the criminal justice system to improve the experience of people with autism and to inform practice 	<ul style="list-style-type: none"> • Implementation group • Legal representatives • SPS • Police Scotland 	In progress
<ul style="list-style-type: none"> • Consolidation of the Autism Alert card scheme 	<ul style="list-style-type: none"> • Police Scotland • All services 	In progress
<ul style="list-style-type: none"> • Building on the existing GIRFEC framework, multi-agency planning for children, young people and adults with Asperger syndrome is discussed as a priority 	<ul style="list-style-type: none"> • Implementation group 	To be done
<ul style="list-style-type: none"> • Post-school action plan is developed to address the needs of young people with Asperger's Syndrome/High Functioning Autism, leaving school: <ul style="list-style-type: none"> ○ Post school transitions ○ Awareness raising of autism in colleges and universities / consolidation of support arrangements ○ Preparation for employment/raised awareness of employers ○ Social activities ○ Social/life skills training ○ Use of Self Directed Support 	<ul style="list-style-type: none"> • Implementation Group • Workshop task • Education and Children's Services • Further Education • Social Care • Mental Health • Skills Development Scotland • Aberdeen Guarantees 	To be done
Action 2016 - 2019	By Whom	Progress
<ul style="list-style-type: none"> • Children, young people and adults have easy access to an appropriate assessment of need process. Those eligible for services, can report positive outcomes within reasonable budgetary constraints and/or are signposted to alternate opportunities within their communities • There is increased community capacity within Aberdeen for all, offering people with autism reduced dependency on services, leading to improved outcomes as active citizens • People with autism are confident to use and have improved access to universal services 	<ul style="list-style-type: none"> • Stakeholders 	To be done

Action 2016 - 2019	By Whom	Progress
<ul style="list-style-type: none"> Services collaborate to collate feedback from service users to inform practice accordingly 	<ul style="list-style-type: none"> All services 	To be done
Action 2019 - 2024	By Whom	Progress
<ul style="list-style-type: none"> Parents/carers and individuals with autism can report having taken part in person centred assessment of need processes, and where eligible for services, with positive outcomes within reasonable budgetary constraints. 	<ul style="list-style-type: none"> Implementation Group Parents/carers and people with autism 	To be done

Indicator 9

Clear multi-agency procedures and plans which are in place to support individuals through major transitions at each important life-stage.

Goals	<ul style="list-style-type: none"> • To ensure key transitions are well-planned for and managed to allow the individual with autism to cope with major changes in their lives. This involves transfer of information from one establishment or agency to another, good communication and application of data, personalised induction processes and involvement of the individual and their families • To develop multi-agency processes, where appropriate, to facilitate transition planning at key stages for children, young people and adults with autism • To embed person-centred planning in multi-agency practice
Lead Partners	<ul style="list-style-type: none"> • All services

Action 2014 -2016	By Whom	Progress
<p><i>For Children and Young People</i></p> <ul style="list-style-type: none"> ○ Transition processes are further developed for key stages, i.e. pre-school/P1, P7/S1 and post school. Existing processes are consolidated. 	<ul style="list-style-type: none"> • Education and Children’s Services 	In progress
<p><i>For Adults</i></p> <ul style="list-style-type: none"> ○ Supports are developed for young people entering employment 	<ul style="list-style-type: none"> • Implementation group • Social Care • Careers Scotland • Employment Scotland 	To be progressed
<ul style="list-style-type: none"> ○ For school leavers with learning disabilities processes are developed to ensure a smooth transition from children’s to adult services 	<ul style="list-style-type: none"> • Social Care • Education and Children’s Services 	In progress

Action 2014 -2016	By Whom	Progress
<ul style="list-style-type: none"> ○ Young people with Asperger Syndrome and High Functioning Autism have access to appropriate support and information 	<ul style="list-style-type: none"> • Implementation group 	To be allocated
Action 2016 - 2019	By Whom	Progress
<ul style="list-style-type: none"> • Children and young people experience transitions at key stages which are smooth, individualised and well supported by the involvement of their families 	<ul style="list-style-type: none"> • Education and Children's Services • Related services 	In progress
<ul style="list-style-type: none"> • Young people leaving school are signposted to appropriate information and support 	<ul style="list-style-type: none"> • Education and Children's Services • Social Care • Skills Development Scotland 	In progress
<ul style="list-style-type: none"> • Creative use of Self Directed Support 	<ul style="list-style-type: none"> • Education and Children's Services • Social Care • Skills Development Scotland 	In progress
<ul style="list-style-type: none"> • Universities and the College develop their provision for young people with autism 	<ul style="list-style-type: none"> • Universities • College • Educational Psychology Service 	In progress
<ul style="list-style-type: none"> • Information sharing protocols are established to ensure effective planning for people involved in the criminal justice system 	<ul style="list-style-type: none"> • Education and Children's Services • Social Care • Police Scotland • Prison Service 	In progress
Action 2019 - 2024	By Whom	Progress
<ul style="list-style-type: none"> • Children and young people experience transitions at key stages which are smooth, individualised and well supported by the involvement of their families 	<ul style="list-style-type: none"> • Education and Children's Services 	To be reviewed

Action 2019 - 2024	By Whom	Progress
	<ul style="list-style-type: none"> • Related Agencies 	
<ul style="list-style-type: none"> • Young people leaving school have access to appropriate information and support through Further Education and into employment 	<ul style="list-style-type: none"> • Education and Children's Services • Social Care • Skills Development Scotland 	To be reviewed
<ul style="list-style-type: none"> • Individuals with autism receive a service from staff who are autism aware 	<ul style="list-style-type: none"> • Autism Action Plan Group • Police Scotland • Legal Representatives • SPS 	To be reviewed
<ul style="list-style-type: none"> • Adults with autism receive appropriate support to facilitate significant transitions in their lives 	<ul style="list-style-type: none"> • All services • Families/carers 	To be reviewed
<ul style="list-style-type: none"> • Processes for early identification, assessment, diagnosis and intervention are refined 	<ul style="list-style-type: none"> • All services 	To be done
<ul style="list-style-type: none"> • Quality assurance is embedded in practice 	<ul style="list-style-type: none"> • All services 	To be done