

Appendix 1 Action plan

|  | How | By whom | when | Resource implications |
|--|-----|---------|------|-----------------------|
| <p><b>Focus Area 1: Early Identification and Awareness Raising</b></p> <ul style="list-style-type: none"> <li>• Increase autism awareness across the workforce through a targeted and tiered programme of competency-based training (universal, targeted and specialist)</li> <li>• Increase the number of professionals able to deliver a range of parent support training courses for autism</li> <li>• build on the current parental support programmes e.g. Time Out for ASC and CAMHS post diagnosis groups</li> <li>• review of the prevalence of young people with autism in the youth offending service and awareness raising in this and other young people’s services about the vulnerability of young people with autism</li> </ul> |     |         |      |                       |
| <p><b>Focus Area 2: Integrated Assessment</b></p> <ul style="list-style-type: none"> <li>• Ensure the pathway for assessment and diagnosis of autism is consistently applied and that it is NICE compliant</li> <li>• Provide joint health / education / social care plans post diagnosis, for children with autism, linked to the work of the Local Pathfinder</li> <li>• Establish a mechanism for data collection and monitoring of the diagnostic process relating to autism</li> </ul>  |     |         |      |                       |

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| <ul style="list-style-type: none"> <li>• Ensure that future health commissioning arrangements include full engagement with the plan for autism</li> </ul>   |  |  |  |  |
| <p><b><u>Focus Area 3: Give parents greater control and influence</u></b></p> <ul style="list-style-type: none"> <li>• Work through Amaze and the Local Offer to ensure comprehensive awareness of local groups that operate for children with autism</li> <li>• Improve signposting to Voluntary Sector organisations that already offer support to children and young people with autism and their families, including opportunities for short breaks and leisure activities</li> <li>• Ensure that families of children 0-5 with a diagnosis of autism are aware of and registered with their local Children’s Centre</li> <li>• Increase the number of training events and availability of autism awareness sessions for parents and professionals</li> <li>• Conduct annual service user satisfaction surveys to monitor parental and service user feedback</li> <li>• Ensure information packs are available for families post diagnosis to provide relevant information and support</li> <li>• Ensure autism information is readily available accessible through Family Information Service libraries</li> </ul> |  |  |  |  |
| <p><b><u>Focus Area 4: Enhance local provision</u></b></p> <ul style="list-style-type: none"> <li>• Map the autism pathway of services to identify</li> </ul>   |  |  |  |  |

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| <p>gaps in provision and encourage greater integration of services</p> <ul style="list-style-type: none"> <li>• Ensure the needs of children with autism are included in the local authority’s strategy for “Narrowing the Gap”</li> <li>• Further develop ASCSS and PRESENS to support pre-school children through early intervention</li> <li>• Embed the specialist educational psychology role to increase skills and knowledge in meeting the needs of children with autism and support schools</li> <li>• Ensure that the full range and extent of provision for families of children with autism is identified and included in the published Local Offer</li> <li>• Ensure that older young people with autism engaged with youth services, youth offending etc are well supported</li> </ul> |  |  |  |  |
| <p><u>Focus Area 5: support at home</u></p> <ul style="list-style-type: none"> <li>• Enhance the autism knowledge of services offer support to families eg health visitors, PRESENS, Community CAMHS</li> <li>• Develop the family support worker role within t ASCSS</li> <li>• Develop the role of special schools and facilities autism to support the introduction and implementation of particular strategies at home</li> <li>• Make effective use of the Single EHC plan to des support across all settings and ensure consistent</li> </ul>  |  |  |  |  |

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| <p>of agreed behaviour interventions/strategies</p> <ul style="list-style-type: none"> <li>• Use the Local offer to describe local services, the skills, knowledge and experience to build parent confidence in what they provide</li> <li>• Develop the work of the Behaviour Support Net</li> </ul>   |  |  |  |  |
| <p><b>Focus Area 6: Transitions</b></p> <ul style="list-style-type: none"> <li>• Monitor and track destinations post 16 for young people with autism</li> <li>• Continue to improve local personalised pathways for Post 16 and Post 19 learning opportunities, to enable more young people with autism to be educated and to live locally</li> <li>• Ensure that this plan links with the strategy for young adults with autism and leads to improved pathways and better managed expectations for young people moving from being a child to adulthood</li> <li>• Young people with autism moving into adult services will have an individual assessment of need and transition plan, including plans for education, employment and training</li> <li>• Take a 'One Council' approach to planning for autism, working closely with the Health economy</li> </ul> |  |  |  |  |
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